



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
30 Aug 2013 - 10:00
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**1.1.** MOTION: To approve the agenda as presented.

**2. APPROVAL OF UEC MINUTES**

3 - 7      **2.1.** UEC draft minutes: June 21, 2013

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

8 - 11      **3.1. Social, Cultural, and Media Studies**

Changes including prerequisites: SOC 201

MOTION: To approve the SOC 201 course outline as presented.

12 -  
33      **3.2. Education**

Changes including prerequisites and calendar description: EDUC 442, 490

Changes including calendar description: EDUC 444, 446, 448, 450, 452, 492

Changes including calendar description and total hours: EDUC 495

MOTION: To approve the Education course outlines as presented.

**4. PROGRAMS**

34 -  
73      **4.1. Arts**

Change to program: Bachelor of Arts (writing requirement)

MOTION: To approve the changes to the Bachelor of Arts writing requirement

Page

as presented, effective September 2013.

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

74 - **5.1. Columbia Bible College Transfer Agreement**

77

78 - **5.2. Transfer Credit Subcommittee report**

87

**5.3. Policy Subcommittee report**

Call for new chair of UEC Policy Subcommittee to replace S. Pattridge as chair

**5.4. Course Outline Subcommittee**

**5.5. Admissions Subcommittee report**

88 **5.6. Membership of UEC Subcommittees**

89 **5.7. Renewal of UEC Membership in 2014**

**5.8. Interdisciplinary Program Curriculum Committee**

## **6. INFORMATION ITEMS**

90 **6.1. Academic Calendar deadlines**

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

EDUC 410 and 445

91 - **6.3. Geography**

92

Change to program requirement: The removal of GEOG 354 and the addition of one course in physical geography (GEOG 302, 304, 307, 308, 317, 402, 410, 417, 419, or 453) in the Physical Geography major.

93 - **6.4. Procedures for Membership on Standing Committees of Senate (revised copy)**

96

97 **6.5. Rules for the Conduct of Business**

Addition of rule 1.6

98 **6.6. 2013/14 UEC meeting schedule**

## **7. ADJOURNMENT**



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

June 21, 2013  
10:00 am – B121  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** D. Alary, M. Bos-Chan, S. Fisher, N. Goad, S. Manu, S. Marsh, R. McLeod, S. Patridge, E. Spalding, S. Xi  
**ABSENT:** S. Bains, S. Brigden, W. Burton, R. Colwell, H. Compeau, V. Dvoracek, J. English, D. Francis, S. Hardman, J. Larsen, D. McGuire, L. Stagg, D. Waslewsky, J. White, A. Wiseman  
**GUESTS:** S. Piper  
**RECORDER:** A. Hoogendoorn

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

- 1.1. MOTION:**  
To approve the agenda as presented.  
S. Marsh/ M. Bos-Chan

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

- 2.1.** UEC draft minutes: May 24, 2013  
**MOTION:**  
To approve the draft minutes as presented.  
R. McLeod/ S. Fisher

#### **3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

##### **3.1. Biology**

Changes including prerequisites: BIO 111

**MOTION:**  
To approve the Biology 111 course outline as presented.  
S. Marsh/ R. McLeod

##### **3.2. Social, Cultural, and Media Studies**

Changes including prerequisites, calendar description, and learning outcomes:  
SOC 475  
Changes including title and synonymous courses: SOC 490

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**MOTION:**

To approve the SOC 490 course outline as presented and the SOC 475 course outline as amended:

- Check off the transfer credit options as follows: No, Yes, No.
- Change the title from 'Sociology of Communities' to 'Communities, Difference, and Belonging'.

E. Spalding/ S. Fisher

**3.3. Visual Arts**

Changes including learning outcomes: VA 365/FILM 365/JRNL 365

**MOTION:**

To approve the Visual Arts course outlines as presented.

S. Fisher/ S. Marsh

**4. PROGRAMS**

**4.1. Arts**

Change to program: Bachelor of Arts (writing requirement)

Change to program: Bachelor of Fine Arts (writing requirement)

Change to program: Visual Arts diploma (writing requirement)

**MOTION:**

To approve the changes to the Bachelor of Arts writing requirement as presented, effective September 2013.

Motion tabled

The change to the Bachelor of Arts writing requirement would mean that students who receive an A in their English 12 high school class would not have to take ENGL 105. Some students could potentially graduate with a Bachelor of Arts degree without taking a university writing specific course.

S. Fisher explained the benefits of this change. Research shows that English 12 grades are a good predictor of success in a university level writing course. Students who are unsure of what they would like to study would have more credits for exploration. Students are more successful at learning how to write when it's related to their major, and do a lot of writing in their other classes. Budget cuts mean that less sections of ENGL 105 will be offered in the future and this change would alleviate some of the demand for this course. Furthermore, Uvic implemented the same change five years ago, and have not experienced problems.

Concern was expressed about the types of evidence being presented. There was a request to include the research document(s) that are referenced in the agenda package. The research only refers to students in B.C. and fails to represent international students, as well as students outside of B.C. Also, there is discrepancy between the ways that teachers in B.C. mark. What one teacher

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considers an 'A' may be considered a 'B' by another teacher. There was a concern that removing top tier students from this course could change the nature and focus of the course. ENGL 105 is a requirement for a lot of majors, so many students completing a BA would still have to take this course. If students switch to another program, they will have to go back and take ENGL 105. There was also concern that budget cuts were dictating this change.

There was a suggestion that perhaps students with an A in English 12 could instead take ENGL 108 or higher. This would give students more choice, while at the same time requiring them to complete a university writing specific course. In 2010, the maximum enrolment of ENGL 105 changed from 24 to 23. Perhaps if the class size went back to 24, budget concerns could be slightly alleviated. It is important to note that UEC does not approve class size.

Although opinions differed on this topic, the general consensus was that not enough research and information was provided to make a decision. It was pointed out that students are already registering for their classes, so making this change right now may not have much of an impact. The motion was tabled and will be discussed again, with more research present.

**MOTION:**

To approve the changes to the Bachelor of Fine Arts writing requirement as presented, effective September 2013.

E. Spalding/ M. Bos-Chan

CARRIED

ABSTENTIONS: 1

**MOTION:**

To approve the changes to the Visual Arts diploma writing requirements as presented, effective September 2013.

S. Marsh/ E. Spalding

CARRIED

ABSTENTIONS: 1

**4.2. Geography**

Discontinuation of program: Geography major Geographic Information Systems concentration

**MOTION:**

To approve the discontinuation of the Geography major Geographic Information Systems concentration, effective September 2013.

**S. Marsh/ E. Spalding**

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Renewal of UEC Membership in 2014**

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A large amount of membership terms will be ending on July 31, 2014. There is concern that many members may leave at the same time. This could be problematic, as it could result in too many new members joining UEC at the same time. The years of ending memberships need to be more balanced.

*In response to this concern, an email was sent to the UEC members with memberships ending on July 31, 2014, asking members if they would consider staying on for another term (two years), or extending their term for another year.*

**5.2. Admissions Subcommittee report**

**MOTION:**

To approve the revised membership of the Admissions Subcommittee as presented: replacement of J. Croft (chair) with D. Francis (chair).

E. Spalding/ S. Fisher

**5.3. Transfer Credit Subcommittee report**

S. Pattridge, M. Bos-Chan, and P. Geller met with D. McGuire (Executive Director, UFV International). Transfer with private language training schools will no longer go through the Transfer Credit Subcommittee and will be negotiated in a different way.

**5.4. Policy Subcommittee report**

The Policy Subcommittee compiled and reviewed feedback on the Assignment of Course Credit policy (105) from various faculty councils. A couple of guiding principles were agreed upon, which will be used while developing a new policy. A new draft of the policy will be worked on over the summer and will be presented at the August or September UEC meeting.

**5.5. Course Outline Subcommittee report**

**MOTION:**

To approve the revised draft of the course outline, as presented.

This will be postponed until the following meeting.

Information was gathered from faculty councils and discussed. Further revisions have been made to the draft course outline.

**6. INFORMATION ITEMS**

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

ANTH 268  
EDUC 200, 300  
ENGL 204, 205, 206, 207, 211, 212, 213, 214, 225, 228, 254, 255, 256, 270,  
275, 301, 304, 306, 316, 319, 321, 325, 333, 336, 338, 339, 340, 341, 344, 348,  
349, 354, 356, 358, 360, 362, 363, 368, 370, 374, 375, 380, 384, 490

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ENGL 379/EDUC 379  
LAS 200/SOC 200  
SOC 245, 435  
SOWK 225

**7. ADJOURNMENT**

The meeting was adjourned at 11:27am.

**Memo**

**To:** Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Cheryl Dahl, Program Development Coordinator

**From:** Stephen Piper, Department Head, SCMS

**Date:** April 9, 2013

**Subject:** Revision of an existing course - SOC 201, Key Ideas in Sociology

**A. Course revision:**

**1. Rationale for change:**

This is the 6 year review of this course.

**2. Summary of substantive changes:**

There are no major changes to this course. In fact, the majority of changes are to adjust the old course outline to suit current expectations of formatting for official course outlines (e.g. converted the content covered to a week-by-week listing). Other than that, the changes largely just reflect updates related to this area (e.g. textbook suggestions, language used).

**B. Budget and Learning outcome Issues**

**1. How does your course address the UFV Learning Outcomes?**

- Helps students develop critical thinking skills.
- Encourages students to be both analytical and creative, by applying social theories to existing social conditions. In doing so, the students have to demonstrate what they have learned in the course (i.e. demonstrate knowledge)
- The students acquire analytical skills by comparing the strengths and weakness of various social theories
- The knowledge and skills they develop in this course will (hopefully) result in self-growth in that, by the end of the course, they will be able to see beyond their own initial (limited) view of the world, and be able to interpret the social world in which they live in new and different ways.

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

**3. What consideration has been given to indigenizing the curriculum?** When appropriate indigenous knowledges may be incorporated into course content.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:**

- a. Credit value: No change

- b. Class size limit: No change
  - c. Frequency of offering: No change
  - d. Resources required (labs, equipment): No change
5. *If this course is not eligible for PLAR, explain why.* Methods will be considered on a case by case basis.
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* No fieldtrips.
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* \$100 for textbooks.

**No comments made during Campus Wide Consultation.**



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2000  
 COURSE REVISED IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                     |             |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                     |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                     |             |
| <b>SOC 201</b>                                                                                                            | Social, Cultural, and Media Studies | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                  | UFV CREDITS |
|                                                                                                                           | Key Ideas in Sociology              |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                     |             |

**CALENDAR DESCRIPTION:**

This course is a survey of sociological theories and theoretical perspectives from early, classical theorists up to those writing in contemporary times. It provides a history of sociology as it focuses on the thinkers and ideas that have shaped it. The course will cover selected works which represent the breadth and depth of sociology.

PREREQUISITES: SOC 101.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Every year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☒ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☒ Yes ☐ No

|                                                                           |                                         |
|---------------------------------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Elizabeth Dennis (updated by Chantelle Marlor)</u> |                                         |
| Department Head: <u>Stephen Piper</u>                                     | Date approved: <u>April 19, 2013</u>    |
| Campus-Wide Consultation (CWC)                                            | Date of meeting: <u>April 19, 2013</u>  |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u>                         | Date approved: <u>May 10, 2013</u>      |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                                | Date approved: <u>May 26, 2013</u>      |
| Undergraduate Education Committee (UEC) approval                          | Date of meeting: <u>August 30, 2013</u> |

**SOC 201**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Describe various social theories
- Analytically compare these theories in terms of relative strengths and weaknesses
- Demonstrate an ability to read the original writings of select social theorists
- Analyze social life through the lens of several social theories

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This is a lecture-based class which also includes large and small group discussions and student/learner centered activities.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☒ Other (specify): Methods will be considered on a case by case basis.

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Mann, D. 2011. *Understanding Society: A Survey of Modern Social Theory*. Oxford.

Scott, J. 2006. *Sociology: The Key Concepts*. Routledge.

**SUPPLIES / MATERIALS:**

No unusual supplies needed.

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                            |     |
|----------------------------|-----|
| Midterm exam:              | 30% |
| Final exam:                | 30% |
| Media assignment:          | 30% |
| In-class mini-assignments: | 10% |

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| <b>Week 1:</b>    | Introduction and overview of the course                           |
| <b>Week 2:</b>    | Thinking about social theory: what is it and what is it good for? |
|                   | Reading difficult readings workshop                               |
| <b>Week 3:</b>    | Functionalism and its critics                                     |
| <b>Weeks 4-5:</b> | Materialism                                                       |
| <b>Weeks 6-7:</b> | Form, structure, and agency                                       |
| <b>Week 8:</b>    | Midterm exam                                                      |
| <b>Week 9:</b>    | Society as symbols                                                |
| <b>Week 10:</b>   | Feminism                                                          |
| <b>Week 11:</b>   | Structuralism and post-structuralism                              |
| <b>Week 12:</b>   | Post-modernism                                                    |



## Memo

**To:** Ashley Hoogendoorn, UEC Assistant

**From:** Teacher Education Program and Rosetta Khalideen - Dean, Faculty of Professional Studies

**Date:** August 12, 2013

**Re:** Revised courses from the Teacher Education Program

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As part of the Teacher Education Secondary Program, 11 existing education courses with revisions were submitted to Faculty Council for approval in April 2011. These courses were approved together with 12 new Secondary Program courses. Since there was a lengthy delay in moving the secondary program proposal through the subsequent approval steps, only the course outlines new to the secondary program continued with the program proposal to UEC and Senate. Please accept with this memo the remaining 11 revised course outlines which will also be part of our existing Teacher Education Program (elementary option) and secondary program option.

The courses are: EDUC 410, 442, 444, 445, 446, 448, 450, 452, 490, 492, 495.

The above mentioned courses are currently part of our elementary Teacher Education program. The courses have been revised to reflect K-12 outcomes and course content. We emphasize that the course content fully applies to elementary classrooms as well as secondary classrooms, because of the K-12 methods and pedagogical approaches. Pedagogical differentiation is emphasized so that Elementary and Secondary student teachers can gear content and pedagogy towards their specific environments. For example, one of the expanded courses is EDUC 444 (Classroom Management Strategies). The concepts which are currently taught in the course at will continue to be taught in the expanded course, but will now include opportunities to discuss, contextualize, and provide examples of specific approaches that represent best practices in K-7 and 8-12 environments. The assignments and readings in the course will be differentiated sufficiently so that elementary and secondary students can apply content to their specific grade levels. We hope to implement the revised courses for **January 2014**, when our current cohort enters the third semester of their professional teacher training.

During the Campus-wide consultations in 2011, the following comments were received:

1. Elaine Harris commented on April 5<sup>th</sup>, 2011 that in the outline for **EDUC 492** the sentence “during the remaining weeks of the practicum student teachers conclude teaching their units” sounded a bit vague. Awnet responded on April 5<sup>th</sup>, 2011 that the following sentence would make the teaching loads a bit clearer: “During the final week(s) of the practicum, student teachers conclude teaching at levels of 80% or less”.
2. Elaine Harris commented on April 5<sup>th</sup>, 2011 in regards to the course outline for **EDUC 490** that prerequisites had been dropped. Awnet responded that the changing sequence of courses within TEP had made it difficult to move courses from one semester to another. As students are taking courses within a cohort, always with a set sequence from year to year, it seemed best to have this course prerequisite be “Admission to TEP”.
3. Elaine Harris commented on April 5<sup>th</sup> in regards to course **EDUC 450** that the word pre-service should be hyphenated. This spelling error was fixed.

All responses to the CWC consultations were deemed satisfactory, as there were no further requests for information or feedback.

Please let us know if UEC requires any additional information in regards to the 11 course revision requests.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: May 2008  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                |             |
| EDUC 442                                                                                                                  | Professional Studies/Education | 1           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT             | UFV CREDITS |
| Introduction to Classroom Research                                                                                        |                                |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the principles and ethics of classroom research and the role such research plays in a teacher's ongoing professional development. Students will create and implement their own participatory action research project in relation to their school practicum placement.

PREREQUISITES: Admission to the Teacher Education Program (TEP)

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 15

**STRUCTURE OF HOURS:**

Lectures: 8 Hrs  
 Seminar: 4 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 3 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36

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

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Sheryl MacMath</u>        | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>August 30, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 442**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Identify critical issues in education in relation to injustices, suffering, irrationality, and alienation
- Design a participatory action research project for implementation in their school practicum placement
- Create, implement, and reflect on their use of an observation record and interview protocol
- Identify ways of improving validity and ethical standards in classroom research

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, discussions, small group presentations, and lab work

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with the practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example of texts might be:]

Christenson, M., Slutsky, R., Bendau, S., et al. (2002). The rocky road of teachers becoming action researchers. *Teaching and Teacher Education*, 18, 259-272.

Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators (2<sup>nd</sup> edition)*. Upper Saddle River, NJ: Pearson. (Available on loan in the curriculum lab).

Kemmis, S. (2006). Participatory action research and the public sphere. *Educational Action Research*, 14, 459-476.

Brydon-Miller, M., & Maguire, P. (2009). Participatory action research: Contributions to the development of practitioner inquiry in education. *Educational Action Research*, 17, 79-93.

Goodnough, K. (2008). Dealing with messiness and uncertainty in practitioner research: The nature of participatory action research. *Canadian Journal of Science, Mathematics, and Technology Education*, 31, 431-458.

Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N.K. Denzin & Y.S. Lincoln's *Handbook of qualitative research (2<sup>nd</sup> edition)*, pp567-605. Thousand Oaks, CA: Sage.

Mathison, S. (1988). Why triangulate? *Educational Researcher*, 17(2), 13-17.

Somekh, B., & Zeichner, K. (2009). Action research for educational reform: Remodelling action research theories and practices in local contexts. *Educational Action Research*, 17, 5-21.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

|                                                            |     |
|------------------------------------------------------------|-----|
| Assignment #1 (question and literature review):            | 30% |
| Assignment #2 (observation record and interview protocol): | 40% |
| Assignment #3 (research interpretation):                   | 30% |

Grading for this course is on a Credit/No Credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit grade). Students achieving below a C+ level will be assigned an NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

**COURSE CONTENT:** [Course content varies by instructor. An example of course content might be:]

- Participatory action research
- Critical issues in education
- Data gathering
- Observations and interviews
- Data Interpretation
- Validity and ethics in the classroom



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: May 2008  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                                 |                                |             |
|---------------------------------|--------------------------------|-------------|
| EDUC 444                        | Professional Studies/Education | 1           |
| COURSE NAME/NUMBER              | FACULTY/DEPARTMENT             | UFV CREDITS |
| Classroom Management Strategies |                                |             |
| COURSE DESCRIPTIVE TITLE        |                                |             |

**CALENDAR DESCRIPTION:**

This course will introduce students to traditional and contemporary approaches to classroom management and how these approaches relate to sources of power and authority in the K- 12 classroom. The use of routines, individual behaviour plans, whole class reward systems, environment supports, and student choice will be examined.

PREREQUISITES: Admission to the Teacher Education Program (TEP)

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 15

**STRUCTURE OF HOURS:**

Lectures: 8 Hrs  
 Seminar: 7 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Once per year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Sheryl MacMath</u>        | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>August 30, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 444**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Identify the strengths and challenges of various theories of classroom management
- Critically reflect on their own values in relation to various theories of classroom management
- Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines, individual behaviour plans, and whole class reward systems

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, guest speakers, small group work, and peer assessment

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)                      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with the practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example of texts might be:]

Elliot, A.J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34(3), 169-189.  
 Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* New York, NY: Houghton Mifflin Company.  
 Jones, V., & Jones, L. (2010). *Comprehensive classroom management: Creating communities of support and solving problems*, 9<sup>th</sup> edition. Columbus, OH: Pearson Education Inc.  
 Levin, J., Nolan, J.F., Kerr, J.W., & Elliott, A.E. (2009). *Principles of classroom management: A professional decision-making model*, 2<sup>nd</sup> Canadian Edition. Toronto, ON: Pearson Education Canada.  
 Osher, D., Bear, G.G., Sprague, J.R., & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher*, 39, 48-58.  
 Swearer, S.M., Espelage, D.L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, 39, 38-47.

## SUPPLIES / MATERIALS:

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

|                                                     |     |
|-----------------------------------------------------|-----|
| Class participation:                                | 10% |
| Assignment #1 (critique):                           | 40% |
| Assignment #2 (personal classroom management plan): | 30% |
| Group presentation of management plan:              | 20% |

Grading for this course is on a Credit/No Credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit grade). Students achieving below a C+ level will be assigned and NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

**COURSE CONTENT:** [Course content varies by instructor. An example of course content might be:]

- Defining classroom management in relation to control and power (teacher and student)
- Defining inappropriate behaviour
- Intervention of common problems versus chronic or severe problems
- Classroom environment
- Developing standards for classroom behaviour
- Managing common behaviour problems
- Individual behaviour plans for students with chronic or severe problems
- Student motivation and classroom management
- Whole school culture in relation to classroom management



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: May 2007  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2019  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                    |             |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                    |             |
| EDUC 446                                                                                                                  | Professional Studies/Education     | 1           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                 | UFV CREDITS |
|                                                                                                                           | Information Technology in Teaching |             |
|                                                                                                                           | COURSE DESCRIPTIVE TITLE           |             |

**CALENDAR DESCRIPTION:**

This course is designed to be an interactive and hands-on introduction to learning and teaching with information technology: computers and audio-visual equipment. Through readings, discussion, and practical assignments, the course aims to introduce students to some of the major social, cultural, and instructional issues surrounding the use of computing and communications technologies in K-12 teaching. Students will gain some concrete ideas about how to integrate information technology into their teaching, and they will develop a critical approach to the selection and use of computer software and audio visual-materials available for the K-12 classroom.

PREREQUISITES: Admission to the Teacher Education Program (TEP)  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 15

**STRUCTURE OF HOURS:**

Lectures: 8 Hrs  
 Seminar: 7 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Once a year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Heather Comeau</u>        | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>August 30, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 446**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Identify the major social, cultural, and instructional issues involving the use of computing and communications technologies in K-12 teaching
- Develop strategies for the appropriate integration of information technology and curricula
- Critique software and audio-visual materials available for the K-12 classroom at the school district's instructional resource centres and other cultural centres

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, seminar, three assignments

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with school practica and other courses in the Teacher Education Program. Students cannot audit or challenge this course.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Cennamo, K., & Ertmer, P. (2010). *Technology integration for meaningful classroom use: A standards-based approach* (1st ed.). Belmont, CA: Wadsworth Cengage Learning.

