



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
August 30, 2018 - 10:00 AM
A225

AGENDA

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

June 15, 2018  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Adrianna Bakos, Maria Bos-Chan, Rhonda Colwell, Ceilidh Hart, David Johnston, Bruce Kirkley, David McGuire, Elaine Newman, Teresa Piper, Mary Saudelli, Eric Spalding, and Simon Xi

**ABSENT:** Sue Brigden, Heather Compeau, Vlad Dvoracek, John English, Peter Geller, Nancy Goad, Shirley Hardman, Emilio Landolfi, Samantha Patridge, Kirsten Robertson, Arashpreet Tamber, and Ben Vanderlei

**GUESTS:** Heather Davis-Fisch, Claire Hay, Bobby Jaswal, Esther Jimenez Atochero, Gilmour Joje, Curtis Magnuson, Shelley Stefan, Jeff Wood

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: May 18, 2018**

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

##### **3.1. Geography**

Discontinuation: GEOG 411, 421

**MOTION:**

To approve the discontinuation of GEOG 411 and 421 as presented.  
CARRIED

##### **3.2. Theatre**

Discontinuation: THEA ~~199~~, 201, 297, 298, 395, 495

**MOTION:**

To approve the discontinuation of THEA 201, 297, 298, 395, and 495 as presented.  
CARRIED

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

Review with changes including title and pre/corequisites: HSER 160

Review with changes including title and prerequisites: HSER 190

UEC Draft Minutes  
15 Jun 2018

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**MOTION:**

To approve the HSER 160 and 190 course outlines as presented.  
CARRIED

**3.4. Visual Arts**

Review with changes including title and prerequisites: VA 271, 272

S. Stefan (Visual Arts department head) provided additional background for VA 271 learning outcome #5, "apply self-reflexivity in relation to reception, audience, and spectatorship". This course has the potential for future cross-listing with theatre, and "self-reflexivity" is a common term in that field

**MOTION:**

To approve the VA 271 and 272 course outlines as presented.  
CARRIED

**3.5. Health Sciences**

Change to prerequisites: NURS 203

Changes including prerequisites: NURS 490, 491

Although ENGL 105 has been a prerequisite for NURS 203 in the past, additional rationale should be provided to add it back to the prereqs. UEC members questioned whether there is evidence that students without ENGL 105 are unsuccessful in NURS 203. Although ENGL 105 is a required course in the program, it does not seem to be pedagogically necessary for this course.

As a Health Sciences representative was not available to attend the meeting, these courses were postponed.

**MOTION:**

To postpone approval of the NURS 203, 490, and 491 course outlines to a future meeting.  
CARRIED

**3.6. History**

Review with changes including total hours: HIST 374, 396

Review with changes including prerequisites: HIST 489, 490

Discontinuation: HIST 213, 328, 329, 393, 416, 456

**MOTION:**

To approve the HIST 374, 396, 489, and 490 course outlines as amended:

- HIST 489 and 490 learning outcomes will be adjusted slightly to comply with earlier suggestions from the UEC Screening Subcommittee.

CARRIED

**MOTION:**

To approve the discontinuation of HIST 213, 328, 329, 393, 416, and 456 as presented.  
CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

UEC Draft Minutes  
15 Jun 2018

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**4.1. Admissions Subcommittee report**

This subcommittee is continuing to work on changes related to the B.C. high school curriculum and should be bringing more information in the fall.

**4.2. Transfer Credit Subcommittee report**

This committee has not met recently.

**4.3. Policy Subcommittee report**

This subcommittee has not met recently, but the Course Credits Subcommittee is working on Policy 105 to bring to UEC in the fall.

**4.4. Senate report**

Both items that UEC submitted to Senate's June meeting (changes to the Organizational Studies minor and the Bachelor of Kinesiology breadth requirements) were approved. Senate also approved the new Active Health specialization for the Bachelor of Kinesiology.

**5. INFORMATION ITEMS**

**5.1. Minor course changes** (outlines will be available at

[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

HIST 101, 115, 120, 242, 310, 316, 330, 370, 385, 398, 399, 408, 415, 454, 499

**5.2. UEC meeting dates for 2018/19**

There is a UEC meeting scheduled for June 21, but this meeting may not be necessary. This is also the last day before the Faculty vacation period, which may be difficult for faculty that are teaching in the summer and trying to complete grades, etc. This meeting could be moved a week earlier if a June meeting is needed.