Frei, S., Gammill, A., & Irons, S. (2007). *Integrating technology into the curriculum*. Huntington Beach, CA: Shell Education.

Robyler, M. D. (2010). *Integrating educational technology into teaching* (Fifth ed.). Upper Saddle River, New Jersey: Pearson. \*\* Last Canadian edition was published in 2003.

Ryan, K., & Cooper, J. M. (2010). *Those who can, teach* (12th ed.). Boston, MA: Wadsworth Cengage Learning.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

|                                                              |     |
|--------------------------------------------------------------|-----|
| Reflective paper on integrating technology in the classroom: | 25% |
| Critical assessment of current classroom technologies :      | 25% |
| Technology demonstration:                                    | 40% |
| Participation:                                               | 10% |

Grading for this course is on a Credit/ No Credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit) grade. Students achieving below a C+ level will be assigned NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

**Topics**

- Major social, cultural, and instructional issues involving the use of computing and communications technologies in K-12 teaching
- Exploration of technology tools and strategies for the appropriate integration of information technology and curricula
- Critical assessment of K-12 computer software and audio-visual materials

**Assignments**

1. Online discussions or written/visual/audio reflections based on the course readings and experiences
2. A critical review of software and audio-visual materials
3. Integration of technology in a curriculum methods (e.g. Social Studies) assignment



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: Sept. 2007  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2019  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                |             |
| EDUC 448                                                                                                                  | Professional Studies/Education | 1           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT             | UFV CREDITS |
| Conflict Resolution in Schools                                                                                            |                                |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                |             |

**CALENDAR DESCRIPTION:**

Conflict inevitably occurs at some levels among people in various roles in the K-12 school setting: students, teachers, administrators, and parents. This course will introduce student teachers to contemporary responses to conflict resolution in schools.

PREREQUISITES: Admission to the Teacher Education Program (TEP)  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** **SERVICE COURSE TO:** (department/program)  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**TOTAL HOURS PER TERM:** 15 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: 9 Hrs Hours per day: \_\_\_\_\_  
 Seminar: 6 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**OTHER:**  
 Maximum enrolment: 36  
 Expected frequency of course offerings: \_\_\_\_\_  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)** ☐ Yes ☒ No  
**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)** ☒ Yes ☐ No  
**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:** ☐ Yes ☒ No

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Sandy Hill</u>            | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>  | Date of meeting: <u>August 30, 2011</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 448**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- recognize their own responses to conflict
- develop a critical perspective on the nature of conflict
- articulate their own values in relation to conflict and its occurrence in schools
- demonstrate a set of skills to address situations of conflict
- plan a variety of ways to address conflict in their practice and environment

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, seminar, three assignments

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with the other TEP courses and builds on experiences and reflections from the practica.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Selected articles distributed by the instructor and peers.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

|                                                                |     |
|----------------------------------------------------------------|-----|
| Autobiographical analysis of an experience involving conflict: | 40% |
| Group presentation:                                            | 30% |
| Reflective paper:                                              | 20% |
| Participation:                                                 | 10% |

Grading for this course is on a Credit/ No Credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit) grade. Students achieving below a C+ level will be assigned NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

**Topics:**

- Nature of conflict
- Personal responses to conflict
- Group development process
- Conflict prevention strategies and skills
- Communication practices and the role of conversation
- Professional boundaries
- Containment of emotions
- Effective conflict resolution strategies

**Assignments**

1. Written narrative and discussion on a specific conflict in an educational setting
2. Small group analysis of a specific conflict
3. Personal reflections on conflict resolution topics



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: Jan 2008  
 COURSE REVISED IMPLEMENTATION DATE: Jan 2014  
 COURSE TO BE REVIEWED: Jan 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                |             |
| EDUC 450                                                                                                                  | Professional Studies/Education | 2           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT             | UFV CREDITS |
| Second Language Learning in Classroom Practice                                                                            |                                |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                |             |

**CALENDAR DESCRIPTION:**

This course will prepare pre-service teachers in effective elementary curriculum and instruction strategies for students from a wide variety of linguistic and cultural backgrounds. Children of minority language backgrounds (those often labeled as ESL students) face particular challenges and bring particular strengths to learning English in elementary school. The course will consider the theory and research in second language learning, examine recommendations for K-12 classroom practice, and develop plans for effective instructional programs. Pre-service teachers will integrate theoretical knowledge about language acquisition with K-12 lesson planning and practices.

PREREQUISITES: Admission to the Teacher Education Program (TEP)  
 COREQUISITES:  
 PRE or COREQUISITES:

|                                            |                                                |
|--------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>               | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: _____                        | _____                                          |
| (b) Cross-listed with: _____               | _____                                          |
| (c) Cannot take: _____ for further credit. | _____                                          |

|                                        |                                                              |
|----------------------------------------|--------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>30</u> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                       |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____                                      |
| Lectures: <u>15</u> Hrs                | Hours per day: _____                                         |
| Seminar: <u>15</u> Hrs                 |                                                              |
| Laboratory: _____ Hrs                  |                                                              |
| Field experience: _____ Hrs            | <b>OTHER:</b>                                                |
| Student directed learning: _____ Hrs   | Maximum enrolment: <u>36</u>                                 |
| Other (specify): _____ Hrs             | Expected frequency of course offerings: <u>Once per year</u> |
|                                        | (every semester, annually, every other year, etc.)           |

|                                                                          |                                         |                                        |
|--------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)            | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:                          | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Allan McNeill</u>         | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>  | Date of meeting: <u>August 30, 2011</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 450**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Integrate the theory and research in second language learning
- Identify principles for effective curriculum and instruction in multilingual, multi-ethnic classrooms
- Analyze classroom practices and compare secondary and elementary contexts and issues
- Develop and deliver plans for effective instructional programs in K-12 classrooms
- Demonstrate knowledge about teaching language skills in second language environments
- Identify professional development resources for future practice

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, seminar, group presentation, 3 assignments

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)                      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with school practica and is connected with other courses in the Teacher Education Program. Students cannot audit or challenge this course.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

### REQUIRED READING

Gibbons, P. (1991). *Learning to learn in a second language*. ISBN 0-435-08785-1  
 Helmer, S. and C. Eddy. (2004). *Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms*. Toronto: Pippin Publishing Corporation ISBN: 0-88751-108-2

### RECOMMENDED READING

Toohey, K. (2000). *Learning English at school: Identity, social relations and classroom practice*. Clevedon, UK: Multilingual Matters. ISBN 1-85359-482-2  
 Sharkey, J and K.E. Johnson, eds. (2003). *The TESOL Quarterly Dialogues: Rethinking issues of language, culture and power*. Alexandria, VA: Teachers of English to speakers of Other Languages, Inc. ISBN 1-93118508-5.

## SUPPLIES / MATERIALS:

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

|                                                     |     |
|-----------------------------------------------------|-----|
| Journals:                                           | 20% |
| Group presentation:                                 | 30% |
| Critical analysis second learning strategies paper: | 40% |
| Participation:                                      | 10% |

Grading for this course is on a Credit/ No Credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit) grade. Students achieving below a C+ level will be assigned NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

### Topics

- Theory and research in second language learning
- Principles for effective curriculum and instruction in multilingual, multi-ethnic classrooms
- Analysis of classroom practice
- Evaluation of language skills
- Classrooms as environments for fostering language/literacy development
- Development of plans for effective instructional programs in K-12 classrooms



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2008  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                |             |
| EDUC 452                                                                                                                  | Professional Studies/Education | 2           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT             | UFV CREDITS |
| Unit Planning, Assessment, Evaluation, and Reporting                                                                      |                                |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                |             |

**CALENDAR DESCRIPTION:**

Building on the foundation established by EDUC 445 (Planning and Assessment), this course teaches students how to unit plan, ensuring that the Prescribed Learning Outcomes (PLOs) of the British Columbia Ministry of Education can be effectively taught to a variety of student learners and then assessed, evaluated, and reported. Validity and reliability with regards to assessment, evaluation, and reporting will be discussed. Aspects of assessment and evaluation (e.g., portfolios, student-led conferences, parent teacher interviews, and individual education plans) will be examined. As well, unit planning and lesson planning will be compared against day plans and year plans (as required by individual school boards in British Columbia).

PREREQUISITES: Admission to the Teacher Education Program (TEP)  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 30

**STRUCTURE OF HOURS:**

Lectures: 15 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Once a year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Sheryl MacMath</u>        | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>  | Date of meeting: <u>August 30, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 452**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Create effective unit plans that incorporate assessment as, of, and for learning
- Demonstrate how they will achieve valid and reliable standards or grades for report cards
- Create example report cards according to the reporting policy of the British Columbia Ministry of Education Report Student Progress Order
- Identify how to plan for and incorporate student led conferences and parent teacher interviews
- Identify how to assess students on an Individual Education Plan (IEP)
- Create a year plan addressing all PLOs for a given grade

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, seminars, peer assessment, and guest lecturers

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)                      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with practicum and other course work within this professional program. Students are not permitted to audit or challenge courses.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

BC Ministry of Education (n.d.). *Reporting student progress: Policy and practice*. Victoria, BC: Author. Available at [http://www.bced.gov.bc.ca/reportcards/reporting\\_student\\_progress.pdf](http://www.bced.gov.bc.ca/reportcards/reporting_student_progress.pdf)

BC Ministry of Education (2006). *Special education services: A manual of policies, procedures, and guidelines*. Victoria, BC Available at [http://www.bced.gov.bc.ca/specialed/special\\_ed\\_policy\\_manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf)

Jung, L.A., & Guskey, T.R. (2010). Grading exceptional learners. *Educational Leadership*, 67(5), 31-35.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

|                             |     |
|-----------------------------|-----|
| Assignment 1 (Unit plan):   | 50% |
| Assignment 2 (Report card): | 20% |
| Assignment 3 (Year plan):   | 30% |

Grading for this course is on a Credit/No Credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit grade). Students achieving below a C+ level will be assigned an NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

- Reviewing assessment as, of, and for learning
- Unit planning connected to the methods courses for given grade levels
- Calculating a grade or standard
- Report cards (including examination of electronic student information systems)
- Portfolios, conferences, interviews, and IEPs
- Day planning
- Year planning



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                |             |
| EDUC 490                                                                                                                  | Professional Studies/Education | 6           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT             | UFV CREDITS |
|                                                                                                                           | School Experience              |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                |             |

**CALENDAR DESCRIPTION:**

This six week school experience allows students to observe and experience the teaching environment. The course will include individual observations of students, classroom and school routines, and observations of students. Opportunities will be given for small group instruction and designing lesson plans within the larger context of unit plans and prescribed learning outcomes. The practicum will also allow students to implement effective teaching strategies and to apply assessment strategies. Proactive organization and classroom management for teaching whole classes are also emphasized.

PREREQUISITES: Admission to the Teacher Education Program (TEP)  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: EDUC 400  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 90

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 90 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: annually

(every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Sandy Hill</u>            | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>  | Date of meeting: <u>August 30, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 490**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- demonstrate the professional characteristics of a teacher
- construct positive relationships with school students
- describe the roles and responsibilities of the diverse members of a school community
- incorporate appropriate feedback about one's teaching practice
- design effective lesson plans within the context of larger unit plans and prescribed learning outcomes
- implement a variety of teaching strategies
- implement basic assessment strategies
- demonstrate classroom management and proactive organization skills
- reflect on the theoretical and practical aspects of teaching
- apply contemporary strategies and methods in classroom practice

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

- Observation and gathering data
- Interviewing and conferencing
- Interacting with students in schools
- Lesson design and implementation
- Analysis of teaching practices

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is a practicum which is supervised by a faculty mentor. It is substantively connected to courses within the TEP and combines knowledge and skills from the TEP courses with practices in the classroom. It requires students to reflect on these specific connections. The supervision of the practicum and the integration with other TEP courses is a requirement by the B.C. College of Teachers.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Teacher Education program handbook  
Texts and materials used in previous TEP courses  
British Columbia provincial curriculum integrated resource packages (IRPs)

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

The school experience is graded by the practicum coordinator in consultation with the faculty mentor and teacher mentor. The grading is on a Credit/No Credit basis. The grade of credit/no credit for EDUC 490 will be based on satisfactory completion of the following in relation to the goals of the program:

1. Formal observations of lessons including post-conference forms
2. Lesson plans for formal observations
3. Weekly reflections
4. Final evaluation report of strength and areas of future growth

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

- a survey interviewing various members of the school community
- the observation of pupils, classroom, and school routines
- individual remedial or small group instruction
- the designing of lesson plans within the larger context of unit plans and prescribed learning outcomes
- the implementation of effective teaching strategies
- the application of acceptable principles of assessment
- the proactive organization and classroom management for teaching whole classes

**EDUC 490**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)***Course Content continued:*

At the start of the school experience, student teachers will observe pupils, and classroom and school routines. They may engage in individual and/or small group instruction under the direction of their teacher mentor.

As the school experiences progress, they shift to a focus on lesson design and implementation for a whole class. Completion of the Midterm Progress Report will occur at this point.

Student teacher responsibility increases so that student teachers are teaching a number of lessons during the week. Student teachers will implement different teaching strategies, assessing the effectiveness of each strategy. The focus of designing lesson plans will now take place within the larger context of unit plans and prescribed learning outcomes. Assessment as it influences pedagogical practice will also be explored.

Student teachers may teach one or two full days near the end of EDUC 490. Student teachers will prepare their Final Evaluation Report. Students may be grouped in their schools, but may work individually with both their teacher mentors and faculty mentors.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                       |             |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                       |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                       |             |
| EDUC 492                                                                                                                  | Professional Studies/Education        | 12          |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                    | UFV CREDITS |
|                                                                                                                           | Integration of Knowledge and Practice |             |
|                                                                                                                           | COURSE DESCRIPTIVE TITLE              |             |

**CALENDAR DESCRIPTION:**

This twelve week practicum allows students to continue working in the classroom environment. Students will be individually placed and will work with a teacher mentor and supervising faculty mentor. Students will begin teaching in the first week and will gradually take on more teaching duties, depending on the judgment of the supervising faculty and teacher mentor. Between weeks three and nine, inclusive student teachers will be teaching 80% of a teacher's normal working load as required by the Teacher Regulation Branch. During the final week(s) of the practicum, student teachers conclude teaching at levels of 80% or less. A collaborative mid-term report and final evaluation are included.

PREREQUISITES: Admission to the Teacher Education Program (TEP) and EDUC 490  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** **SERVICE COURSE TO:** (department/program)  
 (a) Replaces: EDUC 404  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**TOTAL HOURS PER TERM:** 180 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: \_\_\_\_\_ Hrs Hours per day: \_\_\_\_\_  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 180 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**OTHER:**  
 Maximum enrolment: 36  
 Expected frequency of course offerings: \_\_\_\_\_  
 (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes ☒ No  
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No  
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| Course designer(s): <u>Sandy Hill</u>            | Date approved: <u>April 2011</u>        |
| Department Head: <u>Awneet Sivia</u>             | Date of meeting: <u>April 1, 2011</u>   |
| Supporting area consultation (Pre-UPAC)          | Date approved: <u>April 15, 2011</u>    |
| Curriculum Committee chair: <u>Awneet Sivia</u>  | Date approved: <u>April 15, 2011</u>    |
| Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>  | Date of meeting: <u>August 30, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                         |

**EDUC 492**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- demonstrate continuing professional behavior of a teacher
- demonstrate strong connection with students
- demonstrate effective classroom management
- demonstrate continuing reflective practice
- demonstrate working with feedback from school students, teacher mentor, and supervising faculty
- demonstrate a clear and observable vision that one can achieve as an educator
- demonstrate knowledge of school students
- demonstrate knowledge of content
- demonstrate effective communication with school students
- demonstrate effective teaching practices
- demonstrate valid and reliable assessment and evaluation practices
- demonstrate inclusive and individualized teaching
- demonstrate working respectfully with parents
- demonstrate participating in the school culture and community

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

- Observing and gathering data
- Interacting with students in schools
- Teaching classroom routines during the entire school day
- Planning substantive units
- Designing and implementing of lessons for whole classes
- Analyzing of teaching practices

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is a practicum which is supervised by a faculty mentor. It is substantively connected to courses within the TEP and combines knowledge and skills from the TEP courses with practices in the classroom. It requires students to reflect on these specific connections. The supervision of the practicum and the integration with other TEP courses is a requirement by the B.C. College of Teachers.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Teacher Education program handbook  
Texts and materials used in previous TEP courses  
British Columbia provincial curriculum integrated resource packages (IRPs)

## SUPPLIES / MATERIALS:

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

The practicum is graded by the practicum coordinator in consultation with the faculty mentor and teacher mentor. The grading is on a Credit/No Credit basis. The grade of credit/no credit for EDUC 492 will be based on satisfactory completion of the following towards the goals of the program:

1. Formal observations of lessons including post-conference forms
2. Unit and lesson plans for formal observations
3. Mid-term report of strength and areas of growth
4. Marks and comments for units taught by the student teacher
5. Weekly reflections
6. Final evaluation report of strength and areas of future growth

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

Students will be individually placed, and will work with both the teacher mentor and faculty mentor.

- the observing of pupils, classroom, and school routines
- implementing effective classroom and school routines
- designing coherent and clear unit plans
- designing of lesson plans within the larger context of unit plans and prescribed learning outcomes
- implementing effective teaching strategies
- applying acceptable principles of assessment, evaluation and reporting
- the proactive organization and classroom management for teaching whole classes



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

|                                     |               |
|-------------------------------------|---------------|
| COURSE IMPLEMENTATION DATE:         | May 2007      |
| COURSE REVISED IMPLEMENTATION DATE: | January 2014  |
| COURSE TO BE REVIEWED:              | January 2020  |
| (six years after UEC approval)      | (month, year) |

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                     |             |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                     |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                     |             |
| EDUC 495                                                                                                                  | Professional Studies/Education      | 2           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                  | UFV CREDITS |
|                                                                                                                           | Applications of Reflective Practice |             |
|                                                                                                                           | COURSE DESCRIPTIVE TITLE            |             |

**CALENDAR DESCRIPTION:**

This year-long portfolio project is designed as a form of narrative inquiry for student teachers in which they portray and reflect on their knowledge, experiences, and developing educational philosophy. The guided questioning each term supports critical reflection on existing preconceptions of teaching and learning, on academic coursework, and on the activities during the program. This reflective process will help the students derive new levels of understanding and aid them in the development of justified principles and theories to guide future actions in the classroom. Students will become accustomed to reflection for problem solving and making pedagogical decisions. The project is further designed to promote a disposition for self-education and life-long learning. Feedback from faculty will serve an important mentorship function. The Standards for the Education, Competence, and Professional Conduct of Educators in British Columbia, as administered by the Teacher Regulation Branch, will provide the focus and guidelines to assist each student in the development of their e-portfolio.

Note: EDUC 495 is offered in four 0.5 credit parts (A, B, C, D) over the entire year-long program. The four sections must be completed in the same academic year. The final objective is for each student to have completed an electronic portfolio by the end of the program. Students will become increasingly comfortable with the process of reflection for problem solving and for pedagogical decision-making. The process of developing and maintaining portfolios will facilitate development as a growing professional.

PREREQUISITES: Admission to the Teacher Education Program (TEP)

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:**

7.5

**STRUCTURE OF HOURS:**

|                            |     |     |
|----------------------------|-----|-----|
| Lectures:                  | 3   | Hrs |
| Seminar:                   | 2   | Hrs |
| Laboratory:                |     | Hrs |
| Field experience:          |     | Hrs |
| Student directed learning: | 2.5 | Hrs |
| Other (specify):           |     | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: annually

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☒ Yes ☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

|                                                  |                    |                  |                 |
|--------------------------------------------------|--------------------|------------------|-----------------|
| Course designer(s):                              | Dr. Shirley Lister | Date approved:   | April 2011      |
| Department Head:                                 | Awneet Sivia       | Date of meeting: | April 1, 2011   |
| Supporting area consultation (Pre-UPAC)          |                    | Date approved:   | April 15, 2011  |
| Curriculum Committee chair:                      | Awneet Sivia       | Date approved:   | April 15, 2011  |
| Dean/Associate VP:                               | Rosetta Kahlideen  | Date of meeting: | August 30, 2013 |
| Undergraduate Education Committee (UEC) approval |                    |                  |                 |

**EDUC 495**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Reflect on knowledge and experience to develop an educational philosophy
- Describe changes to preconceptions of teaching and learning based on academic coursework and academic experience
- Describe one or more examples of how reflection during student teaching practica is utilized for problem solving and decision making
- Articulate the development of teacher dispositions towards self-education and life-long learning
- Demonstrate learning in the form of artifacts and examples from practica and course work

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussion, guest speakers, peer sharing, self-directed learning

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with practica and other Teacher Education Program courses. Students cannot audit or challenge this course.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Foster, B., Walker, M., & Hyunsook, K. (2009). *A Beginning teaching portfolio handbook: Documenting and reflecting on your Professional growth and abilities*. Pearsons. Columbus:OH

Articles relevant to the development of a portfolio will be assigned for reading and discussion at various times during the year.

References:

University of the Fraser Valley. *Teacher Education Program Handbook*.

*Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*. \*Please see <http://www.bcteacherregulation.ca/standards/default.aspx>. The complete version includes a full description on the criteria, definitions and a bibliography.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

|                                        |     |
|----------------------------------------|-----|
| Participation:                         | 10% |
| Reflective writing:                    | 40% |
| Electronic portfolio and presentation: | 50% |

Students will be evaluated on a Credit/ No Credit basis. All four parts of EDUC 495 must be completed in the same academic year. Students must receive credit for all four parts to be able to receive credit for the course. Students must have developed an effective e-portfolio that demonstrates their professional journey to that point in time, and documents their readiness to be a teacher, certified in British Columbia.

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

The following questions describe the guiding questions the students will be expected to reflect upon over the year, providing documentation through a variety of means including discussion, written, or online format. Students will be guided in the development of an online portfolio, utilizing their answers to these questions to build the foundation of their portfolio.

Thematic questions, such as the following related to on-going activities, will be emphasized each term:

**Term 1: EDUC 495A**

- How has this academic term supported the work you did in Education 200 and 300?
- What are the big ideas that are informing your teaching practice (i.e. teaching philosophy)?
- How have your ideas about teaching changed or been modified since you decided to become a teacher?
- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? Why was it compelling to you?
- What evidence did you not find convincing? Why did you discount it?
- What attitudes, knowledge, insights, and attributes did you gain this term that will be important for you as a teacher?
- What issue or principle of social justice impressed you as being of central importance for teachers and students?

**EDUC 495**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Course Content continued:*

**Term 2: EDUC 495B**

- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? How do you expect to modify your teaching practice?
- What evidence from your classroom experiences and your research project has had an impact on your views of teaching? How do you expect to modify your plans for teaching?
- What are key goals to prepare you for a successful long practicum?
- What steps will you commit to in order to accomplish these goals?

**Term 3: EDUC 495C**

- How have your ideas as a beginning teacher and researcher influenced your research topic and your observations?
- Has the interactive process in your collaborative research project brought about changes in your theories about diverse learners or classroom research?
- How has the focus on diverse learners informed your understanding of the role of special needs and mental health, culture, family, and language in the learning needs of children?
- What evidence has most influenced you?
- How do teachers deal with these considerations in planning teaching and assessment?

**Term 4: EDUC 495D**

- Did you meet the goals you set for yourself at the end of your practicum in Term 2?
- What factors were influential in supporting or impeding the attainment of your goals in your long practicum?
- How might you modify your goal setting for teaching in the future?
- Construct a coherent, clear, and justified view of what it is to be a teacher (in other words, your teaching philosophy) that you will present to your colleagues.
- What evidence from your teaching experience has had an impact on your views of teaching?
- How will your philosophy influence your actions as a beginning teacher?
- How do you expect to change your work as a teacher as your experience builds?
- Consider your experience in the long practicum and, using the UFV TEP values and goals as criteria, review your progress towards becoming a teacher.
- Examine the work in your portfolio and, using the BCCT Standards for the Education and Competence of Educators in British Columbia as criteria, review your progress towards becoming a teacher.
- Use the criteria to assess your strengths and to plan for future growth as a practicing professional.
- Envision yourself as a teacher 10 years from now.

# MEMO



**To:** College of Arts Curriculum Committee

**From:** Susan Fisher, Associate Dean, Students

**Date:** 24 April 2013; revised 2 May 2013

**Re:** Writing requirement in the BA

---

We propose revising the writing requirement in the BA. (A proposal for a similar change in other degree programs with a writing requirement will be sent to the appropriate program committees and/or faculties.)

**Rationale:**

Data supplied by IR demonstrate that students with an A in ENGL 12 receive an average grade of 3.1 in ENGL 105 (as compared to a mean grade of 2.6 in the course). This has remained steady since the 2002-2003 academic year. Similarly, in CMNS 155, students with an A in ENGL 12 receive an average grade of 3.2 (compared to a mean of 2.5). According to IR, "students who obtained an A in high school significantly outperform students who achieved a lower grade."

Given these data, we propose to remove the first-year writing requirement for students with an excellent grade in high school English. This change benefits UFV: ENGL 105 and CMNS 155 have small class sizes and are consequently expensive to deliver. It also benefits students who qualify for this exemption: they will now have additional room in their program for other courses.

Changes to the BA Writing Requirement:

*Current Calendar copy*

**Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

*Proposed change*

**Writing requirement**

Students can meet the writing requirement in one of two ways:

1. Enter the BA program with a grade of A in English 12 (or an equivalent course), a grade of A in ENGL 099, or a grade of A in ENGL 091.

Note: In assessing high school grades, UFV uses whichever is higher, the school grade or the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ARTS 100 (see Note)

**CWC Feedback:**

Hi Susan,

I wonder if there should be some wording to warn students that they are still responsible for meeting prerequisites for other courses required by their programs.

I assume the intention is not to waive prerequisites for students going into courses for which CMNS 125 or ENGL 105 would normally be required?

Best,

Samantha

---

Hi

This is an interesting change. Students with 86% or higher in either the provincial exam or the final grade in English 12 would not need to do any English or CMNS courses in the BA, is that correct?

Some students will complete English 12 without a final exam (it is required in high school but not in adult-oriented continuing studies programs). I'm not sure whether all provinces have provincial exams for English. We also consider IB and AP English courses as equivalent to English 12, but students can obtain final grades for these at the schools without doing a provincial exam (they might still do one in English 12, but might have a higher grade in the IB or AP course, which we normally accept). I just wanted to check that students with a grade 12 English and no provincial exam is not a concern?

Basing a graduation requirement on a high school grade will add another element to the review of graduation requirements, as the student's high school record will have to be reviewed as well.

Elaine

---

Hello, Samantha. If we think that students' skills when they enter UFV are sufficient that they don't need to take ENGL 105 or CMNS 125, then I am not sure that these courses should remain prerequisites. But this is obviously an issue for departments to resolve.

English is in the midst of changing its major program so that ENGL 105 will not be needed as a lower-level prerequisite in the major. So a student who did not need to take ENGL 105 (i.e. who received an A in English 12) could go directly into the first-year literature courses that are needed in the English major without taking 105. This could be an advantage to a student with good writing skills and a clear sense of his or her direction.

Sincerely  
Susan

---

Hi everyone

Just to understand this better – currently most 200-level English courses require “any two 100-level English courses, ENGL 105 or better”. Would you see changing that to something like “English 12 with an A plus one 100-level English course, or any two 100-level English courses, ENGL 105 or better”.

As this discussion progresses to include prerequisites and not just program requirements, I foresee some implementation challenges related to requiring 86% on the provincial exam or the final grade for English 12. Prerequisite checking is based on letter grades. High school prerequisites are set up to check for the “**effective grade**”, which is the higher of the school grade or the blended final grade, because this is a UFV policy made by a decision of senate. The provincial exam grade itself is not considered on its own. The provincial exam policy applies to all courses that have a provincial exam, not just English. Perhaps this could be revisited, but it does have a certain fairness, in that students who took English 12 or equivalent with a provincial exam are being treated the same as those who did not take a provincial.

Also, when we equate courses from other provinces, other English speaking countries, or IB and AP courses to English 12, we do not always have a percentage, because not all grading systems use such a system. IB and AP use a points system, English A levels have a letter grading system that is slightly different from ours, etc. We equate other systems to our letter grades to the best of our ability. We can determine a student with an A, but not necessarily one with an 86%.

The proposal you have would be much easier to implement if it was based on a grade of “A” in English 12, preferably using the “effective grade” of A in accordance with UFV’s policy on provincial exams. If we should change our policy at UFV about using the effective grade, and re-program our system, then the requirement as stated would still work and (for students who took the provincial and did the course in BC) would be closer to what you are seeking.

Can I just ask, did you consider having the students still do one English or Communications course in the BA, but not necessarily ENGL 105 or CMNS 155? Students with an A have lots of options other than ENGL 105, and that change in itself might relieve the pressure on ENGL 105, while still retaining at least one post-secondary English or written communications course in the degree. You could add advice for students with English 12 encouraging them to choose other courses. I think most other degree programs at UFV require one or more ENGL or CMNS, and I think students could benefit from some post-secondary English or CMNS.

Well, that’s it for now!  
Elaine

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Thanks for your comments and for helping us think through the possible implications of this change.

We will need to ask the departments affected – English and CMNS—to change prerequisite language. Elaine’s suggestion -- “English 12 with an A plus one 100-level English course, or any two 100-level English courses, ENGL 105 or higher”—sounds right. And the suggestion that we use not a percentage grade but rather just a letter grade also makes sense.

Rhonda’s observation that, if we do make this change and then decide it isn’t working, it will take two years to reverse it, does indeed give us pause. But under the present circumstances, we need to go ahead with this, at least for the BA and the LAD. Rhonda suggests that we “open up the BA and LAD Writing Requirement to include more than just these 3 courses: ENGL 105, ENGL 210, and CMNS 155.” I think this might be the right way to go.

I will work on amending the proposal to reflect these suggestions.

Thanks  
Susan

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Hi all,

Again, my apologies for responding so late to this proposal.

I think that there is validity in the learning associated with requiring all BA and LAD students to complete at least one university-level ENGL or CMNS course. I don't correlate a higher grade in English 12 to being successful in the academic writing required to complete any university-level course. I was one of these high achieving Grade 12 students, but I still continued to improve my writing skills with 2 university-level ENGL courses.

If this is being proposed to relieve the demand on seats in ENGL 105 and/or CMNS 155, then I suggest that we think about opening up the BA and LAD Writing Requirement to include more than just these 3 courses: ENGL 105, ENGL 210, and CMNS 155.

What I am proposing is that we think about changing the BA and LAD Writing Requirement to something along the lines of: 1 course from any 100-level or higher ENGL or CMNS course.

In the 90's, the BA Literacy Requirement would be waived for students who achieved a CPT score of 67 or better. I wasn't privy to the discussions that took place when this was removed ... but I expect that it wasn't working.

In the end, I want to advocate for careful and cautious consideration of this proposal. If we find that this isn't working, it will take approx. 2 years for the curriculum change to reinstate it.

Thanks,  
Rhonda

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Thanks for your comments and for helping us think through the possible implications of this change.

We will need to ask the departments affected – English and CMNS—to change prerequisite language. Elaine's suggestion -- "English 12 with an A plus one 100-level English course, or any two 100-level English courses, ENGL 105 or higher"—sounds right. And the suggestion that we use not a percentage grade but rather just a letter grade also makes sense.

Rhonda's observation that, if we do make this change and then decide it isn't working, it will take two years to reverse it, does indeed give us pause. But under the present circumstances, we need to go ahead with this, at least for the BA and the LAD. Rhonda suggests that we "open up the BA and LAD Writing Requirement to include more than just these 3 courses: ENGL 105, ENGL 210, and CMNS 155." I think this might be the right way to go.

I will work on amending the proposal to reflect these suggestions.

Thanks  
Susan

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Hi Susan

I liked Rhonda's suggestion as well. Although I think a strong English 12 grade shows potential for good academic writing at the post-secondary level, it is not equivalent to a first year course. I'd still like to see at least one English or Communications at the university level for a Bachelor degree.

Elaine

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Does the following version answer some of the concerns:

Proposed change:

**Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Note: Students who received A in English 12 (or an equivalent course)\* can meet the writing requirement by taking *any* ENGL course numbered 105 or higher.

\* UFV's policy when assessing high school grades is to choose whichever is higher, the school grade or the blended final grade. Equivalent courses include English 12 First Peoples, ENGL 091, ENGL 099, and approved English 12 equivalent courses from other Canadian provinces.

Thanks for this opportunity to work on refining this change.

Best

sf

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Hi Susan,

My question is - why just the students who receive an A in English 12?

My preference would be something along the lines of:

**Writing requirement**

Three credits from:

- ENGL 105 or higher
  - CMNS 125 or higher
  - ARTS 100 (see Note)
- 

Hi Susan

I think this way of working the requirement makes sense. Thanks for being so responsive to the feedback that was given.

In terms of defining equivalents to English 12, I just wanted to mention that the following wording appears in the English language proficiency standards:

The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

You might want to consider using similar wording to keep things as consistent as possible throughout the calendar. The language policy does not equate ENGL 091 and 099 to English 12, but lists these separately. That might be cleaner, especially since ENGL 099 cannot be used in place of English 12 for adult graduation (as far as I know).

When courses have been taken in other provinces, or other English speaking countries, we equate them to English 12, and the student would find English 12 on their records, with an equated grade. If the student has taken courses at post-secondary institutions, they sometimes receive transfer credit for ENGL 099 or 091. Therefore, it is usually not necessary to specifically talk about equivalents from out of province or out of country, but simply address the requirements in terms of what they have been given at UFV.

So an alternate wording suggestion might be:

#### **Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Note: Students who received A in one of English 12 (or equivalent\*), ENGL 091, or ENGL 099, can meet the writing requirement by taking *any* ENGL course numbered 105 or higher.

\* The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

Thanks for the opportunity for feedback.  
Elaine

Hello. Rhonda's suggestion is simple, but it doesn't deal with the question of whether all English courses at the first year would accomplish the goals of English 105.

After discussing this in the dean's office, we have revised the proposed wording as follows:

*Proposed change*

#### **Writing requirement**

Students can satisfy the writing requirement in one of two ways:

1. Enter UFV with a grade of A in English 12 (or an equivalent course).

Note: In assessing high school grades, UFV uses whichever is higher, the school grade or the blended final grade. Equivalent courses include English 12 First Peoples, ENGL 091, ENGL 099, and approved English 12 equivalent courses from other Canadian provinces.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Hi Susan,

Although the requirement outlined below is clear, I think the concern is that you are planning on using a high school course to satisfy a university degree requirement. I agree with Rhonda that the better option is to allow students with an A in English 12 more options to satisfy the B.A. writing requirement not to satisfy the requirement.

D.

Hello all. Well, this is what UVic does (the proposed wording is based on the UVic calendar), so there can't be anything inherently wrong in using a high school credit to meet a university requirement. We're not giving the students credit; we're only giving them a bye on the writing requirement. We're also giving them a choice. If a student with an A wants to take English 105 or CMNS 155 or Arts 100, that's fine, but they don't have to.

I see the problem with degree audit. At some point, an advisor will have to determine for the program plan whether indeed the student has met the writing requirement and if we go with the above wording, I guess this would have to be a manual process.

Another issue is with required courses for the English major and minor. ENGL 105 is on the list, but surely the student with A in English 12 who wants to be an English major would do just fine without ENGL 105. For example, a simple change to the lower-level English major requirements might be this: (In other words, is ENGL 105 the sine qua non of success for an English major? It's the only prescribed course in the major and minor.)

Lower-level requirements: 18 credits

- ~~ENGL 105~~
- ~~Three~~ Six credits from ENGL 104, 105, 108, 109, 115, 120, 130, 150, 165, 170
- Six credits from ENGL 204-207
- Six credits from ENGL 208-280

Hi everyone,

I have a few comments on this proposal, both from a CMNS perspective and from a UEC perspective.

From a UEC perspective, I did a bit of research to see if this proposal could be implemented as quickly as desired. Technically, I believe it can be implemented for September with some advertising and direction to Arts Advice, since the calendar deadline has already passed. I also discovered that most of the BA degrees rely on the BA Writing Requirement and thus have not written ENGL 105 or CMNS 155 directly into their programs, making the switch easier. However, the English program requirements at least would have to be changed to allow English majors to take an alternate course. I am not convinced this proposal will result in the cost savings that are intended, since students may very likely self-select into ENGL 105 anyway.

Also from a UEC perspective, I hope all the programs within the BA that will be affected by this change have been consulted – the proposal seems to have come through very quickly.

I also consulted with my department yesterday about this issue. While we don't have any real problem with the change to the writing requirement, we would hope that this process is driven by pedagogical (rather than financial) concerns, and that any new structure takes into account course and program outcomes. It should also be made clear that courses in which students write are not the same as courses which teach the practice and theory of writing. We would be happy to see Grade 12 A students able to take other courses in place of ENGL 105, including our CMNS writing courses. We would be in favour of allowing CMNS 125 to meet the writing requirement. Also, we are concerned that this step might be a precursor to more sweeping changes to the writing requirement, and we want to ensure there is sufficient consultation with *all* affected areas before any such changes occur.

Finally, we would like to see the list re-organized to be as follows:

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ENGL 210
- ARTS 100 (see Note)

CMNS 155 is not a synonymous course to ENGL 210 and should have its own line.

Thanks for the opportunity to comment.

Samantha

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Hello again. I'll respond to Samantha's points:

- First, I'm grateful to you for checking how this might possibly unfold from the UEC perspective – valuable expert opinion. English would be the program most affected but I don't think the change would be a big one. CMNS would also be affected: for example, would a student with A in English 12 need a lower-level CMNS course to enter CMNS 251? Given that a student with

CMNS 115 or 125 could enter CMNS 251, it would seem over-zealous to require the “A in English 12” student to take a lower-level CMNS course simply to enter 251.

- As for how many “A” students would actually act on this change, well, that is anyone’s guess. We are operating on the assumption that some students will seize the opportunity to devote the 3 credits to their intended major or to wider exploration.
- We talked about this proposed change at BAPC and there was some concern, but everyone present at the meeting thought it was a not unreasonable solution to some of our budget dilemmas. Some thought it was advantageous for strong students.
- This proposal was sparked by financial concerns. I couldn’t claim otherwise. But it was not without consideration for its pedagogical effect. IR produced data showing that “students who obtained an A in high school significantly outperform students who achieved a lower grade.” A second study by IR examined the correlation between A in English 12 and cumulative GPA (i.e., performance throughout their degree program). This study found a “strong relationship” between English 12 grades and UFV GPA. The mean grade for students with A in English 12 was 3.13; the mean for students with B in English 12 was 2.63. So we know that A in English 12 is a good predictor of post-secondary success. Of course, we have no data for students who did *not* take ENGL 105 because typically all the students in the BA whose record IR could examine would have taken it (or an equivalent). But Roger Graves, during his visit last week, discussed this issue with us, and he was confident that the English 12 “A” students would do just fine without a first-year composition course. A student who did not take ENGL 105 or CMNS 155 but who achieved a good cumulative GPA (as we believe the A students can, even without the first-year comp course) would surely meet overall program outcomes.
- A course that teaches the practice and theory of writing is indeed different from a course with written assignments. As we move towards the new BA requirements, we will need to think about what kinds of courses will meet the 6-credit core requirement in communication. Presumably the “A in English 12” student would need only 3 credits of communication (the “writing in the disciplines” part) in order to satisfy the requirement.
- Reorganizing the list makes perfect sense. Why the current calendar lists CMNS 155 and ENGL 210 on the same line is a mystery.

Thank you again for your comments.

Sincerely  
Susan

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Thanks, Susan, for your quick and detailed response. I think my department will be satisfied with these answers. As for the question of CMNS 251, I will have to bring it back to them. In the meantime, there is always instructor permission for registering in CMNS 251 until we make a formal decision.

Best,

Samantha

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I'm writing to express a concern about the proposed change in the BA writing requirement.

ENGL 105 is one of three first-year writing courses (along with CMNS 125 and CMNS 155) that has had a required library component for many years. It is the place where most first-year students get an introduction to research in a university library. Few high schools in British Columbia have a dedicated teacher-librarian,

and their libraries do not have the kinds of resources that we provide. This means that many students come to UFV unprepared for the challenges of academic research.

We know from our conversations with faculty that there are many faculty throughout the institution who assume (rightly or wrongly) that students are receiving an introduction to academic research in ENGL 105, which is a service course to almost every degree program here at UFV. While I realize the library component is only one part of the course, the English department has repeatedly emphasized the importance of this aspect to the course, and ENGL 105 instructors are expected to include a research-based assignment and to invite a librarian into the classroom to provide instruction in research strategies and finding research resources. Part of this introduction includes an online tutorial that introduces general research strategies, and the research workshop reinforces those strategies in the context of a specific assignment. I do realize that ENGL 105 is currently being revised, but I have talked to members of the committee, who continue to stress the importance of the library component.

A change such as this will have an impact on the number of students who receive this introduction to research in a university library, and it would be useful, I think, to consider if this is still an important foundational aspect for students (given that all three of these first-year writing courses include it), and if so, how students who do not take ENGL 105 or one of the CMNS courses will receive a similar foundation in using a university library.

Thanks,  
Colleen

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Does anyone know why ENGL 210 on the list? It requires ENGL 105 or CMNS 155 as prerequisites, so how could it substitute for them in meeting the writing requirement? Would it make sense to delete it now?  
sf

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Thanks, Colleen, for raising this important point. Indeed, the first-year writing course has been the main vehicle for instructing students in the use of library resources. But it is not the only one: in the past (I am not sure if this still happens) other first-year courses (e.g., Biology) have also included a library workshop. And my impression is that many instructors in Arts give discipline-based guidance in the use of library resources. I realize that this is not the same as a dedicated workshop in first year, but if the “A in English 12” students are as resourceful as we think they are, they should be able to manage without the ENGL 105 library workshop. Are there open workshops that students can sign up for (i.e., outside a particular class)? If so, then we could specifically encourage these students to take advantage of them.  
Sincerely  
Susan

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Hi, Susan. I take your point about the resourcefulness of high-achieving high school students. And yes, currently we provide instruction in all sections of BIO 111 and BUS 100, although it is highly tailored and contextualized – not necessarily generalizable. My preference would certainly be to see research skills addressed in a conscious and developmental way in all programs, throughout the entire program (a task which falls largely on the shoulders of our instructors), and I suppose with the adoption of the ILOs, we have an opportunity to engage in discussions about how best to do this. Some of our instructors do it very well, but we still see a number of students in first-year courses (albeit not necessarily the high

achievers) who, even with a foundation in ENGL 105, still struggle in discipline-based courses where they are not being given the necessary guidance and support to engage successfully in inquiry-based assignments.

As for open workshops on research skills, we currently don't offer these because they have been very poorly attended in the past. But the implementation of the co-curricular record offers some interesting possibilities, and I'm hoping my colleagues here in the library will be open to exploring ideas about how we might take advantage of it.

Colleen

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Hi Susan,

The explanation I was given for why ENGL 210 was included in this list is for our transfer students who may have two 100-level ENGL courses but not ENGL 105 credit specifically. These students can then complete ENGL 210 instead – impression of moving forward rather than backwards. Reality: I have yet to see one BA/LAD student complete ENGL 210 to satisfy the Writing Requirement in the past 8 years.

Rhonda

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Hello, Ashley. Could you please post this revised version at CWC:

In response to the CW consultation, we have revised the proposed changes to the BA Writing Requirement to include better definitions of “equivalent courses” and the high school grade. Please note an additional small change: The courses identified as meeting the writing requirement have been changed. ENGL 210 has been dropped. ENGL 105 is a prerequisite course for ENGL 210, so it doesn't seem to make sense to have both courses on the list. And CMNS 155 is now on a separate line.

*Current Calendar copy*

**Writing requirement**

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

*Proposed change*

**Writing requirement**

Students can meet the writing requirement in one of two ways:

1. Enter the BA program with a grade of A in English 12 (or an equivalent course\*), a grade of A in ENGL 099, or a grade of A in ENGL 091.

Note: In assessing high school grades, UFV uses whichever is higher, the school grade or the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ARTS 100 (see Note)

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Hi Ashley

I don't have any further feedback on this, as I think the wording is fine now. I just wanted to ask you to put in the asterisk in front of the note about English 12 equivalents, as it is not currently referring to anything (see red asterisk, below).

Elaine

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Thanks, Elaine!  
sf

Questions from UEC about proposed change to writing requirement (from June 21 meeting)

- What are the long-term implications of this change?