**5.3. 2017/18 annual report to Senate**

**5.4. Discontinuance:** Fashion Design minor and extended minor

**6. ADJOURNMENT**

The meeting was adjourned at 11:04 am.

# **Procedures**

## **for Undergraduate Program and Course Approval**

Appendix to Policy 21

Last revised: November 2017

**ufv.ca**



## Introduction

UFV's Undergraduate Course and Program Approval policy (21) grants the Undergraduate Education Committee (UEC) the authority to develop procedures for the approval of new and revised courses and programs.

All new and revised courses and programs will follow a specific approval process. This process include a series of structured consultations and approvals that give the UFV community an opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's strategic plan, mandate, and institutional learning outcomes.

This document outlines the procedures in effect as of June 2016. The policy can be found at [www.ufv.ca/policies](http://www.ufv.ca/policies).

## Submission guidelines

Items submitted to faculty council and subsequent committees should be formatted appropriately, and should include all relevant documents.

Course proposals should include an updated course outline on the current course outline form, and a memo created with the official Memo Template. Both forms can be found on the UEC websites, at [www.ufv.ca/senate/uec/uec-resources](http://www.ufv.ca/senate/uec/uec-resources). A Word version of the current official course outline should be requested from the UEC Assistant, and whenever possible, Word's track changes feature should be used to highlight any revisions being made to the course outlines. The UEC Assistant can provide assistance with this feature. (Requests to discontinue a course do not need to be accompanied by a course outline.)

Program proposals should include all relevant attachments (rationale memo, budget information, etc.). Program changes should be accompanied by calendar copy with changes tracked.

## Additional resources

Forms, templates, and other resources for the development of new programs can be found on the Program Development Office (PDO) website, [www.ufv.ca/pdo](http://www.ufv.ca/pdo).

Resources for new courses, revisions to existing courses, major and minor changes to existing programs, and general information on the approval process can be found on the UEC website, [www.ufv.ca/senate/uec](http://www.ufv.ca/senate/uec).

The UEC Assistant and the Program Development Office can also be contacted directly with any questions.

## Terms and definitions

**Academic unit:** Includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

**Academic Planning and Priorities Committee (APPC):** Senate standing committee responsible for advising Senate on the mission, goals, objectives, strategies, and priorities of the university (see APPC Terms of Reference).

**Campus-Wide Consultation (CWC):** An opportunity for other academic units and service areas (e.g., Office of the Registrar, Library, Student Services) to review and provide feedback about the course or program submission. Developers must respond to all comments submitted and include this response with the submission to UEC.

**Lower-level course:** First- or second-year course, generally numbered in the 100s and 200s.

**Major course change:** A change to a course that affects the nature or focus of a course, options for students, or budget. A more detailed breakdown of major course changes is available on page 9.

**Major program change:** A modification to a program that affects the nature or focus of the program, options for students, or budget. A more detailed breakdown of major program changes is available on page 10.

**Minor course change:** A change to a course that has no effect on the nature or focus of a course, options for students, or budget. A more detailed breakdown of minor course changes is available on page 9.

**Minor program change:** Any change which is not major, as described above. A more detailed breakdown of minor program changes is available on page 10.

**Official course outline:** Legal document used for calendar copy, articulation, and official documentation purposes. The official course outline is used as a guideline for the syllabus that instructors develop and provide to students.

**Program:** Collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

**Program budget analysis:** Summary of the budget implications of a proposed new program or revisions to an existing program. This should be attached to all new and revised program proposals when submitted to Senate and its standing committees.

**Program Committee:** Approved by dean(s) to oversee the implementation and administration of a program and its courses.

**Program concept paper:** Brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

**Program Development Office (PDO):** Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

**Program proposal:** Detailed description for a new program prepared on a standard template provided by the Program Development Office.

**Program Report and Plan:** Submitted annually to the Board, includes Concept Papers recommended by Senate for approval.

**Program Working Group (PWG):** Group formed by the dean(s) to proceed in the development of a new program.

**Senate Budget Committee (SBC):** Senate standing committee responsible for advising Senate on the university's annual budget, budgetary policies, guidelines, processes, and models (see SBC Terms of Reference).

**Undergraduate Education Committee (UEC):** Senate standing committee responsible for advising Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students (see UEC Terms of Reference).

**Undergraduate Education Committee (UEC) Screening Subcommittee:** UEC standing subcommittee responsible for reviewing all course and program proposals for clarity, completeness, and consistency with current academic policies and practices.

**Upper-level course:** Third- or fourth-year course, generally numbered in the 300s and 400s.

## Timelines

### Calendar deadlines

The academic calendar ([ufv.ca/calendar](http://ufv.ca/calendar)) is the official source for all approved courses and programs. All changes and new courses and programs should be published in the calendar prior to implementation. A new calendar comes into effect in April (Fall calendar) and October (Winter/Summer calendar) of each year. The draft calendar is updated regularly and is available through a link on the calendar home page. Changes should be submitted as far in advance as possible to avoid missing the calendar deadlines.

**Major program changes** must be approved by the January UEC meeting to be included in the Fall calendar, or by the June UEC meeting to be included in the Winter/Summer calendar. (Subsequent approval by Senate, and in some cases by SBC, is also required).

**Minor program changes and major and minor course changes** must be approved by UEC's February meeting to be included in the Fall calendar, or by the September meeting to be included in the Winter/Summer calendar.

### Minimum timelines

Due to the need for quality assurance, the following are the approximate **minimum** lengths of time that the approval processes take from recommendation by faculty/college council to final approval.

#### Courses

- New course: 4-5 months
- Major changes: 4-5 months
- Minor changes: 2-3 months

**Note:** Changes to prerequisites that are more restrictive require 6 months' notice in the academic calendar (see [policy 84](#)).

#### Programs

- New program (including concept paper)\*: approximately two academic years, following the optimal timeline:
  - Year 1, September-February: development of concept paper
  - Year 1, March-June: review and approval of concept paper
  - Year 2, September-December: development of full program proposal
  - Year 2, January-June: internal review and approval of full program proposal
  - External review and approval: 2-3 months for certificates and diplomas; depending on Ministry timelines for degrees.
- Major changes: 7-8 months
- Minor changes: 4-5 months

\* Does not apply to programs approved under the expedited approval process.

**Note:** Changes that make entrance requirements more restrictive must be published in the academic calendar at least 12 months prior to the start of the semester, unless they are necessary to maintain the program's accreditation (see [policy 80](#)).

## Course Approval Processes

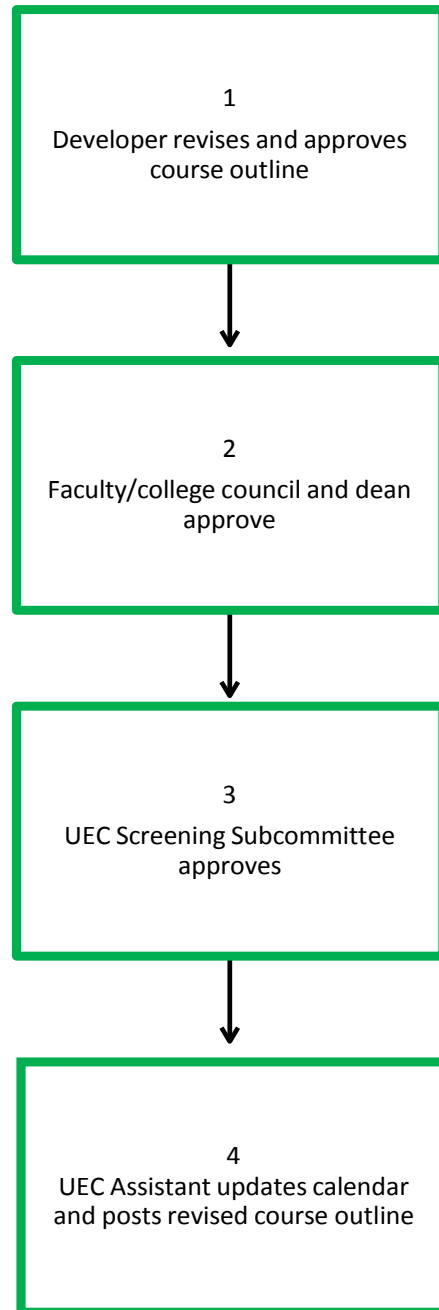
The course approval process differs for new courses, major course changes, and minor course changes. The following outlines the steps in each of the course approval processes. Each process correlates with the flow charts featured on the following page.

A chart of major vs. minor changes to an existing course can be found on page 9.