For students, the long-term implications are small. The “A in English 12” students will proceed with 3 more credits in their program to devote to other courses. On the basis of two types of evidence – data from IR and expert opinion from Roger Graves—they will succeed in their programs. To be sure, a few in the group we are proposing to exempt may not succeed, but I think it is fair to say that those few would encounter difficulties in any case, whether they took ENGL 105 or not.

As we move toward a new framework for the BA, one which calls for 6-7 credits of writing (3 at the lower-level, 3-4 “in the major”), the same exemption can hold: Students with an A in English 12 could be permitted to meet the degree requirements without the lower-level writing course, only the 3 or 4 credits from a “writing in the major” course. For the College of Arts, exempting “A in English 12” students from the writing requirement will mean saving as many as 15 sections per year. In a time when we are being asked to cut 5% from our budget, this saving is significant. We feel that it is preferable to program closures or layoffs.

- How many of the students that apply for a BA have an A in English 12 (high school)?

From 2011-12, there were 169 students in the BA (the largest single group in the total of 475 students with an A in English 12 who were taking ENGL 105).

- Concern was expressed about the types of evidence that are being used. It would be helpful to have the research document(s) that are referenced to be included in the agenda package.

Attached are three research documents from IR:

“Faculty Profile of High-Achieving Secondary School Students in ENGL 105, CMNS 125, and 155”

“How well do high school grades predict university grades: an analysis of ENGL 105, CMNS 125 and 155”

“The Predictive Value of a Student’s English 12 Grade on their UFV GPA”

- Is there evidence that this change will alleviate financial strain that the budget cuts impose?

Yes. We think that once the “A in English 12” students realize that they are not required to take ENGL 105, they will enrol in other courses. If 350 move to other courses with

higher class sizes, we could save about 15 sections. If 300 move to other courses, we would save 13 sections.

- More information needs to be given in response to the library comment at CWC. Please address this concern.

Colleen Bell noted at the CWC Consult that “ENGL 105 is one of three first-year writing courses (along with CMNS 125 and CMNS 155) that has had a required library component for many years” and is “the place where most first-year students get an introduction to research in a university library.” A few other courses – e.g., first-year Biology—require a library seminar. But in essence, Colleen is right. Still, if the “A in English 12” students are capable, they can acquire the library skills as they need them. They will have to engage with library resources in order to complete their assignments in other courses. The “Help” section at our library website offers 7 types of assistance:

- o Ask a Librarian
- o Guides to Research (aka Libguides)
- o Request an Appointment
- o Assignment Planner
- o Electronic Books at UFV
- o How-to's ; FAQ's
- o Citing Sources

Plus there is the online library assignment and “Ask away.” In short, our library provides many tools that the capable student can use in order to learn about research in a university library.

## **Faculty Profile of High Achieving Secondary School Students in ENGL 105, CMNS 125 & 155**

*Prepared by the Office of Institutional Research January 25, 2013*

### **English 105 Students per Academic Year who achieved an "A" in EN12 or LIT12 by Faculty**

| <b>Faculty</b>               | <b>2002 -<br/>2003</b> | <b>2003 -<br/>2004</b> | <b>2004 -<br/>2005</b> | <b>2005 -<br/>2006</b> | <b>2006 -<br/>2007</b> | <b>2007 -<br/>2008</b> | <b>2008 -<br/>2009</b> | <b>2009 -<br/>2010</b> | <b>2010 -<br/>2011</b> | <b>2011 -<br/>2012</b> | <b>2012 -<br/>2013</b> |
|------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Access and Open Studies      | 56                     | 72                     | 124                    | 132                    | 83                     | 58                     | 90                     | 133                    | 111                    | 138                    | 56                     |
| Arts                         | 53                     | 65                     | 14                     | 8                      | 55                     | 77                     | 172                    | 194                    | 186                    | 169                    | 92                     |
| Health Sciences              | 2                      | 4                      | 1                      | 3                      | 4                      | 6                      | 15                     | 21                     | 21                     | 17                     | 7                      |
| Professional Studies         | 11                     | 7                      | 10                     | 17                     | 10                     | 18                     | 10                     | 23                     | 72                     | 58                     | 19                     |
| Science                      | 22                     | 33                     | 23                     | 30                     | 19                     | 39                     | 73                     | 77                     | 98                     | 85                     | 70                     |
| Trades & Technology Training | 1                      | 1                      | 1                      |                        | 1                      | 5                      | 5                      | 4                      | 1                      | 6                      |                        |
| VP Academic                  |                        | 5                      | 3                      |                        | 2                      |                        | 2                      | 2                      |                        | 2                      |                        |
| <b>Grand Total</b>           | <b>145</b>             | <b>187</b>             | <b>176</b>             | <b>190</b>             | <b>174</b>             | <b>203</b>             | <b>367</b>             | <b>454</b>             | <b>489</b>             | <b>475</b>             | <b>244</b>             |

### **English 105 Students per Academic Year who achieved an "A" in EN12 or LIT12 by Faculty**

| <b>Faculty</b>               | <b>2002 -<br/>2003</b> | <b>2003 -<br/>2004</b> | <b>2004 -<br/>2005</b> | <b>2005 -<br/>2006</b> | <b>2006 -<br/>2007</b> | <b>2007 -<br/>2008</b> | <b>2008 -<br/>2009</b> | <b>2009 -<br/>2010</b> | <b>2010 -<br/>2011</b> | <b>2011 -<br/>2012</b> | <b>2012 -<br/>2013</b> |
|------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Access and Open Studies      | 38.6%                  | 38.5%                  | 70.5%                  | 69.5%                  | 47.7%                  | 28.6%                  | 24.5%                  | 29.3%                  | 22.7%                  | 29.1%                  | 23.0%                  |
| Arts                         | 36.6%                  | 34.8%                  | 8.0%                   | 4.2%                   | 31.6%                  | 37.9%                  | 46.9%                  | 42.7%                  | 38.0%                  | 35.6%                  | 37.7%                  |
| Health Sciences              | 1.4%                   | 2.1%                   | 0.6%                   | 1.6%                   | 2.3%                   | 3.0%                   | 4.1%                   | 4.6%                   | 4.3%                   | 3.6%                   | 2.9%                   |
| Professional Studies         | 7.6%                   | 3.7%                   | 5.7%                   | 8.9%                   | 5.7%                   | 8.9%                   | 2.7%                   | 5.1%                   | 14.7%                  | 12.2%                  | 7.8%                   |
| Science                      | 15.2%                  | 17.6%                  | 13.1%                  | 15.8%                  | 10.9%                  | 19.2%                  | 19.9%                  | 17.0%                  | 20.0%                  | 17.9%                  | 28.7%                  |
| Trades & Technology Training | 0.7%                   | 0.5%                   | 0.6%                   |                        | 0.6%                   | 2.5%                   | 1.4%                   | 0.9%                   | 0.2%                   | 1.3%                   |                        |
| VP Academic                  |                        | 2.7%                   | 1.7%                   |                        | 1.1%                   |                        | 0.5%                   | 0.4%                   |                        | 0.4%                   |                        |
| <b>Grand Total</b>           | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            | <b>100%</b>            |

**CMNS 125 Students per Academic Year who achieved an "A" in EN12 or LIT12 by Faculty**

| <b>Faculty</b>               | <b>2002 - 2003</b> | <b>2003 - 2004</b> | <b>2004 - 2005</b> | <b>2005 - 2006</b> | <b>2006 - 2007</b> | <b>2007 - 2008</b> | <b>2008 - 2009</b> | <b>2009 - 2010</b> | <b>2010 - 2011</b> | <b>2011 - 2012</b> | <b>2012 - 2013</b> |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Access and Open Studies      | 9                  | 2                  | 9                  | 13                 | 14                 | 15                 | 11                 | 20                 | 19                 | 9                  | 12                 |
| Arts                         | 2                  | 2                  | 2                  | 2                  | 2                  | 7                  | 6                  | 11                 | 20                 | 26                 | 3                  |
| Health Sciences              |                    |                    |                    |                    |                    |                    | 1                  | 2                  | 1                  | 4                  |                    |
| Professional Studies         | 12                 | 8                  | 17                 | 13                 | 11                 | 15                 | 25                 | 45                 | 41                 | 53                 | 23                 |
| Science                      | 6                  | 5                  | 2                  | 6                  | 2                  | 4                  | 10                 | 5                  | 11                 | 8                  | 4                  |
| Trades & Technology Training |                    |                    | 1                  | 3                  | 1                  | 1                  | 1                  | 1                  | 4                  | 2                  | 1                  |
| VP Academic                  |                    |                    |                    |                    |                    |                    | 2                  |                    |                    |                    |                    |
| <b>Grand Total</b>           | <b>29</b>          | <b>17</b>          | <b>31</b>          | <b>37</b>          | <b>30</b>          | <b>42</b>          | <b>56</b>          | <b>84</b>          | <b>96</b>          | <b>102</b>         | <b>43</b>          |

**CMNS 125 Students per Academic Year who achieved an "A" in EN12 or LIT12 by Faculty**

| <b>Faculty</b>               | <b>2002 - 2003</b> | <b>2003 - 2004</b> | <b>2004 - 2005</b> | <b>2005 - 2006</b> | <b>2006 - 2007</b> | <b>2007 - 2008</b> | <b>2008 - 2009</b> | <b>2009 - 2010</b> | <b>2010 - 2011</b> | <b>2011 - 2012</b> | <b>2012 - 2013</b> |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Access and Open Studies      | 31.0%              | 11.8%              | 29.0%              | 35.1%              | 46.7%              | 35.7%              | 19.6%              | 23.8%              | 19.8%              | 8.8%               | 27.9%              |
| Arts                         | 6.9%               | 11.8%              | 6.5%               | 5.4%               | 6.7%               | 16.7%              | 10.7%              | 13.1%              | 20.8%              | 25.5%              | 7.0%               |
| Health Sciences              |                    |                    |                    |                    |                    |                    | 1.8%               | 2.4%               | 1.0%               | 3.9%               |                    |
| Professional Studies         | 41.4%              | 47.1%              | 54.8%              | 35.1%              | 36.7%              | 35.7%              | 44.6%              | 53.6%              | 42.7%              | 52.0%              | 53.5%              |
| Science                      | 20.7%              | 29.4%              | 6.5%               | 16.2%              | 6.7%               | 9.5%               | 17.9%              | 6.0%               | 11.5%              | 7.8%               | 9.3%               |
| Trades & Technology Training |                    |                    | 3.2%               | 8.1%               | 3.3%               | 2.4%               | 1.8%               | 1.2%               | 4.2%               | 2.0%               | 2.3%               |
| VP Academic                  |                    |                    |                    |                    |                    |                    | 3.6%               |                    |                    |                    |                    |
| <b>Grand Total</b>           | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        |

**CMNS 155 Students per Academic Year who achieved an "A" in EN12 or LIT12 by Faculty**

| <b>Faculty</b>          | <b>2002 - 2003</b> | <b>2003 - 2004</b> | <b>2004 - 2005</b> | <b>2005 - 2006</b> | <b>2006 - 2007</b> | <b>2007 - 2008</b> | <b>2008 - 2009</b> | <b>2009 - 2010</b> | <b>2010 - 2011</b> | <b>2011 - 2012</b> | <b>2012 - 2013</b> |
|-------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Access and Open Studies | 2                  | 4                  | 8                  | 5                  | 1                  | 4                  | 6                  | 4                  | 11                 | 10                 | 1                  |
| Arts                    |                    | 2                  | 5                  |                    | 3                  | 8                  | 10                 | 11                 | 15                 | 11                 | 7                  |
| Health Sciences         |                    |                    |                    |                    |                    |                    |                    |                    |                    | 3                  | 2                  |
| Professional Studies    |                    | 1                  | 4                  | 3                  | 5                  | 1                  | 4                  | 7                  | 3                  | 6                  |                    |
| Science                 |                    |                    |                    |                    |                    | 3                  | 3                  | 9                  | 9                  | 12                 | 9                  |
| VP Academic             |                    |                    |                    |                    |                    |                    | 1                  |                    |                    |                    |                    |
| <b>Grand Total</b>      | <b>2</b>           | <b>7</b>           | <b>17</b>          | <b>8</b>           | <b>9</b>           | <b>16</b>          | <b>24</b>          | <b>31</b>          | <b>38</b>          | <b>42</b>          | <b>19</b>          |

**CMNS 155 Students per Academic Year who achieved an "A" in EN12 or LIT12 by Faculty**

| <b>Faculty</b>          | <b>2002 - 2003</b> | <b>2003 - 2004</b> | <b>2004 - 2005</b> | <b>2005 - 2006</b> | <b>2006 - 2007</b> | <b>2007 - 2008</b> | <b>2008 - 2009</b> | <b>2009 - 2010</b> | <b>2010 - 2011</b> | <b>2011 - 2012</b> | <b>2012 - 2013</b> |
|-------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Access and Open Studies | 100%               | 57.1%              | 47.1%              | 62.5%              | 11.1%              | 25.0%              | 25.0%              | 12.9%              | 28.9%              | 23.8%              | 5.3%               |
| Arts                    |                    | 28.6%              | 29.4%              |                    | 33.3%              | 50.0%              | 41.7%              | 35.5%              | 39.5%              | 26.2%              | 36.8%              |
| Health Sciences         |                    |                    |                    |                    |                    |                    |                    |                    |                    | 7.1%               | 10.5%              |
| Professional Studies    |                    | 14.3%              | 23.5%              | 37.5%              | 55.6%              | 6.3%               | 16.7%              | 22.6%              | 7.9%               | 14.3%              |                    |
| Science                 |                    |                    |                    |                    |                    | 18.8%              | 12.5%              | 29.0%              | 23.7%              | 28.6%              | 47.4%              |
| VP Academic             |                    |                    |                    |                    |                    |                    | 4.2%               |                    |                    |                    |                    |
| <b>Grand Total</b>      | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        | <b>100%</b>        |

**How well do High School Grades Predict University Grades?**

**An Analysis of ENG 105, CMNS 125 & 155**

*Prepared by the Office of Institutional Research March 8th 2012*

**Section 1: High School Grades**

We list the high school grades for students in ENG 105, CMNS 125 & 155. We consider the highest grade in the Eng12, Lit12 and Technical and Professional Communications 12 since any of these act as a prerequisite for the above UFV courses. The graphs below show the High School Grade Distribution for students in ENG 105, CMNS 125 and 155. The distributions for the 3 courses share 2 common features:

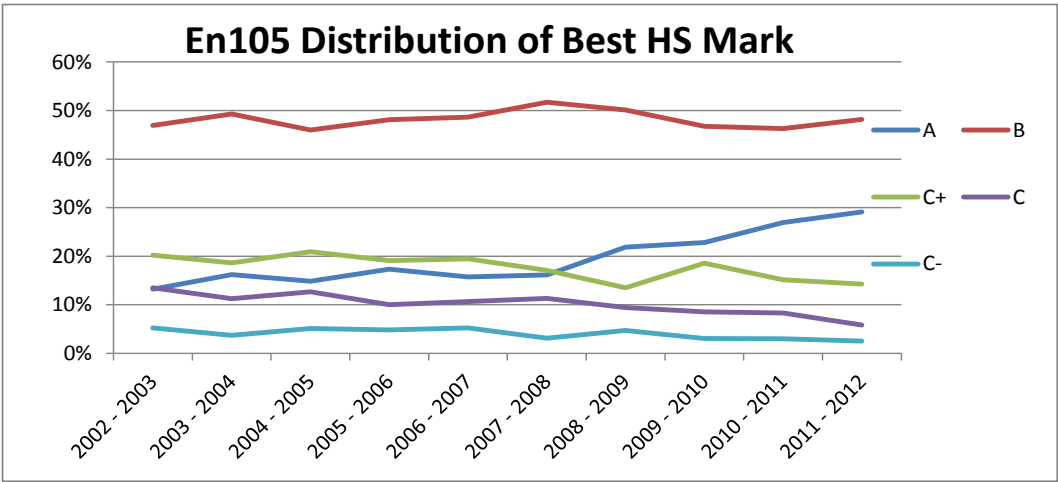
- 1. In 2008-09, the minimum required High School grade was lowered from an A to a B. In 2009-10, it was again lowered to a C+. In all courses we see a large increase of in the % Admissible from High School in 2008-09, and a smaller increase in 2009-10.
- 2. The fraction of students who attained an A in a High School prerequisite has increased significantly for each course; from 13% to 29% for ENG 105, from 9% to 17% in CMNS 125 and from 2% to 20% in CMNS 155.

**English 105: Distribution of Best High School Mark**

"Best" refers to the best grade of En12, Lit12, Technical and Professional Communications 12

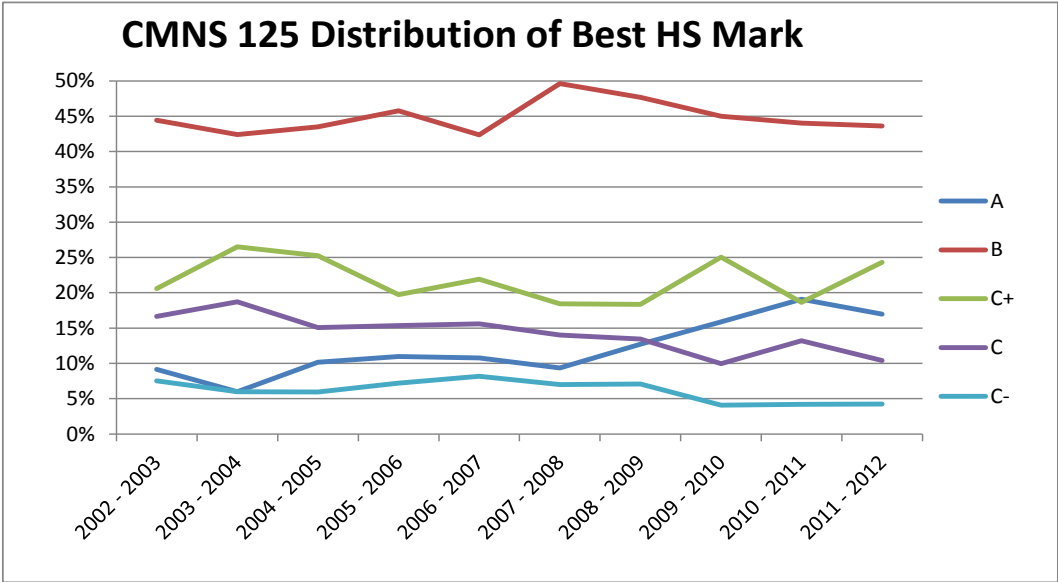
| Academic Year | Percentage of students |     |     |     |    | Admissible from High School |
|---------------|------------------------|-----|-----|-----|----|-----------------------------|
|               | A                      | B   | C+  | C   | C- |                             |
| 2002 - 2003   | 13%                    | 47% | 20% | 14% | 5% | 13%                         |
| 2003 - 2004   | 16%                    | 49% | 19% | 11% | 4% | 16%                         |
| 2004 - 2005   | 15%                    | 46% | 21% | 13% | 5% | 15%                         |
| 2005 - 2006   | 17%                    | 48% | 19% | 10% | 5% | 17%                         |
| 2006 - 2007   | 16%                    | 49% | 19% | 11% | 5% | 16%                         |
| 2007 - 2008   | 16%                    | 52% | 17% | 11% | 3% | 16%                         |
| 2008 - 2009   | 22%                    | 50% | 14% | 9%  | 5% | 72%                         |
| 2009 - 2010   | 23%                    | 47% | 19% | 9%  | 3% | 88%                         |
| 2010 - 2011   | 27%                    | 46% | 15% | 8%  | 3% | 88%                         |
| 2011 - 2012   | 29%                    | 48% | 14% | 6%  | 3% | 92%                         |

Note: The 2011-2012 Academic Year numbers reflect only the Fall 2011 Semester for this entire report



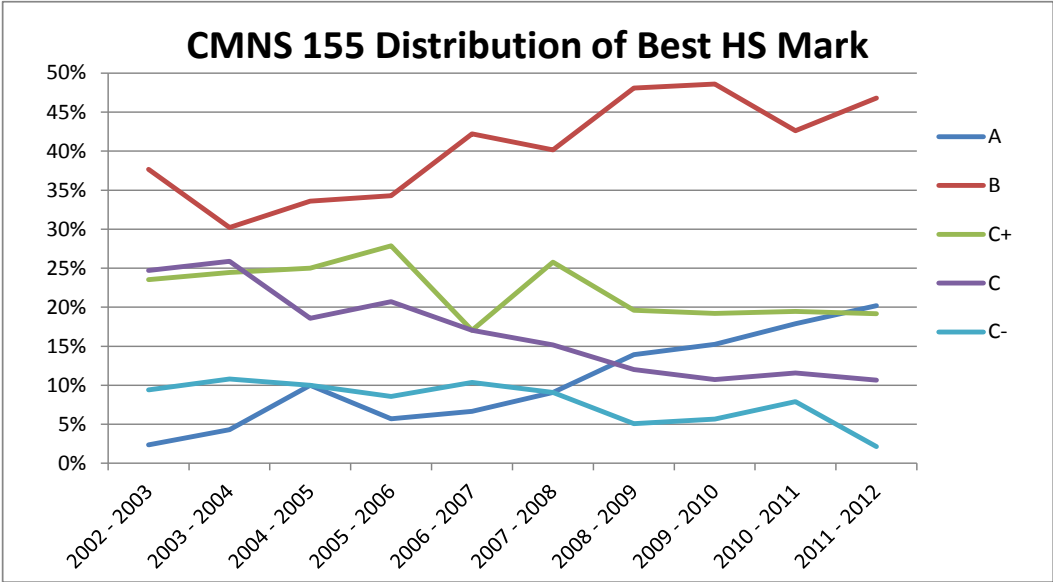
CMNS 125 Distribution of Best High School Mark

| Academic Year | Percentage of students |     |     |     |    | Admissible from High School |
|---------------|------------------------|-----|-----|-----|----|-----------------------------|
|               | A                      | B   | C+  | C   | C- |                             |
| 2002 - 2003   | 9%                     | 44% | 21% | 17% | 8% | 9%                          |
| 2003 - 2004   | 6%                     | 42% | 27% | 19% | 6% | 6%                          |
| 2004 - 2005   | 10%                    | 44% | 25% | 15% | 6% | 10%                         |
| 2005 - 2006   | 11%                    | 46% | 20% | 15% | 7% | 11%                         |
| 2006 - 2007   | 11%                    | 42% | 22% | 16% | 8% | 11%                         |
| 2007 - 2008   | 9%                     | 50% | 18% | 14% | 7% | 9%                          |
| 2008 - 2009   | 13%                    | 48% | 18% | 13% | 7% | 60%                         |
| 2009 - 2010   | 16%                    | 45% | 25% | 10% | 4% | 86%                         |
| 2010 - 2011   | 19%                    | 44% | 19% | 13% | 4% | 82%                         |
| 2011 - 2012   | 17%                    | 44% | 24% | 10% | 4% | 85%                         |



CMNS 155 Distribution of Best High School Mark

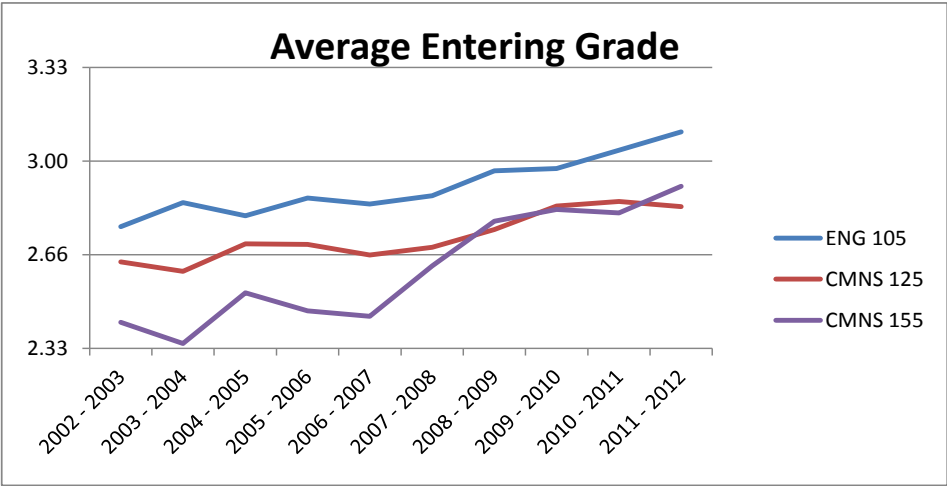
| Academic Year | Percentage of students |     |     |     |     | Admissible from High School |
|---------------|------------------------|-----|-----|-----|-----|-----------------------------|
|               | A                      | B   | C+  | C   | C-  |                             |
| 2002 - 2003   | 2%                     | 38% | 24% | 25% | 9%  | 2%                          |
| 2003 - 2004   | 4%                     | 30% | 24% | 26% | 11% | 4%                          |
| 2004 - 2005   | 10%                    | 34% | 25% | 19% | 10% | 10%                         |
| 2005 - 2006   | 6%                     | 34% | 28% | 21% | 9%  | 6%                          |
| 2006 - 2007   | 7%                     | 42% | 17% | 17% | 10% | 7%                          |
| 2007 - 2008   | 9%                     | 40% | 26% | 15% | 9%  | 9%                          |
| 2008 - 2009   | 14%                    | 48% | 20% | 12% | 5%  | 62%                         |
| 2009 - 2010   | 15%                    | 49% | 19% | 11% | 6%  | 83%                         |
| 2010 - 2011   | 18%                    | 43% | 19% | 12% | 8%  | 80%                         |
| 2011 - 2012   | 20%                    | 47% | 19% | 11% | 2%  | 86%                         |



**Average Entering Grade from High School**

Below is listed the average "best high school prerequisite" grade for ENG 105, CMNS 125 & 155. The average is calculated using the standard grade point scale. In the last 10 years the average entering high school grade has risen in each of the three courses: from 2.69 to 3.03 in ENG 105, from 2.58 to 2.72 in CMNS 125, and from 2.38 to 2.82 in CMNS 155.

| Academic Year | ENG 105 | CMNS 125 | CMNS 155 |
|---------------|---------|----------|----------|
| 2002 - 2003   | 2.76    | 2.64     | 2.42     |
| 2003 - 2004   | 2.85    | 2.60     | 2.35     |
| 2004 - 2005   | 2.80    | 2.70     | 2.53     |
| 2005 - 2006   | 2.87    | 2.70     | 2.46     |
| 2006 - 2007   | 2.84    | 2.66     | 2.44     |
| 2007 - 2008   | 2.87    | 2.69     | 2.62     |
| 2008 - 2009   | 2.96    | 2.75     | 2.78     |
| 2009 - 2010   | 2.97    | 2.84     | 2.82     |
| 2010 - 2011   | 3.04    | 2.85     | 2.81     |
| 2011 - 2012   | 3.10    | 2.83     | 2.91     |



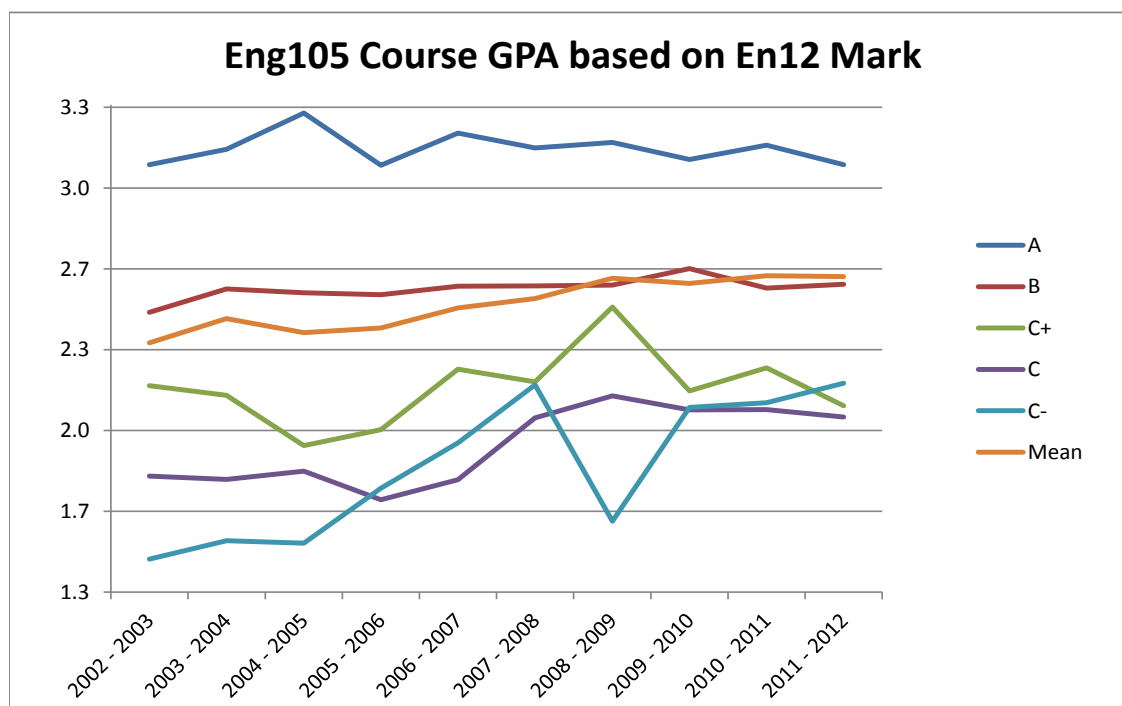
## Section 2: UFV course performance by High School grade

The table below shows, for each possible High School grade, the average UFV grade obtained. For instance in 2002-03 students with an A from High School achieved an average grade of 3.1 in ENG 105, while the mean grade was 2.4.

Students who obtained an A in High School significantly outperform students who achieved a lower grade. For grades B through C-, higher high school grades also predict higher UFV performance, but the association is not as consistent or as strong.

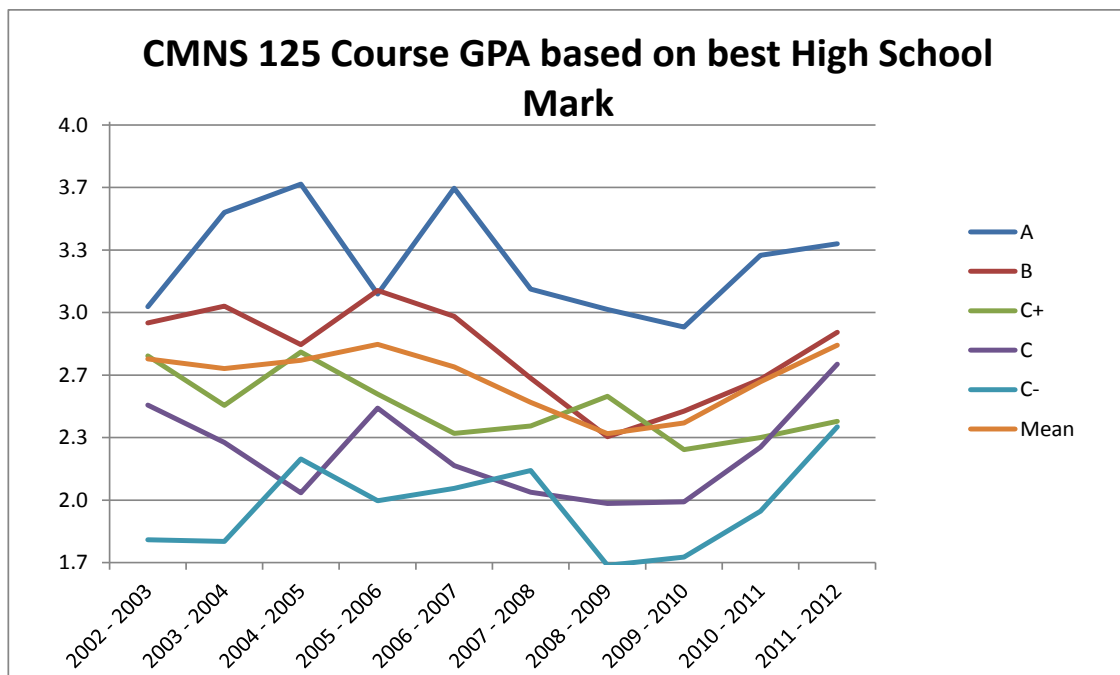
### Average ENG105 Grade by best High School Mark

| Academic Year | High School Grades |     |     |     |     | Mean |
|---------------|--------------------|-----|-----|-----|-----|------|
|               | A                  | B   | C+  | C   | C-  |      |
| 2002 - 2003   | 3.1                | 2.5 | 2.2 | 1.8 | 1.5 | 2.4  |
| 2003 - 2004   | 3.2                | 2.6 | 2.1 | 1.8 | 1.5 | 2.5  |
| 2004 - 2005   | 3.3                | 2.6 | 1.9 | 1.8 | 1.5 | 2.4  |
| 2005 - 2006   | 3.1                | 2.6 | 2.0 | 1.7 | 1.8 | 2.4  |
| 2006 - 2007   | 3.2                | 2.6 | 2.2 | 1.8 | 1.9 | 2.5  |
| 2007 - 2008   | 3.2                | 2.6 | 2.2 | 2.0 | 2.2 | 2.5  |
| 2008 - 2009   | 3.2                | 2.6 | 2.5 | 2.1 | 1.6 | 2.6  |
| 2009 - 2010   | 3.1                | 2.7 | 2.2 | 2.1 | 2.1 | 2.6  |
| 2010 - 2011   | 3.2                | 2.6 | 2.3 | 2.1 | 2.1 | 2.6  |
| 2011 - 2012   | 3.1                | 2.6 | 2.1 | 2.1 | 2.2 | 2.6  |



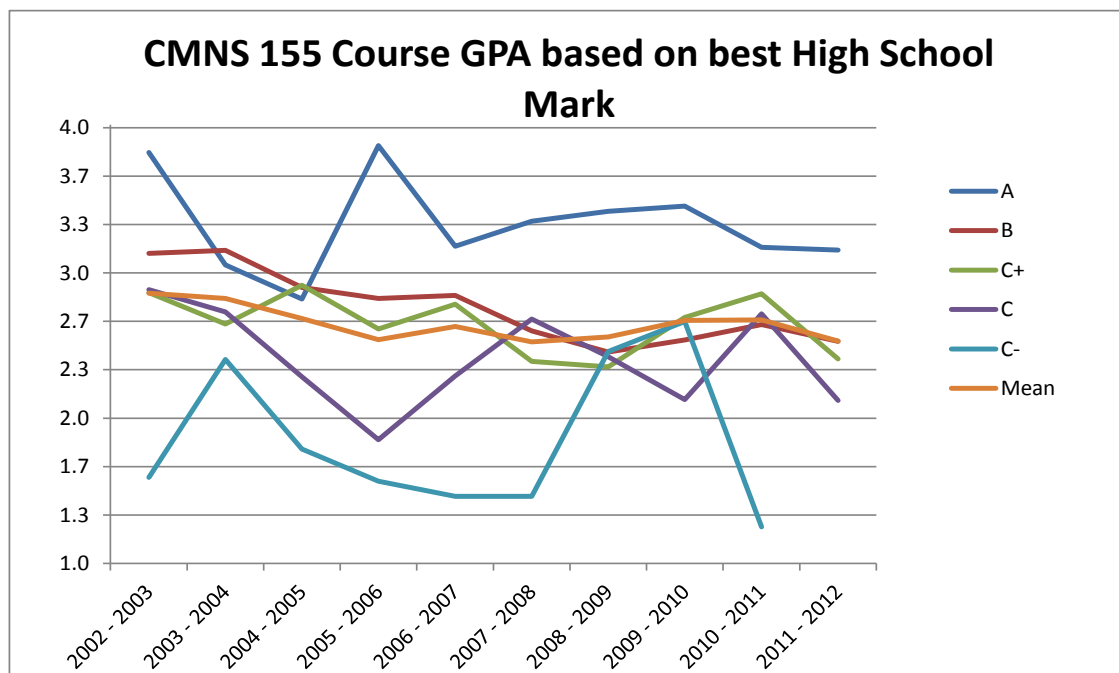
**CMNS 125 Course GPA based on best High School Mark**

| Academic Year | A   | B   | C+  | C   | C-  | Mean |
|---------------|-----|-----|-----|-----|-----|------|
| 2002 - 2003   | 3.0 | 2.9 | 2.8 | 2.5 | 1.8 | 2.8  |
| 2003 - 2004   | 3.5 | 3.0 | 2.5 | 2.3 | 1.8 | 2.7  |
| 2004 - 2005   | 3.7 | 2.8 | 2.8 | 2.0 | 2.2 | 2.7  |
| 2005 - 2006   | 3.1 | 3.1 | 2.6 | 2.5 | 2.0 | 2.8  |
| 2006 - 2007   | 3.7 | 3.0 | 2.4 | 2.2 | 2.1 | 2.7  |
| 2007 - 2008   | 3.1 | 2.7 | 2.4 | 2.0 | 2.2 | 2.5  |
| 2008 - 2009   | 3.0 | 2.3 | 2.6 | 2.0 | 1.7 | 2.4  |
| 2009 - 2010   | 2.9 | 2.5 | 2.3 | 2.0 | 1.7 | 2.4  |
| 2010 - 2011   | 3.3 | 2.6 | 2.3 | 2.3 | 1.9 | 2.6  |
| 2011 - 2012   | 3.4 | 2.9 | 2.4 | 2.7 | 2.4 | 2.8  |



**CMNS 155 Course GPA based on best High School Mark**

| Academic Year | A   | B   | C+  | C   | C-  | Mean |
|---------------|-----|-----|-----|-----|-----|------|
| 2002 - 2003   | 3.8 | 3.1 | 2.9 | 2.9 | 1.6 | 2.9  |
| 2003 - 2004   | 3.1 | 3.2 | 2.6 | 2.7 | 2.4 | 2.8  |
| 2004 - 2005   | 2.8 | 2.9 | 2.9 | 2.3 | 1.8 | 2.7  |
| 2005 - 2006   | 3.9 | 2.8 | 2.6 | 1.9 | 1.6 | 2.5  |
| 2006 - 2007   | 3.2 | 2.8 | 2.8 | 2.3 | 1.5 | 2.6  |
| 2007 - 2008   | 3.4 | 2.6 | 2.4 | 2.7 | 1.5 | 2.5  |
| 2008 - 2009   | 3.4 | 2.5 | 2.4 | 2.4 | 2.5 | 2.6  |
| 2009 - 2010   | 3.5 | 2.5 | 2.7 | 2.1 | 2.7 | 2.7  |
| 2010 - 2011   | 3.2 | 2.6 | 2.9 | 2.7 | 1.3 | 2.7  |
| 2011 - 2012   | 3.2 | 2.5 | 2.4 | 2.1 |     | 2.5  |



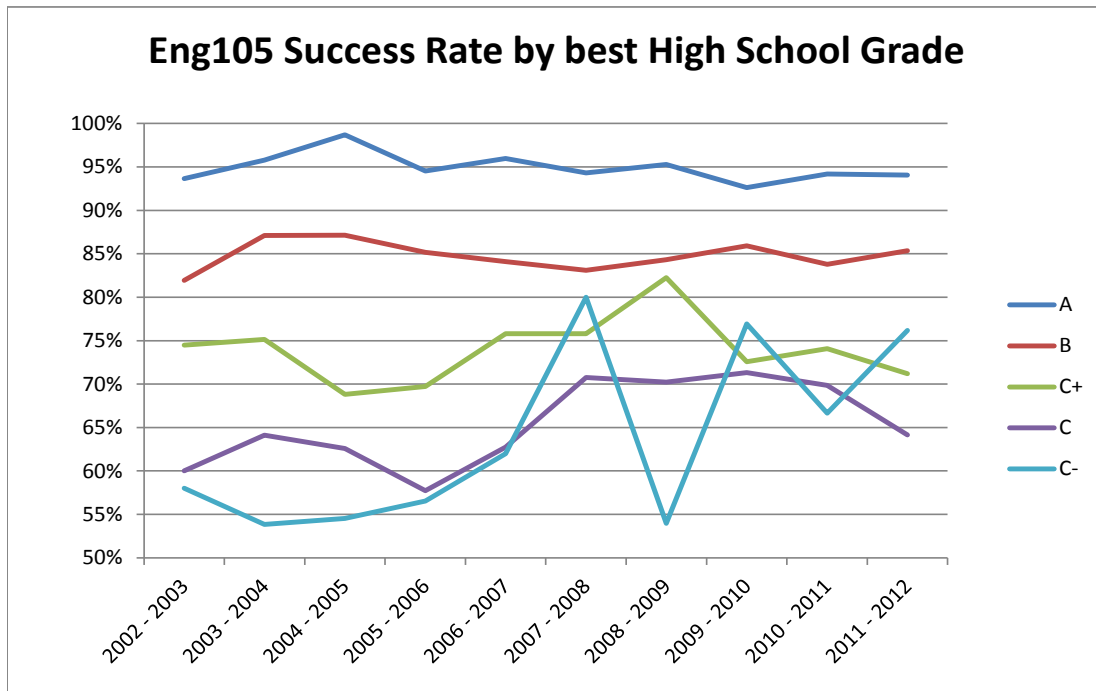
Note: No student with a HS mark of C- in En12 has received a mark in CMNS 155 in the 2011-12 Academic Year.

**The predictive power of High School grades on success at UFV**

Better High School grades are generally associated with higher success rates in UFV classes, particularly by those students entering with an A grade.