### Minor course changes (minimum 2-3 months)

1. **Course outline revisions:** The department/school or program committee, hereafter referred to as the developer, requests a Word version of the current course outline from the UEC Assistant. The developer revises and approves the course outline, including transfer to a new course outline form if necessary. The developer also prepares a memo outlining the rationale and any financial implications of the course changes using the Memo Template found on the UEC website.
2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the council assistant who verifies that it conforms to council recommendations.  
  
**Note:** For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.
3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which confirms that the changes are minor and approves the course changes for publication. If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the revised course outline on the website ([www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines)), and sends the course outline to OReg for data entry.

**Approval process for minor course changes**



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### **New courses and major course changes (minimum 4-5 months)**

1. **Development of course outline:** The department/school or program committee, hereafter referred to as the developer, develops and approves the course outline. If revisions are being made to an existing course, the developer requests a Word version of the current course outline from the UEC Assistant. The developer also prepares a memo outlining the rationale and any financial implications of the new course using the Memo Template that will be found on the UEC website.

Dean(s) determine if there are significant budgetary implications with the proposed course.

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

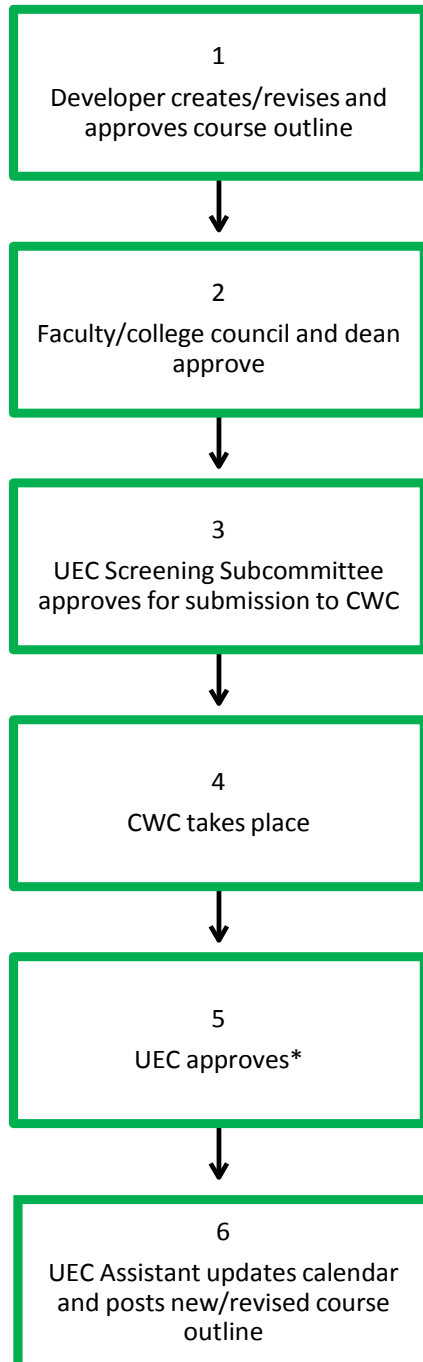
**Note:** For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.

3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the course outline and memo to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the course outline, to UEC. UEC approves the course outline, or recommends to Senate for approval if there are financial implications.

If there are financial implications, SBC will review the course outline and memo and make a recommendation to Senate. UEC and SBC recommendations are sent to Senate concurrently.

6. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the new/revised course outline on the website ([www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines)), and sends the course outline to OReg for data entry.

**Approval process for new courses and major course changes**



\* In the case of budgetary implications, UEC and SBC will both review and recommend to Senate for approval.

## Course Changes

### Major vs. minor changes to an existing course

| Type of change                            | Major changes                                                       | Minor changes                                                                                               |
|-------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Title and/or calendar description</b>  | Reflects a change in nature or focus                                | For correction or clarification                                                                             |
| <b>Learning outcomes and/or content</b>   | Reflects a change in nature or focus                                | Does not reflect a change in nature or focus                                                                |
| <b>Course level</b>                       | Moving a lower-level course to an upper-level course and vice versa | Moving a first-year course to second year and vice versa or third-year course to fourth year and vice versa |
| <b>Prerequisites and/or co-requisites</b> | Any change to prerequisites                                         | Editorial change only                                                                                       |
| <b>Course details</b>                     | Change in number of credits or number of hours                      | Frequency of course offering                                                                                |
| <b>Delivery method</b>                    | Change or addition of a delivery method that has a cost             | Change or addition of a delivery method that does not affect cost                                           |
| <b>Impact on other programs</b>           | Affects other academic units                                        | Does not affect other academic units                                                                        |
| <b>Other</b>                              | Deletion of course                                                  | PLAR options, grading system, texts, evaluation methods                                                     |