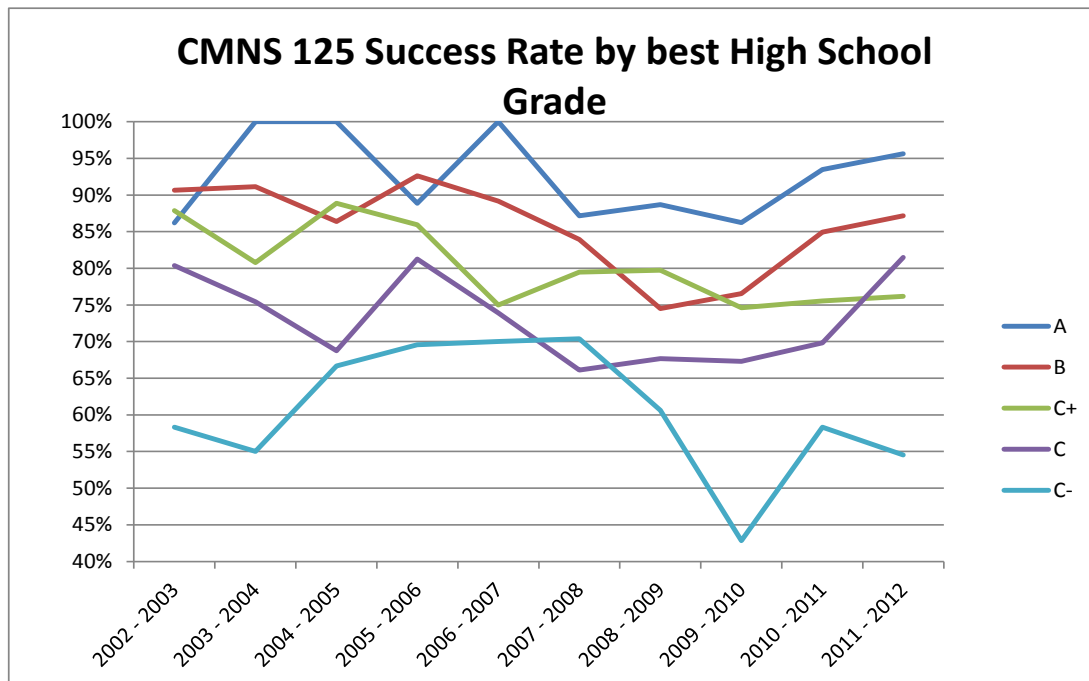
**Eng105 Success Rates based on Best High School Grade**

| Academic Year | A   | B   | C+  | C   | C-  | "Success Rate" is the % of students who got a C or higher in their UFV class, categorized by their high school grade. |
|---------------|-----|-----|-----|-----|-----|-----------------------------------------------------------------------------------------------------------------------|
| 2002 - 2003   | 94% | 82% | 74% | 60% | 58% |                                                                                                                       |
| 2003 - 2004   | 96% | 87% | 75% | 64% | 54% |                                                                                                                       |
| 2004 - 2005   | 99% | 87% | 69% | 63% | 55% |                                                                                                                       |
| 2005 - 2006   | 95% | 85% | 70% | 58% | 57% |                                                                                                                       |
| 2006 - 2007   | 96% | 84% | 76% | 63% | 62% |                                                                                                                       |
| 2007 - 2008   | 94% | 83% | 76% | 71% | 80% |                                                                                                                       |
| 2008 - 2009   | 95% | 84% | 82% | 70% | 54% |                                                                                                                       |
| 2009 - 2010   | 93% | 86% | 73% | 71% | 77% |                                                                                                                       |
| 2010 - 2011   | 94% | 84% | 74% | 70% | 67% |                                                                                                                       |
| 2011 - 2012   | 94% | 85% | 71% | 64% | 76% |                                                                                                                       |



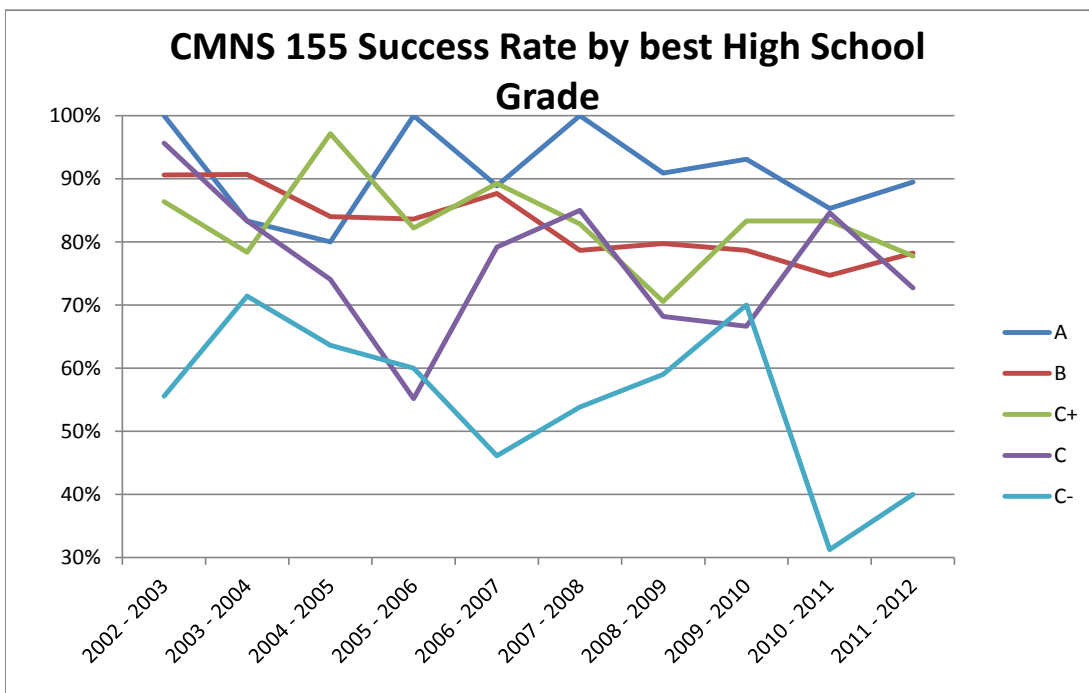
**CMNS 125 Success Rates based on Best High School Grade**

| Academic Year | A    | B   | C+  | C   | C-  |
|---------------|------|-----|-----|-----|-----|
| 2002 - 2003   | 86%  | 91% | 88% | 80% | 58% |
| 2003 - 2004   | 100% | 91% | 81% | 75% | 55% |
| 2004 - 2005   | 100% | 86% | 89% | 69% | 67% |
| 2005 - 2006   | 89%  | 93% | 86% | 81% | 70% |
| 2006 - 2007   | 100% | 89% | 75% | 74% | 70% |
| 2007 - 2008   | 87%  | 84% | 79% | 66% | 70% |
| 2008 - 2009   | 89%  | 75% | 80% | 68% | 61% |
| 2009 - 2010   | 86%  | 77% | 75% | 67% | 43% |
| 2010 - 2011   | 93%  | 85% | 76% | 70% | 58% |
| 2011 - 2012   | 96%  | 87% | 76% | 81% | 55% |



**CMNS 155 Success Rates based on Best High School Grade**

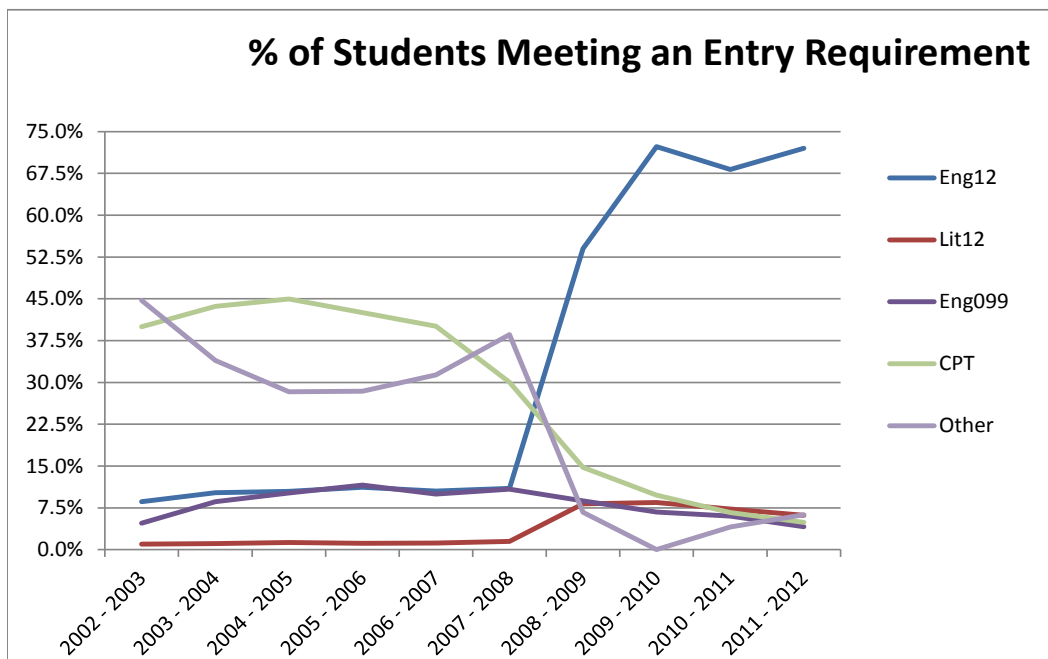
| Academic Year | A    | B   | C+  | C   | C-  |
|---------------|------|-----|-----|-----|-----|
| 2002 - 2003   | 100% | 91% | 86% | 96% | 56% |
| 2003 - 2004   | 83%  | 91% | 78% | 83% | 71% |
| 2004 - 2005   | 80%  | 84% | 97% | 74% | 64% |
| 2005 - 2006   | 100% | 84% | 82% | 55% | 60% |
| 2006 - 2007   | 89%  | 88% | 89% | 79% | 46% |
| 2007 - 2008   | 100% | 79% | 83% | 85% | 54% |
| 2008 - 2009   | 91%  | 80% | 71% | 68% | 59% |
| 2009 - 2010   | 93%  | 79% | 83% | 67% | 70% |
| 2010 - 2011   | 85%  | 75% | 83% | 85% | 31% |
| 2011 - 2012   | 89%  | 78% | 78% | 73% | 40% |



**What path are students entering ENG 105, CMNS 125 and CMNS 155 through?**

This graph shows the % of students meeting an entry requirement that UFV has records of in Banner. Noticeable is the increase in the use of English 12 as a prerequisite to ENG 105, CMNS 125 & 155 and the rapid decline in using the CPT. The portion of students using English 099 as an entry to 105, 125 and 155 has risen from 4.8% in 2002/03 to 11.6% in 2005/06, and then fallen to 4.1% by 2011/12.

| Year        | Eng12 | Lit12 | TPC12 | Eng099 | CMNS099 | Eng091 | WG84 | Eng081 | CPT   | Other |
|-------------|-------|-------|-------|--------|---------|--------|------|--------|-------|-------|
| 2002 - 2003 | 8.6%  | 1.0%  | 0.1%  | 4.8%   | 0.3%    | 0.2%   | 0.3% | 0.1%   | 40.0% | 44.7% |
| 2003 - 2004 | 10.2% | 1.1%  | 0.1%  | 8.6%   | 0.6%    | 0.9%   | 0.7% | 0.3%   | 43.6% | 33.9% |
| 2004 - 2005 | 10.5% | 1.3%  | 0.2%  | 10.1%  | 1.2%    | 1.2%   | 1.5% | 0.6%   | 45.0% | 28.3% |
| 2005 - 2006 | 11.2% | 1.1%  | 0.1%  | 11.6%  | 1.1%    | 1.3%   | 1.0% | 1.6%   | 42.5% | 28.4% |
| 2006 - 2007 | 10.5% | 1.2%  | 0.2%  | 10.0%  | 0.6%    | 2.4%   | 1.0% | 2.7%   | 40.1% | 31.4% |
| 2007 - 2008 | 11.0% | 1.5%  | 0.3%  | 10.9%  | 0.9%    | 2.8%   | 1.3% | 2.8%   | 30.0% | 38.6% |
| 2008 - 2009 | 54.0% | 8.2%  | 0.2%  | 8.7%   | 0.5%    | 2.3%   | 1.5% | 3.1%   | 14.7% | 6.7%  |
| 2009 - 2010 | 72.3% | 8.5%  | 0.3%  | 6.7%   | 0.1%    | 1.4%   | 1.8% | 1.9%   | 9.8%  | 0.0%  |
| 2010 - 2011 | 68.2% | 7.3%  | 0.1%  | 6.0%   | 0.1%    | 1.6%   | 4.0% | 1.9%   | 6.6%  | 4.1%  |
| 2011 - 2012 | 72.0% | 6.2%  | 0.0%  | 4.1%   | 0.1%    | 0.9%   | 3.7% | 1.8%   | 4.9%  | 6.3%  |

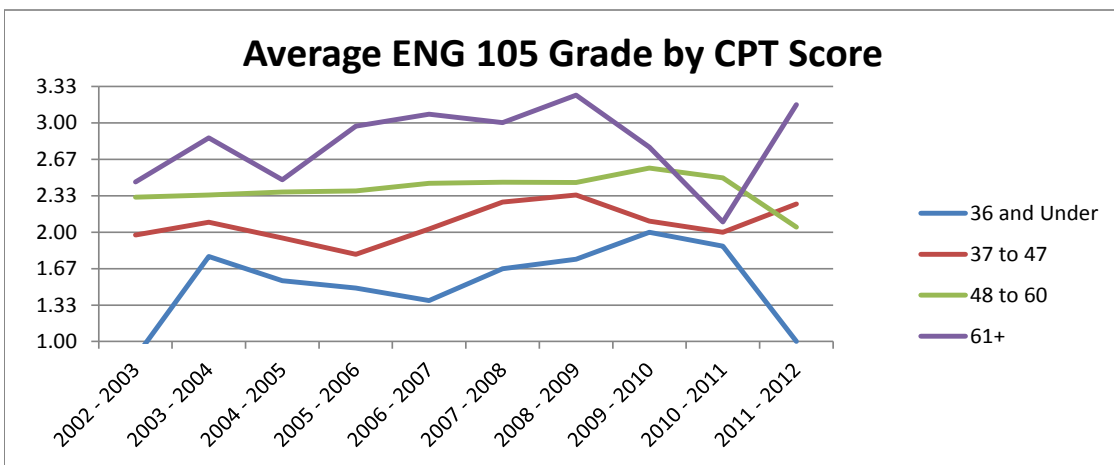


\*Note: The Other category is for any other "exemptions" that must exist given that UFV records do not account for all entry paths into Eng105, CMNS125 and CMNS 155. This category is the minimum possible size given that a student can satisfy more than 1 requirement.

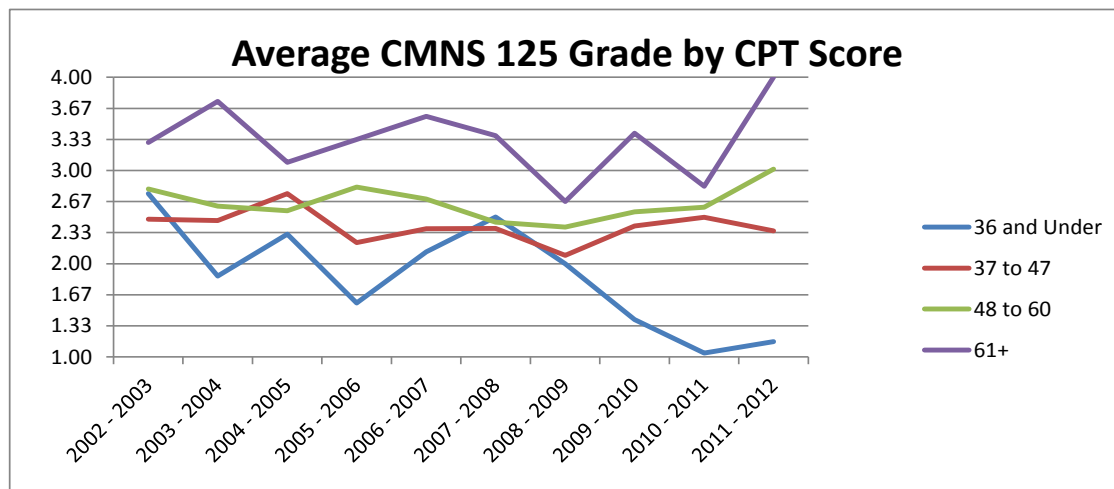
## CPT Score Analysis

The graphs below show that in general, the higher CPT scores go on to do better in UFV courses than those who score lower. However, given the rapid decrease in the use of the CPT, the scores have less inferential weight.

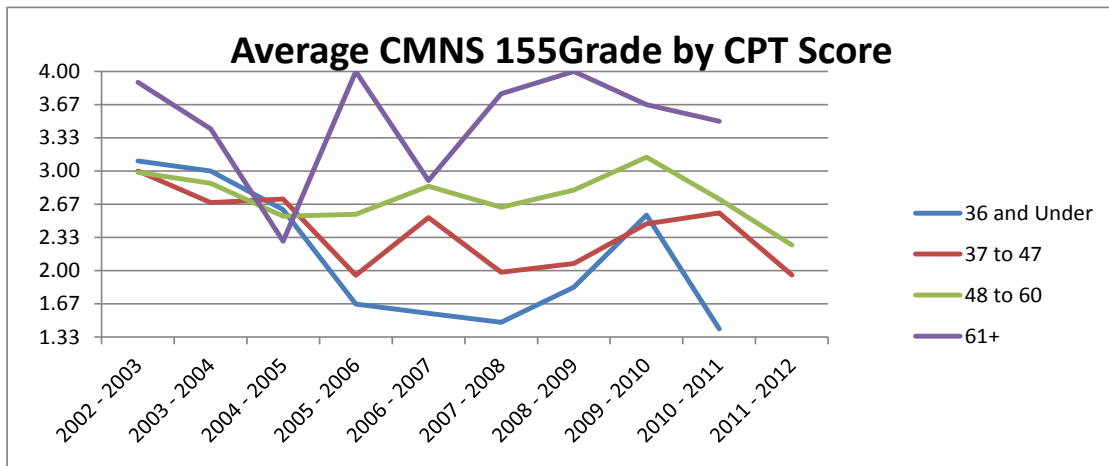
| CPT Score    | 2002 - 2003 | 2003 - 2004 | 2004 - 2005 | 2005 - 2006 | 2006 - 2007 | 2007 - 2008 | 2008 - 2009 | 2009 - 2010 | 2010 - 2011 | 2011 - 2012 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 36 and Under | 0.86        | 1.78        | 1.56        | 1.49        | 1.38        | 1.67        | 1.75        | 2.00        | 1.87        | 1.00        |
| 37 to 47     | 1.98        | 2.09        | 1.95        | 1.80        | 2.03        | 2.27        | 2.34        | 2.10        | 2.00        | 2.26        |
| 48 to 60     | 2.32        | 2.34        | 2.37        | 2.38        | 2.45        | 2.46        | 2.46        | 2.59        | 2.50        | 2.05        |
| 61+          | 2.46        | 2.86        | 2.48        | 2.97        | 3.08        | 3.00        | 3.25        | 2.78        | 2.09        | 3.17        |



| CPT Score    | 2002 - 2003 | 2003 - 2004 | 2004 - 2005 | 2005 - 2006 | 2006 - 2007 | 2007 - 2008 | 2008 - 2009 | 2009 - 2010 | 2010 - 2011 | 2011 - 2012 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 36 and Under | 2.75        | 1.87        | 2.32        | 1.58        | 2.13        | 2.50        | 2.00        | 1.40        | 1.04        | 1.17        |
| 37 to 47     | 2.48        | 2.46        | 2.75        | 2.23        | 2.38        | 2.38        | 2.09        | 2.40        | 2.50        | 2.35        |
| 48 to 60     | 2.80        | 2.62        | 2.57        | 2.82        | 2.69        | 2.45        | 2.39        | 2.56        | 2.61        | 3.01        |
| 61+          | 3.30        | 3.74        | 3.09        | 3.33        | 3.58        | 3.37        | 2.67        | 3.40        | 2.83        | 4.00        |



| <b>CPT Score</b> | <b>2002 - 2003</b> | <b>2003 - 2004</b> | <b>2004 - 2005</b> | <b>2005 - 2006</b> | <b>2006 - 2007</b> | <b>2007 - 2008</b> | <b>2008 - 2009</b> | <b>2009 - 2010</b> | <b>2010 - 2011</b> | <b>2011 - 2012</b> |
|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 36 and Under     | 3.10               | 3.00               | 2.61               | 1.67               | 1.57               | 1.48               | 1.84               | 2.56               | 1.42               |                    |
| 37 to 47         | 3.00               | 2.68               | 2.72               | 1.95               | 2.53               | 1.98               | 2.07               | 2.47               | 2.58               | 1.96               |
| 48 to 60         | 2.99               | 2.88               | 2.55               | 2.57               | 2.85               | 2.64               | 2.81               | 3.14               | 2.72               | 2.26               |
| 61+              | 3.89               | 3.42               | 2.30               | 4.00               | 2.90               | 3.78               | 4.00               | 3.67               | 3.50               |                    |



Hello, Ashley. Here is some of the additional information requested by the members of UEC.

*On the relationship between high school grade and success:*

"Students who obtained an A in High School significantly outperform students who achieved a lower grade. For grades B through C-, higher high school grades also predict higher UFV performance, but the association is not as consistent or as strong." (from report prepared by Institutional Research 8 March 2012)

*Re numbers of students affected:*

Approximately 350 students in ENGL 105 in 2011-12 received A in English 12.

*Re University of Victoria:*

From <http://registrar.uvic.ca/undergrad/admissions/apply/awr.html>

### **University of Victoria Academic Writing Requirement (AWR)**

*(New as of May 2012)*

Strong reading, writing, and research skills are essential to academic success. Regardless of whether you are a native speaker of English or have learned English as an additional language, you will need to develop these skills in order to do well in your university studies.

To ensure that you have an opportunity to develop the advanced literacy skills expected at the university level, all undergraduate students enrolled in a degree program are required to complete a 1.5 unit AWR-designated course. The courses that meet the AWR are ENGL 135, 146, 147, and ENGR 110.

Students can satisfy the requirement in one of the following ways:

1. Successfully complete ENGL 135, 146, 147 or ENGR 110.
2. Have one of the following qualifications:
  - a score of at least 86% on the BC English 12 Provincial Examination or English 12 First Peoples Provincial Examination within the three years immediately prior to admission
  - a final grade of at least 86% in an approved English 12 equivalent course from other Canadian provinces within the three years immediately prior to admission
  - 1.5 units of transfer credit for ENGL 135, 146 or 147, ENGR 110, or AWR-designated (ACWR) level credit. (NOTE: Although ENGL 115 will no longer be offered as of May 2012, previous credit for this course will continue to be accepted.)
  - a degree from a recognized English-speaking university

NOTE: The AWR is a separate requirement from any specific courses that may be required for the degree you are completing. If you have already met the AWR, you may still need to register in additional ENGL courses or ENGR 110, if required for your program. Check the Undergraduate Calendar and/or consult with an advisor for further information.

### **Selecting an AWR-Designated Course**

Once you have been admitted to the university, you are free to register in the first year English course of your choice. Students are no longer required to write the Language Proficiency Index or other placement test.

To help ensure that you are taking a course that best matches your level of proficiency, a [self-placement questionnaire](#) is available. While the self-placement questionnaire is voluntary, it is recommended that you consider completing it before registering in the course of your choice. It will help you evaluate your likelihood of success in the various courses offered and recommend one or more courses that are best suited to your level of proficiency in written English.

### **Descriptions of Available Courses**

The university offers the following courses to help students develop strong academic reading, writing, and research skills:

#### **ENGL 099 Developing English Writing Skills (0.0 units)**

This **non-credit** course is intended for students who are still developing fluency and proficiency in written and spoken English (previously equivalent to LPI 3). The course provides students with intensive practice in building well-constructed sentences and paragraphs, while building fluency and preparing students for longer written assignments. This course is normally taken before ENGL 101.

NOTE: This course does **not** meet the AWR.

#### **ENGL 101 Fundamentals of Academic Literacy (1.5 units)**

This **credit** course helps students build the foundational skills needed to read and write English at the advanced level expected in their academic studies. The course is designed for students who have achieved adequate proficiency in written English (previously LPI 4) but who either require more experience as readers and writers before they attempt the Academic Writing Requirement or require 3.0 units of first-year English as part of their degree program requirements.

NOTE: This course does **not** meet the AWR and cannot be completed if you have already received credit for ENGL 115, 135, 146, 147 or ENGR 110.

#### **ENGL 135, 146, 147 and ENGR 110 (Designated courses that meet the AWR requirement)**

- ENGL 135 Academic Reading and Writing (1.5 units)
- ENGL 146 Introduction to Literary Genres, Themes and Styles (1.5 units)
- ENGL 147 Introduction to Literary Traditions and Transformations (1.5 units)
- ENGR 110 Design and Communication I (2.5 units -- for Engineering students only)

### **In-class Diagnostic Tests and Final Exam Requirements**

If you are registered in an AWR-designated course, you will be provided with an in-class diagnostic writing exercise at the beginning of the term and will be informed within the first week of classes whether you have the level of proficiency needed to pass the course. If your instructor notifies you that you are

unlikely to pass the course, he or she will also recommend that you register in ENGL 099 or ENGL 101, depending on your level of proficiency.

Each AWR-designated course also requires that students pass a final exam in order to successfully complete the course. The final exam for each AWR-designated course will be written during the scheduled exam period. If you fail the exam, you will fail the course, regardless of the grade you receive on the rest of the course.

**Timeline for Completing the Academic Writing Requirement**

To gain the greatest benefit to your degree studies, if you have not yet satisfied the AWR, you are expected to register in a 1.5 unit AWR-designated course as soon as possible. For most students, this will be before the end of the third term of registration or prior to completing 30 units of credit. Please note that many faculties require students to satisfy the AWR before they can declare their degree program with an academic adviser. Transfer students who are admitted to UVic for the first time as third-year students must complete the AWR in their first Winter Session. Nursing and block-transfer students should consult their academic advisers for information about their deadline for completing the requirement.

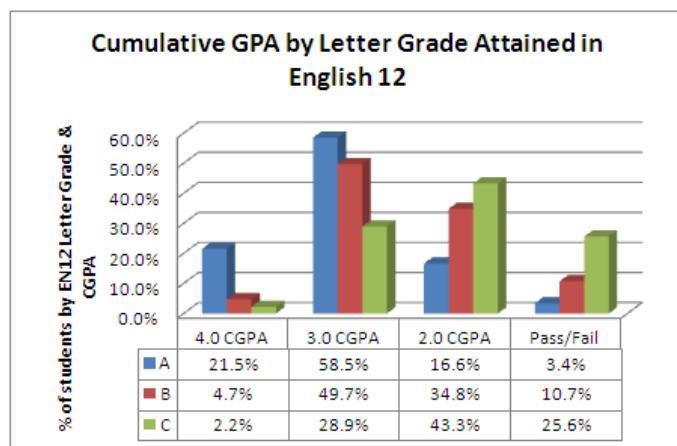
## The Predictive Value of a Student's English 12 Grade on their UFV GPA

This note considers the relationship between a student's high school English 12 (EN12) grade (A, B, C+, C or C-) and their subsequent credit-level cumulative grade-point (GPA) average at UFV. Utilising descriptive statistics as well as a simple regression analysis, we find that there is a relatively strong relationship between EN12 grades and GPAs.

From fall 2003 to fall 2012, there were 17,298 students who had completed high school English 12 with a letter grade that went on to take either ENGL105 or CMNS 125 at UFV. Of this cohort, 24.3% received an "A" grade in English 12 and these students had a 3.13 GPA, 46.3% earned a "B" and they had a 2.63 GPA, while 29.4% earned a "C" and had a 2.20 GPA. This indicates a **strong relationship** between English 12 grades and UFV GPAs. Roughly speaking, each letter grade in English 12, translates, on average, to a 0.5 increase in GPA.

| HS EN12 "A"<br>Grade, UFV<br>Cumulative GPA, |      | HS EN12 "B"<br>Grade, UFV<br>Cumulative GPA, |      | HS EN12 "C"<br>Grade, UFV<br>Cumulative GPA, |      |
|----------------------------------------------|------|----------------------------------------------|------|----------------------------------------------|------|
| Mean                                         | 3.13 | Mean                                         | 2.63 | Mean                                         | 2.20 |
| Median                                       | 3.22 | Median                                       | 2.74 | Median                                       | 2.33 |
| Mode                                         | 3.00 | Mode                                         | 3.00 | Mode                                         | 2.00 |
| SD                                           | 0.67 | SD                                           | 0.73 | SD                                           | 0.82 |
| Range                                        | 4.12 | Range                                        | 4.25 | Range                                        | 4.28 |
| Minimum                                      | 0.21 | Minimum                                      | 0.08 | Minimum                                      | 0.05 |
| Maximum                                      | 4.33 | Maximum                                      | 4.33 | Maximum                                      | 4.33 |
| Count                                        | 4199 | Count                                        | 8011 | Count                                        | 5088 |

Note: SD = Standard Deviation



Of those who received an "A" in English 12, 80% of these students have achieved an overall cumulative credit-level GPA in the A to B range (4.33 to 2.67 GPA). This is in sharp contrast to students who garnered a "B" in EN12 where only 54.4% of students are in the A to B range (CGPA). EN12 "C" students have the lowest CGPAs overall at UFV with only 31.1% of these students attaining an A to B CGPA (4.33 to 2.67).

**Note:** these data do not reflect 1) the length of time between HS EN12 and entrance into UFV, 2) the point in time a student took ENGL 105 or CMNS 125, 3) if a student took courses at another institution prior to attending UFV 4) the number of credits a student has taken or 5) other pertinent intervening variables that may affect a student's UFV GPA.

### **The Predictive Value of a Student's English 12 Grade on their UFV GPA**

In addition to the descriptive statistics above, a simple regression analysis was run to determine the effect of English 12 on GPA. The analysis shows that, for each letter grade increase in English 12, there is, on average, a 0.5 increase in GPA (this is consistent with our findings above). Of course, this does not hold for each individual student, but it does hold on average, and the predictive value of an English 12 grade on UFV GPA is significant.

I do not approve of this change to the BA Writing Requirement. As a couple of employees have asked me, will this change mean that a student who is admitted to the BA degree for Fall 2013 be able to complete and to graduate from the BA program without having a single university-level writing course? The answer is Yes.

The proposed change you see in front of you impacts all Arts disciplines housed within the BA degree, not just CMNS or ENGL. These disciplines expect that their honours, major, minor, extended minor students are graduating with at least one university-level CMNS/ENGL course.

How can a specific grade in a high school course be acceptable to meeting a university degree program/graduation requirement? My personal opinion is that it cannot.

If this change is approved, the BA degree will be the only UFV degree program that does not require their students to complete at least one university-level writing course. And, I think that this is setting a poor precedent.

I urge all of you to carefully consider the implications of this change. Because turning back the clock will mean that two years of newly-admitted BA students will not be required to complete this requirement while we wait for the next change to come into effect. And, we admit students to the BA degree each and every semester, including summer.

Thank-you for taking the time to listen to my statement. I apologize for not being able to present this in-person."

Thanks,  
Rhonda

To: Members of the Undergraduate Education Committee

Date: 26 June 2013

Re: Change to the BA Writing Requirement

We were not expecting an additional submission at UEC about the proposed change to the writing requirement. Rhonda had made these points at the College of Arts Curriculum Committee; they were discussed in that forum, and in the end the change to the writing requirement was approved. After approval from CACC, it does not seem appropriate for an Arts advisor to make a second intervention. While it is true that Rhonda sits on UEC as an individual, the nature of her comments (especially since they came in the form of a letter read aloud at the meeting) obscured the fact that the letter represented her own opinion, not the position of the Arts Advice Centre.

There are some points in the letter that need context:

"I do not approve of this change to the BA Writing Requirement. As a couple of employees have asked me, will this change mean that a student who is admitted to the BA degree for Fall 2013 be able to complete and to graduate from the BA program without having a single university-level writing course? The answer is Yes."

It is true that that *some* students could "graduate from the BA program without having a single university-level writing course." But only students who received an A in English 12 would be in this category. The majority of students would still be taking a university-level writing course.

Our Institutional Research group has determined that students with an A in English 12 do well in English 105. A follow-up study done by IR found that the correlation between high school English grade and good performance persists throughout their program. There is every reason to believe that the "A in English 12" students are equipped to handle the BA program, with or without a first-year writing course. (A study recently conducted at Memorial University came to the same conclusion: namely, that a good grade in English 12 grade is a strong predictor of student success.)

To say that the students would graduate "without having a single university-level writing course" is, strictly speaking, accurate (for the "A in English 12 students), but it is an incomplete picture of students' writing experience. First, students do a lot of other writing in the BA degree. Roger Graves, in research conducted in Political Science courses at the University of Alberta, determined that "to graduate with a major in Political Science, students currently write in excess of 60 writing assignments." There is no reason to think the situation is any different here at UFV or that other Arts disciplines do not require "similarly intense writing experiences." So students do a lot of writing in their BA program; with writing as with other skills, practice is probably the biggest factor in improvement. Moreover, there is good evidence that writing instruction is actually more effective when it occurs within content-based courses (as opposed to courses designed to teach academic writing in isolation). As John Bean puts it, "Writing instruction goes sour whenever writing is conceived primarily as a 'communication skill' rather than as a process and product of critical thought." I am not suggesting we abandon the first-year writing courses altogether; there are students for whom it is necessary and useful. However, there is no reason to think that the "A in English 12" students would be disadvantaged by being exempted from the writing requirement. When Roger Graves visited UFV in April, we asked him how he thought those students

would fare if they did not take a first-year writing course. “They’ll be just fine” was his immediate response. And he then provided examples of other universities where there is no writing requirement. (Note: Our motion is modeled on the University of Victoria writing requirement. At UVic, students in the BA who meet the writing requirement through an A in Grade 12 English do not have to take another English course for their degree if they are not English majors.)

The proposed change you see in front of you impacts all Arts disciplines housed within the BA degree, not just CMNS or ENGL. These disciplines expect that their honours, major, minor, extended minor students are graduating with at least one university-level CMNS/ENGL course.

If these disciplines are requiring students to write in their program courses, then the “A in English 12” students will grow and develop as writers, with or without a university-level CMNS/ENGL course. And why would a university-level ENGL course in, say, poetry, be a source of writing instruction when one in Political Science or History or Philosophy is not? To assert this is to assume two things: first, that there isn’t as much content in the poetry course as there is in a course in some other discipline, and second, that a 13-week exposure to literature somehow automatically improves student writing (as every literature professor knows, this is not the case). In short, taking a university-level CMNS/ENGL course is no guarantee that students will become proficient writers. To sound the alarm about the proposed change on this unwarranted assumption is not productive.

How can a specific grade in a high school course be acceptable to meeting a university degree program/graduation requirement? My personal opinion is that it cannot.

The change to the writing requirement does not affect the total number of credits students will require. Accepting the A in English 12 as a way of meeting the writing requirement is not so different from what we do when we accept IB credits or AP credits or even transfer credits – i.e., we assume that what students have learned elsewhere can be applied to their degree. In this case, it happens to be a high school course: if we change the writing requirement to exempt the “A” students, we are simply acknowledging that they have demonstrated some competence in writing and do not need to study the basics in university.

Again, this concern is founded on the assumption that taking a single course in English or Communications guarantees that students will become better writers. Roger Graves, on his last visit here, pointed out that there is no research proving the value of first-year writing courses—hard to believe, I know, but he would not have asserted it publicly if it were not the case.

If this change is approved, the BA degree will be the only UFV degree program that does not require their students to complete at least one university-level writing course. And, I think that this is setting a poor precedent.

Again this is stated in alarmist terms. We are exempting only some students from this requirement. Is it setting a poor precedent? Maybe it is setting a good one—one that would allow students to devote their time and energy to things that they need and want to learn rather than to an area in which they have already demonstrated competence.

I urge all of you to carefully consider the implications of this change. Because turning back the clock will mean that two years of newly-admitted BA students will not be required to complete this requirement

while we wait for the next change to come into effect. And, we admit students to the BA degree each and every semester, including summer.

It is true that when program requirements are made more onerous, we must wait 18 months before the change takes effect. If we change the writing requirement and then for some reason decide to go back to the earlier model, this will take time. But the truth of the matter is that we can no longer afford to give all students the 3 credits in writing with small class sizes, and the likelihood that we would suddenly have new resources and decide to re-instate the writing requirement for all is very, very slight.

Sincerely

  
Susan Fisher and Jacqueline Nolte

**From:** Tami White  
**Sent:** July-09-13 4:11 PM  
**To:** Ashley Hoogendoorn  
**Cc:** Darren Francis; Rowena Nichols  
**Subject:** RE: Columbia Bible College - needs to be reapproved UEC

Hi Ashley,

The request for approval began Feb 18, 2011 and was brought forward to ASC by Eric Davis (see item 5.2 ASC Approved Minutes 2011.02.18.pdf), which outlines the premise but does not decide on any approvals for the institution.

The matter is further discussed on April 15, 2011 (see item 5.2 ASC Approved Minutes 2011.04.15.pdf), same points brought up, but is approved for a 2-year time period. I am not sure who should bring this matter forth to have the approval extended, but we in Credential Evaluation are not able to process any transcripts for students who attended CBC later than Winter 2013 term so are in need of some direction.

If this helps, from my experience in regard to the evaluation of CBC courses, most 'theology/bible study' type courses are denied credit by departments – only comparative religion type courses are given any credit. In addition, most GS – general studies courses are granted credit (some assigned/some unassigned) by departments.

Hope this helps!

When replying, please include this message. Do not start a new message.

---

**From:** Darren Francis  
**Sent:** July-09-13 3:05 PM  
**To:** Ashley Hoogendoorn  
**Subject:** FW: Columbia Bible College - needs to be reapproved UEC

Hi Ashley,

Can I ask that the CBC transfer agreement be added to the next UEC meeting?

Thanks,

D.

---

**From:** Tami White  
**Sent:** July 9, 2013 12:25 PM  
**To:** Darren Francis  
**Subject:** Columbia Bible College - needs to be reapproved UEC

Hi Darren,

I just came across the following information regarding approved/confirmed institutions. Although UFV does not recognize CBC, the ASC did approve the institution for 2 years, but it is up for renewal now.

**Columbia Bible College** – ASC approved institution April 2011 for two years.  
Does not have DQAB approval – April 2013 – still does not have DQAB approval. **Is due for review as of April/May 2013.**

Are you able to bring this forward to the UEC committee?

When replying, please include this message. Do not start a new message.

---



Tami White  
[tami.white@ufv.ca](mailto:tami.white@ufv.ca)  
Credential Evaluation Officer  
Phone: 604-557-4057  
Fax: 604-853-0138  
Visit [www.ufv.ca/ar](http://www.ufv.ca/ar)

**From the ASC minutes: February 18, 2011****Recommendation for special consideration for transfer credit for Columbia Bible College**

E. Davis, Provost & Vice-President, Academic, was unable to attend the meeting; however, the committee proceeded to discuss the recommendation. E. Davis is requesting that ASC approve decisions by department heads or delegates for Columbia Bible College (CBC) courses, thus waiving the requirement for ASC approval for transfer credit decisions for CBC. Essentially, CBC would be treated in the same way as institutions with DQAB degree approval, where department heads or delegates are permitted to make transfer decisions without requiring ASC approval. Note, this is not a request for recognition of the institution as a whole, and will not result in the credential evaluation office granting unassigned credit.

Elaine Harris contacted UVIC and UNBC and found that UVIC is selective about the courses coming from CBC and do not transfer courses that have a lot of theological content. UNBC has done only one transfer credit for one student for 6 courses. Normally, UNBC would not recognize courses for transfer from Columbia Bible College as the institution is not a member of the BC transfer system. UNBC would not be able to automatically award transfer credit or publish this information without the CBC becoming a member of the BC transfer system.

Members noted that when a department head brings a transfer credit request from CBC to ASC, they are not comfortable with having the decision precedent setting as they want to be able to evaluate the transfer credit on a case by case basis, as the course content can vary by instructor.

E. Harris noted that when CBC first approached UFV, they submitted several packages of course outlines; however, many instructors did not appear to have PhD or show any credentials at all and she could not find the credentials on the CBC website. Members agreed that there are at times holes in the outlines; requirements of the course and credential of the instructor are unknown.

In addition, members also have questions about the rationale for the request. While they acknowledge that CBC's proximity to UFV leads to a relatively high number of transfer requests, they are not convinced that this alone is sufficient justification for granting the college preferential status. There are many similar private colleges (some faith-based, some not) whose students' transfer requests are routinely brought before ASC. Why should geographic proximity lead to what could be perceived as preferential treatment for CBC?

Therefore, members are uncomfortable with this type of institution getting president –setting decisions at the department level rather than ASC. Members feel that with a transfer policy in place, students have the ability to receive transfer credit from CBC. After much discussion expressing many concerns, the committee decided to forward E. Davis' request to the next meeting.

**ACTION**

Vicki will prepare a memo to E. Davis outlining the committee's discussion

**From ASC minutes April 15, 2011:**

**Recommendation for consideration for transfer credit for Columbia Bible College**

This recommendation is a continuation from the February 18 ASC meeting, on the basis of a memo requesting that ASC open the doors to set up some articulation with Columbia Bible College (CBC). Essentially, CBC would be treated in the same way as institutions with DQAB degree approval, where department heads or delegates are permitted to make transfer decisions without requiring ASC approval. Note, this is not a request for recognition of the institution as a whole, and will not result in the credential evaluation office granting unassigned credit.

Doug Berg, Academic Dean, Columbia Bible College met with Elaine Harris in hopes that ASC will reconsider the transfer credit agreement between UFV and CBC. Based on some of the concerns discussed at the February 18 meeting, D. Berg noted that if an agreement is reached, the Academic Dean of Columbia Bible College will ensure that consistency of course content is adhered to.

MOTION: V. Grieves / E. Campbell

THAT ASC approves Eric Davis request that ASC allow department heads or delegates to assess and approve transfer credit decisions for Columbia Bible College courses without requiring ASC approval. Effective as of April 15, 2011.

THAT ASC also wants this decision to be reviewed prior to April 2013 by the Senate Standing Committee that will be responsible for such decisions (the name of which is unclear at this time) to ensure that the process is working properly and meets the needs of UFV and its students. To this end ASC recommends that the above agreement will only be in place until April 2013 unless the new committee approves an extension.

CARRIED

In favour: 6

Opposed: 1

Absent: 6

November 19, 2012

**UEC Transfer credit subcommittee (TCS) report**

The final version of the terms of reference is attached (page 2). Some wording was added around email voting.

The following transfer credit decisions were approved by email:

| Effective term | End term | Institution Name: <b>Dorset College</b><br>Location: <b>Vancouver</b><br>Recommended by: <b>Don Miskiman</b><br>Approval date by TCS: <b>Nov. 1, 2012 (3 in favour)</b> |                                                             | UFV Equivalent                              |         |
|----------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|---------|
|                |          | Course Name/Number or Program Name                                                                                                                                      | Qualifiers<br>(e.g. min. grade or GPA, certification, etc.) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201205         | 201401   | ACCT 200                                                                                                                                                                | C+                                                          | BUS 143                                     | 3       |
| 201201         | 201401   | ACCT 250                                                                                                                                                                | C+                                                          | BUS 247                                     | 3       |
| 201205         | 201401   | FINA 200                                                                                                                                                                | C+                                                          | BUS 149                                     | 3       |
| 201205         | 201401   | MARK 200                                                                                                                                                                | C+                                                          | BUS 120                                     | 3       |
| 201205         | 201401   | MGMT 200                                                                                                                                                                | C+                                                          | BUS 202                                     | 3       |
| 201205         | 201401   | MGMT 250                                                                                                                                                                | C+                                                          | BUS 2XX                                     | 3       |

| Effective term | End term | Institution Name: <b>Dorset College</b><br>Location: <b>Vancouver</b><br>Recommended by: <b>Vlad Dvorcek</b><br><b>3Nov 1, 2012 (5 in favour)</b> |                                                             | UFV Equivalent                              |         |
|----------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|---------|
|                |          | Course Name/Number or Program Name                                                                                                                | Qualifiers<br>(e.g. min. grade or GPA, certification, etc.) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201205         | 201401   | ECON 100                                                                                                                                          | C                                                           | ECON 100                                    | 3       |
| 201201         | 201401   | ECON 150                                                                                                                                          | C                                                           | ECON 101                                    | 3       |

## **UEC Transfer Credit Subcommittee**

### **Terms of reference**

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

### **Purpose**

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

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

### **Membership**

UEC will approve the membership.

### **Chair**

The TCS will determine a chair each September.

### **Process**

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

### **Reporting**

- The chair will retain a record of all decisions made.
- The chair will report any decisions or recommendations to UEC as information items for the next scheduled UEC meeting.

## Report of the UEC Transfer Credit Subcommittee (TCS)

January 2013

Elaine Harris will be stepping down from this committee for the next six months, as she has been seconded to a temporary new role in the University Secretariat. Valerie Hughes, Credential Evaluation Coordinator, will be taking her place on the committee and as chair. Audrey Cox, the A&R Department Assistant, will provide support for the committee – receiving and sending items to the committee, tallying the votes, and compiling the reports.

Decisions approved by the committee (all were approved by email vote):

| Start Term | End term | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Stephen Piper<br>Approval date: November 26, 2012 |                                                             | UFV Equivalent                           |         |
|------------|----------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------|---------|
|            |          | Course Name/Number or Program Name                                                                                               | Qualifiers<br>(e.g. min. grade or GPA, certification, etc.) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 200901     | 200909   | ANTH 100                                                                                                                         | C                                                           | ANTH 102                                 | 3       |
| 200901     | 200909   | ANTH 150                                                                                                                         | C                                                           | ANTH 1xx                                 | 3       |
| 201201     | 201401   | SOCI 100                                                                                                                         | C                                                           | SOC 101                                  | 3       |
| 201201     | 201401   | SOCI 150                                                                                                                         | C                                                           | SOC 1xx                                  | 3       |

| Effective Term | Precedent setting until | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Maria Bos Chan<br>Approval date: December 11, 2012 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201101         | 201501                  | ENGL 097                                                                                                                          | B                                      | ESL S56                                  | 3 DV    |
| 201101         | 201501                  | ENGL 098                                                                                                                          | B                                      | ESL R70                                  | 3 DV    |
| 201101         | 201501                  | ENGL 099                                                                                                                          | B                                      | ESL S66                                  | 3 DV    |
| 201101         | 201501                  | ENGL 100 and 150                                                                                                                  | B                                      | ESL WG74                                 | 6 DV    |

| Effective Term | Precedent setting until | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Sandi Sasaki<br>Approval date: January 4, 2013 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                            | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201205         | 201401                  | COMP 100                                                                                                                      | C                                      | CIS 100                                  | 3       |
| 201105         | 201401                  | COMP 150 & COMP 155                                                                                                           | Min C+ in both                         | COMP 150 & COMP 155*                     | 8       |
| 201205         | 201401                  | COMP 200                                                                                                                      | C                                      | CIS 145                                  | 3       |

\* COMP 150 or 155 (with minimum grade of C) can transfer individually as CIS 1XX (4).

## Report of the UEC Transfer Credit Subcommittee (TCS)

### February 2013

Decisions approved by the committee (all were approved by email vote):

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver, BC<br>Recommended by: Paul Franklin<br>Approval date: February 12, 2013 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201301         | 201601                  | IT 104 Microsoft Word                                                                                                             | C                                      | CIS 100 (see note)                       | 3       |
| 201301         | 201601                  | IT 105 Microsoft Excel                                                                                                            | C                                      |                                          |         |
| 201301         | 201601                  | IT 106 Microsoft Access                                                                                                           | C                                      |                                          |         |
| 201301         | 201601                  | IT 107 Microsoft PowerPoint                                                                                                       | C                                      |                                          |         |

Rationale

Note: IT 104, 105, 106, and 107 must all be completed with a minimum grade C in order to transfer to UFV CIS 100. Individual courses will not be transferred due to content incompatibility issues.

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver, BC<br>Recommended by: Don Miskiman<br>Approval date: February 12, 2013 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                               | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201309         | 201609                  | BU 102 Accounting 2                                                                                                              | B -                                    | BUS 143 (see note 1)                     | 3       |
| 201309         | 201609                  | BU 105 Accounting 2                                                                                                              | B -                                    |                                          |         |
| 201309         | 201609                  | BU 209 Accounting 3                                                                                                              | B -                                    |                                          |         |
| 201309         | 201609                  | BU 218 Business Management                                                                                                       | B -                                    | BUS 202 (see note 2)                     | 3       |
| 201309         | 201609                  | BU 219 Business Management                                                                                                       | B -                                    |                                          |         |
| 201309         | 201609                  | BU220 Business Management                                                                                                        | B -                                    |                                          |         |
| 201309         | 201609                  | BU 222 Marketing                                                                                                                 | B -                                    | BUS 120                                  | 3       |
| 201309         | 201609                  | BU 230 Services Marketing                                                                                                        | B -                                    | BUS 1XX                                  | 3       |
| 201309         | 201609                  | BU 233 Managing Information Technology                                                                                           | B -                                    | BUS 160                                  | 3       |
| 201309         | 201609                  | BU 235 Canadian Business Law                                                                                                     | B -                                    | BUS 261                                  | 3       |
| 201309         | 201609                  | BU 236 Global Business                                                                                                           | B -                                    | BUS 2XX                                  | 3       |
| 201309         | 201609                  | BU 301 Organizational Behaviour                                                                                                  | B -                                    | BUS 203                                  | 3       |
| 201309         | 201609                  | BU 303 Strategic Management                                                                                                      | B -                                    | BUS 2XX                                  | 3       |

|        |        |                                   |     |         |   |
|--------|--------|-----------------------------------|-----|---------|---|
| 201309 | 201609 | BU 318 Financial Management       | B - | BUS 2XX | 3 |
| 201309 | 201609 | BU 320 General Studies            | B - | BUS 2XX | 3 |
| 201309 | 201609 | BU 325 Entrepreneurship           | B - | BUS 227 | 3 |
| 201309 | 201609 | BU 350 Human Resources Management | B - | BUS 201 | 3 |

Rationale

Note 1: BU 102, 105, and 209 must all be completed with a minimum grade of B – in order for transfer to UFV BUS 143.

Note 2: BU 218, 219, and 220 must all be completed with a minimum grade of B – in order for transfer to UFV BUS 202.

Individual courses in both instances will not be transferred due to content incompatibility issues.

## Report of the UEC Transfer Credit Subcommittee (TCS)

### April 2013

Decisions approved by the committee (all were approved by email vote):

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|----------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                       | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201209         | 201601                  | COM 211                                                  | B                                      | CMNS 125 (see note)                      | 3       |
|                |                         | COM 212                                                  |                                        |                                          |         |

#### Rationale

These courses, when taken together, cover the course outcomes of CMNS 125 and appear to be at a sufficiently rigorous level that students transferring in will be prepared for second-year CMNS or other courses.

Note: Both COM 211 and 212 must be completed with a minimum grade of B – in order for transfer to UFV CMNS 125.

| Effective Term | Precedent setting until | Institution Name: Vancouver Film School<br>(unrecognized institution)<br>Location: Vancouver, BC |                                        | UFV Equivalent                           |                     |
|----------------|-------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------------------|
|                |                         | Course Name/Number or Program Name                                                               | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits             |
| 201301         | n/a                     | Classical Animation II                                                                           |                                        | GD 1XX                                   | 3                   |
| 201301         | n/a                     | 3D Modeling I                                                                                    |                                        | GD 1XX                                   | 3                   |
| 201301         | n/a                     | 3D Modeling II                                                                                   |                                        | GD 1XX                                   | 3                   |
| 201301         | n/a                     | 3D Animation II                                                                                  |                                        | GD 1XX                                   | 3                   |
|                |                         |                                                                                                  |                                        |                                          | 12 credits in total |

**[Note: Student's name removed for UEC agenda package]**

#### Recommendation rationale

This is an outstanding student who has obviously benefited from his experiences and studies at VFS. Despite the vocational classification of those courses, we feel strongly that the subjects studied would constitute academic studies within the context of our BFA program. To this extent, we wish to see this student receive an appropriate level of transfer credit for his previous efforts.

#### Non-precedent-setting rationale

This student is an unusual case for us, in that the experience he brought from his studies complemented the direction of his studies here (3D & new media). Had he chosen more traditional forms of artistic specialization we might not have seen the compliment of his previous work to his current and evolving practice.

## **Report of the UEC Transfer Credit Subcommittee (TCS)**

### **June 2013**

Valerie Hughes has retired and Darren Francis has taken her place on the committee and as chair.

Decisions approved by the committee (all were approved by email vote):

| <b>Effective Term</b> | <b>Precedent setting until</b> | <b>Institution Name: University of Victoria<br/>Location: Victoria, BC</b> |                                               | <b>UFV Equivalent</b>                               |                |
|-----------------------|--------------------------------|----------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|----------------|
|                       |                                | <b>Course Name/Number or Program Name</b>                                  | <b>Qualifiers</b><br>(e.g. min. grade or GPA) | <b>Subject Code &amp; Number</b><br>(e.g. CRIM 1XX) | <b>Credits</b> |
| 201201                | n/a                            | TECB402 – Human Side of Information Systems                                |                                               | CIX 3XX                                             | 3              |

**[Note: Student's name removed for UEC agenda package]**

#### **Recommendation rationale**

I have a student who received a Letter of Permission (LOP) to take a course through Thompson Rivers University Online to transfer back as CIX3xx (CMPT 4129-Human Side of Information Systems) to use towards elective credit in his BCIS degree. This course has been articulated by UFV for some time. The course is a TRU-OL course, but it is taught through UVic as TECB 402. I have attached the course outline.

CMPT 4129 is a concentration requirement option for TRU-OL's Bachelor of Commerce (Information Systems Management) and is a core course of UVic's computer Based Information Systems (CBIS) post-graduate certificate.

The student received an LOP for the CMPT 4129 course, but was inadvertently registered for the UVic version. This normally wouldn't be an issue, but the course from UVic is housed within the Continuing Studies program. So, when OReg received the transcript they refused to articulate the course as they do not do so for Continuing Studies classes. The only option for the student is for the CIS department to approve the course to be transferred as CIX 3xx.

I have documentation from the Director of UVic's Business, Management, and Technology program confirming that the course content is the same and that TRU-OL and UVic students study in the same sections (see attached)

#### **Non-precedent-setting rationale**

The approval is for the student only as he was incorrectly registered in the wrong section (the UVic version which is Continuing Studies, not the TRU-OL version). The current transfer agreement is for the TRU-OL section only.

| Effective Term | Precedent setting until | Institution Name: Justice Institute of BC<br>Location: New Westminster, BC<br>Recommended by: Irwin Cohen/Mike Trump<br>Approval date by TCS: June 7, 2013 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                         | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201309         | n/a                     | Major Case Management                                                                                                                                      | Successful completion                  | CRIM 391                                 | 6       |
|                |                         | Major Crime Investigations                                                                                                                                 |                                        | CRIM 392                                 | 6       |
|                |                         | Ethics Train and Trainer                                                                                                                                   |                                        | CRIM 339                                 | 3       |
|                |                         | Search and Seizure Course                                                                                                                                  |                                        | CRIM 430                                 | 3       |

**Recommendation rationale**

Based on his past training/education and a very impressive resume/CV that puts the vast majority of the learning outcomes and objectives from the UFV courses into practical application we propose that this student receives the above mentioned credit.

**Non-precedent-setting rationale**

Recommendation is being made based on both the individual's work experience and classroom training; others seeking this credit may not fulfill the learning outcomes as displayed by this student.

## Report of the UEC Transfer Credit Subcommittee (TCS)

### July/August 2013

Decisions approved by the committee (all were approved by email vote):

| Effective Term | Precedent setting until | Institution Name: <b>CGA School of BC</b><br>Location: <b>Vancouver, BC</b><br>Recommended by: <b>Samantha Pattridge</b><br>Approval Date: <b>July 3, 2013 (3 in favour)</b> |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                                           | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201305         | n/a                     | CM-1 Business Communication                                                                                                                                                  | C                                      | CMNS 125                                 | 3       |

#### Rationale for recommendation:

This course appears to meet the outcomes of CMNS 125 and is from the CGA school of BC, which we presume is a credible institution providing specific accreditation.

#### If decision is not to be precedent-setting, please explain why not:

We need to do more research to see what prerequisites are required for entry to this program to ensure that all students have met the prerequisites for CMNS 125 before starting the program. We would like to ensure the students' writing is at an appropriate level before giving automatic transfer credit for CMNS 125.

| Effective Term | Precedent setting until | Institution Name: <b>Royal Military College</b><br>Location: <b>Kingston, ON</b><br>Recommended by: <b>Alisa Webb</b><br>Approval Date: <b>July 24, 2013 (3 in favour)</b> |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                                         | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201001         | 201501                  | HIE 208 – Canadian Military History: A Study of War and Military History 1867 to the Present                                                                               | Successful completion                  | HIST 321                                 | 4       |
|                |                         | HIE 275 – Survey of Technology, Society and Warfare                                                                                                                        |                                        | HIST 2xx                                 | 3       |

#### Rationale for recommendation:

HIE 208 – The course offers a rigorous examination of Canadian Military History, complete with foundational scholarly works on the topic that echo those used in HIST 321 at UFV. There is extensive writing in the course

and a significant level of engagement with a variety of themes, all placed within historical context. Further, the time required to complete all course requirements reflects our upper-level course expectations.

HIE 275 – The course offers a rigorous examination of technology and warfare within various historical contexts, as well as a more current examination of technology in 21<sup>st</sup> century warfare. There is extensive writing and engagement in the course, with links to various themes and contexts. The assignments, structure, and time requirements all reflect our 200-level course expectations.

**Course Outline Subcommittee**

- John English
- Rhonda Colwell
- Samantha Pattridge
- Shirley Hardman
- Steven Marsh
- Sue Brigden
- Ashley Hoogendoorn

**Transfer Credit Subcommittee**

- Samantha Pattridge
- Maria Bos-Chan
- Darren Francis (chair)
- Peter Mulhern
- Rhonda Colwell
- Allan Arndt
- John Carroll

**Policy Subcommittee**

- Samantha Pattridge (chair)
- Maria Bos-Chan
- Rod McLeod
- Sue Brigden
- J. English
- Al Wiseman

**Admissions Subcommittee**

- Darren Francis (chair)
- Samantha Pattridge
- Maria Bos-Chan
- Joanna Hawkins
- Karen Davies
- Cherish Forster



### UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2013/14

| AREA REPRESENTED                                                     | Terms of Office          | MEMBER                                                  |
|----------------------------------------------------------------------|--------------------------|---------------------------------------------------------|
| <b>Voting Members</b>                                                |                          |                                                         |
| <i>9 faculty members approved by Senate, at least 2 from Senate</i>  |                          |                                                         |
| Faculty member of Senate                                             | 08-01-2012 to 07-31-2015 | Maria Bos-Chan, Faculty of Access and Open Studies      |
| Faculty member of Senate                                             | 08-01-2012 to 07-31-2015 | Steven Marsh, Faculty of Social Sciences                |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Les Stagg, Faculty of Professional Studies              |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Judy Larsen, Faculty of Access & Open Studies           |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Samantha Pattridge, Faculty of Humanities (Chair)       |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Eric Spalding, faculty of Social Sciences               |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Stan Manu, Faculty of Science                           |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Rod McLeod, Faculty of Trades & Technology              |
| Faculty                                                              | 08-01-2012 to 07-31-2014 | Nancy Goad, Faculty of Health Sciences                  |
| Two deans or associate deans, approved by Senate                     | 08-01-2012 to 07-31-2014 | Susan Fisher, Associate Dean, Students, College of Arts |
|                                                                      | 08-01-2012 to 07-31-2015 | Sue Brigden, Faculty of Access & Open Studies           |
| One academic advisor                                                 | 08-01-2012 to 07-31-2014 | Rhonda Colwell                                          |
| One staff member, approved by Senate                                 | 08-01-2012 to 07-31-2014 | Simon Xi                                                |
| 2 undergraduate student, approved by Senate                          | 08-01-2012 to 07-31-2014 | Jenna White                                             |
|                                                                      | 08-01-2012 to 07-31-2014 | Vacant                                                  |
| University Librarian (or designated librarian) (ex officio)          | On-going                 | Heather Compeau (designate)                             |
| <b>Ex-Officio Non-Voting Member</b>                                  |                          |                                                         |
| Provost & Vice-President, Academic (or designate)                    | On-going                 | John English (designate)                                |
| Associate Vice-President, Research & Graduate Studies (or designate) | On-going                 | Satwinder Bains (designate)                             |
| Executive Director, International Education                          | On-going                 | David McGuire                                           |
| Senior Advisor on Indigenous Affairs                                 | On-going                 | Shirley Hardman                                         |
| Director, Enrolment Management                                       | On-going                 | Donna Alary                                             |
| Director, Institutional Research                                     | On-going                 | Vladimir Dvoracek                                       |
| Director, Teaching and Learning                                      | On-going                 | Wendy Burton                                            |
| University Secretary & Registrar (or designate)                      | On-going                 | Al Wiseman/Darren Francis                               |
| <b>Administrative Support</b>                                        |                          |                                                         |
| Office of the University Secretariat                                 |                          | Ashley Hoogendoorn                                      |

**CURRENT MEMBERSHIP: 24 members - 17 voting members and 7 non-voting member.**

**Quorum: Shall be a minimum of fifty percent (50 %) of voting membership**

Current as of July 4, 2013

**Fall Publication:**

- **January UEC meeting:** Major program changes deadline (requires subsequent approval by APPC and Senate)
- **February UEC meeting:** Minor program changes and minor and major course changes deadline
- **March 15:** Calendar copy edits due
- **April 30:** Calendar publication
- **Mid-June:** Registration is open to students

**Winter/ Summer Publication:**

- **June UEC meeting:** Major program changes deadline (requires subsequent approval by APPC and Senate)
- **September UEC meeting:** Minor program changes and minor and major course changes deadline
- **September 30:** Calendar copy edit due
- **October 31:** Calendar publication
- **Mid-November:** Registration is open to students

**From:** Michelle Rhodes  
**Sent:** August-08-13 12:27 PM  
**To:** Ashley Hoogendoorn  
**Cc:** Nicole Klassen  
**Subject:** Calendar error

Hi Ashley,

Something happened in the course of implementing some changes to our program last year that has resulted in a calendar error. Under our Physical Geography major, the list of upper-level courses show that GEOG 354 is a required course. It has never been a requirement for our upper-level major students. I think the confusion comes from the Honours in Physical Geography, which *does* require 354.

Can we have GEOG 354 removed as a Physical Geography major requirement ASAP?

Part of the changes we brought forward last year was a change in upper-level PG requirements to a more general, 20 credits of the following, including 4 credits of 400-level. However, that didn't make calendar cut-off time. What should be in there from before calendar cut-off is "One course in Physical Geography (GEOG 302, 304, 307, 308, 317, 402, 410, 417, 419, 453)".

Again, I have no idea how these got all tangled up, and sorry it's so confusing! Thanks for your help,

Michelle

On Aug 8, 2013, at 2:30 PM, "Ashley Hoogendoorn" <[Ashley.Hoogendoorn@ufv.ca](mailto:Ashley.Hoogendoorn@ufv.ca)> wrote:

Hi Michelle,

I looked back at the agenda packages to find out why GEOG 354 is showing up as a requirement for the Physical Geography major.

At the Feb. 1 UEC meeting, GEOG 354 is listed as a requirement for the Physical Geography major (page 149-150 of the Feb. 1 UEC agenda package- <http://www.ufv.ca/senate/uec/uec-agendas-and-minutes/>). I realize that there were problems at the time with the program proposal that was submitted to and approved by UEC. When I was doing the edits at the time, Nicole sent me a copy, clarifying what the changes should be. Listed in there as well is GEOG 354 as a Physical Geography major program requirement.

At the April 26, 2013 UEC meeting, more changes are approved to the upper-level requirements for the Physical Geography major. If you look at the draft calendar (which will be published in October as the Winter/Summer 2014 calendar), GEOG 354 is no longer listed as a program requirement ([http://www.ufv.ca/calendar/2014\\_15/ProgramsF-L/GEOG\\_PHYS\\_MAJOR\\_MINOR.htm](http://www.ufv.ca/calendar/2014_15/ProgramsF-L/GEOG_PHYS_MAJOR_MINOR.htm)). If you go to the April 26 UEC agenda package, you can see that changes were put through that do not list GEOG 354 as a program requirement (page 155 of the agenda package).

Although GEOG 354 was never intended by the Geography department to be a program requirement of the Physical Geography major, it was listed on a document that was approved by UEC. This makes me a bit hesitant to just remove it from the calendar. As a solution, I am wondering if it would be okay to take it out of the current calendar, and send this to UEC as information. The problem has already been

corrected for the next calendar due to program changes that were approved. Samantha, do you think this would be appropriate?

Thanks,  
Ashley

**From:** Samantha Pattridge  
**Sent:** Thursday, August 08, 2013 3:39 PM  
**To:** Ashley Hoogendoorn  
**Cc:** Michelle Rhodes; Nicole Klassen  
**Subject:** Re: Calendar error

Yes, I think your solution is fine, Ashley. This is something UEC should have caught at the time of submission anyway.

Best,

Samantha

### **Procedures for Membership on Senate Standing Committees**

These procedures apply to any Senate standing committee which has positions filled by expressions of interest. These procedures will also be followed for other bodies requiring representation from Senate.

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

#### **1. DEFINITIONS**

The following definitions have been drawn from the University Act and applied to the University of the Fraser Valley (UFV):

1. "Faculty member" means a person employed by UFV as an instructor, lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by the Senate.
2. "Support staff" means employees of UFV who are not (a) officers of the university, or (b) deans or faculty members.
3. "Student" means a person who is presently enrolled at UFV in a credit course or who is designated by resolution of the Senate as a student.
4. "Officer of the University" is the president, a vice-president, or other individual(s) designated by the Board.
5. "Employee of UFV" refers to people who have a permanent or continuing employment contract with UFV.

#### **2. TERMS OF OFFICE**

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

The terms of the Senate members on the Senate standing committees shall be the balance of the members' term on Senate, to a maximum of three years, renewable for an additional three-year term. The terms of the students on the Senate standing committees shall be a maximum of three years, subject to being re-elected to Senate.

Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex officio members.

Terms begin August first.

#### **3. PROCEDURES FOR EXPRESSIONS OF INTEREST**

The call for expressions of interest will be open for three weeks.

If no expressions of interest are received, the call may be extended for two weeks. If no interest is received after the extension, the process of appointments will be considered.

**3.1. Annual call for expressions of interest**

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

**3.2. Order of Priority for Expressions of Interest****3.2.1. Faculty positions:**

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

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

**3.2.2. Staff positions:**

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

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

**3.2.3. Student positions:**

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

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

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

**3.3. Recommendations**

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

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

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

3.3.3. Additional nominations may be submitted on the floor by members of Senate. The nominee(s) must agree to stand for nomination.

**4. PROCEDURES FOR VACANCIES**

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

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

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

**4.1. Order of Priority for Expressions of Interest****4.1.1. Faculty vacancies:**

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

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

**4.1.2. Staff vacancies:**

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

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

**4.1.3. Student (undergraduate or graduate) vacancies:**

Student members of Senate will be given priority for the vacant position.

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

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

**4.2. Recommendations**

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

**4.3. Terms of office**

A vacancy will be filled as though it were a new term for the position on the standing committee. The term, however, may be shorter than the usual term so

that it may end on July 31, in keeping with term ends for other positions on standing committees.

**5. CHANGES TO THE PROCEDURES**

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

**Standing Committees of Senate  
Rules for the Conduct of Business**

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**1. Procedures for meetings**

- 1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided only by in-person votes at a meeting. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.
- 1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate who wish to appoint a designate shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

**2. Meeting Schedule**

- 2.1. Meetings shall be held monthly in the fall and winter semesters unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting, with at least seven days' notice.

**3. Terms of office**

- 3.1. The terms of the Senate members on the Senate standing committees shall be the balance of the member's term on Senate, to a maximum of three years, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 3.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership on the standing committees may be renewed, to a maximum of six consecutive years.

**4. Attendance**

- 4.1. Regular attendance is expected of all members of the Senate standing committees.
- 4.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

**5. Amendments to the terms of reference**

- 5.1. Changes to the standing committees' terms of reference and rules for the conduct of business shall be taken to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval.

Q: Senate Standing Committees/ rules for conduct of business on standing committees Senate approved 2012 09 14

**UEC MEETING DATES AND AGENDA DEADLINES 2013/14**

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

| <b>Meeting Dates<br/>&amp; Room</b>                    | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b>                 |
|--------------------------------------------------------|---------------------------------------------------------------|
| <b>August 30, 2013</b><br>A225 — 10 am<br>B132 — 12 pm | UEC meeting<br>UEC orientation for dept. heads and assistants |
| <b>September 27, 2013</b><br>A225 — 10 am              | September 18, 2013                                            |
| <b>October 25, 2013</b><br>A225 — 10 am                | October 16, 2013                                              |
| <b>November 22, 2013</b><br>A225 — 10 am               | November 13, 2013                                             |
| <b>December 13, 2013*</b><br>C1429 — 10 pm             | December 4, 2013                                              |
| <b>January 31, 2014</b><br>A225 — 10 am                | January 22, 2014                                              |
| <b>February 28, 2014</b><br>A225 — 10 am               | February 19, 2014                                             |
| <b>March 28, 2014</b><br>A225 — 10 am                  | March 19, 2014                                                |
| <b>April 25, 2014</b><br>A225 — 10 am                  | April 16, 2014                                                |
| <b>May 23, 2014</b><br>A225 — 10 am                    | May 14, 2014                                                  |
| <b>June 20, 2014</b><br>A225 — 10 am                   | June 11, 2014                                                 |

\*Please note that this meeting will take place in week 2 of the UFV meeting schedule.