**Note:** One major change means that all changes in the proposal are considered major.

## Program Changes

### Major vs. minor changes to an existing program

| Type of change                            | Major changes                                                                  | Minor changes                                                                    |
|-------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Resource requirements</b>              | Additional resources are required at a cost                                    | Additional resource costs are covered by the associated academic unit            |
| <b>Courses</b>                            | Change to the majority of courses in an approved program                       | Addition of new course options, or deletion or substitution of a required course |
| <b>Duration, philosophy, or direction</b> | Change to the duration, philosophy, or direction of a program*                 |                                                                                  |
| <b>Specialization</b>                     | Addition or deletion of a specialization (e.g., concentration under a major)** |                                                                                  |
| <b>Admission requirements</b>             | Change in requirements for admission                                           |                                                                                  |
| <b>Residency requirements</b>             | Change in requirements for residency                                           |                                                                                  |
| <b>Continuance requirements</b>           | Change in requirements for continuance                                         |                                                                                  |
| <b>Admission quotas</b>                   | Change in admission quotas                                                     |                                                                                  |
| <b>External review</b>                    | Change which triggers an external review                                       |                                                                                  |

\* The Ministry includes in its definition of “new program” revision of a program’s major objectives resulting in significant change and a significant revision of a program that warrants credential renaming. Please consult the Program Development Office if the revision considered may fall under this definition.

\*\* If not considered a new program or covered under the Program Discontinuance policy (222). Addition of a minor or major is considered a new program, not a major program change. Degree programs that refer to their main areas of specialization as “options” or “concentrations” must consult the Program Development Office to determine whether addition of a new specialization is considered a major program change or a new program.

## **Program Approval Processes (major and minor changes)**

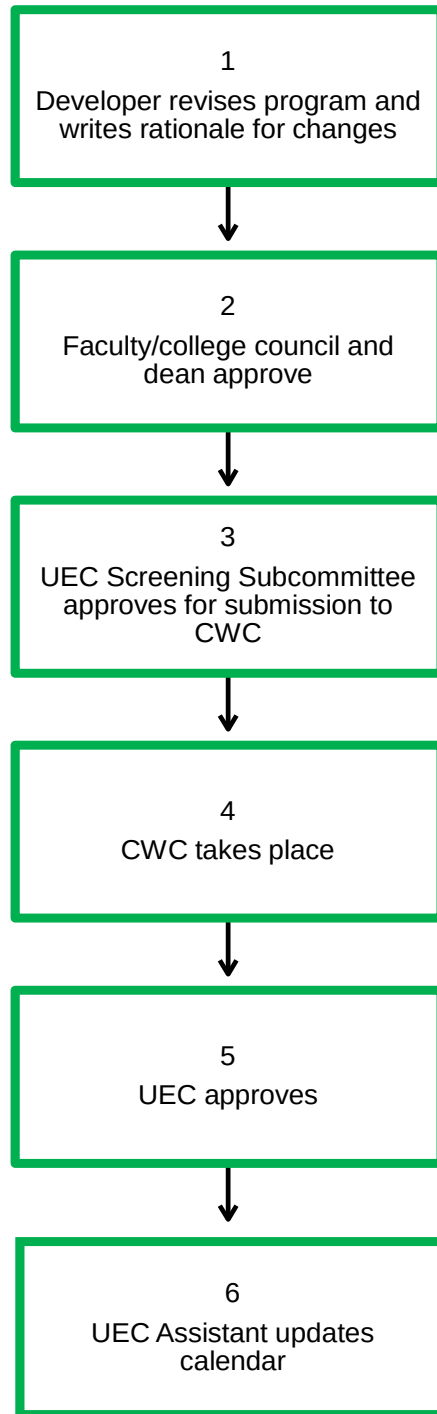
The program approval process differs for new programs, major program changes, and minor program changes. The following outlines the steps for each of these processes and correlates with the flow charts featured on the following page.

A chart of major vs. minor changes to an existing program can be found on page 10.

### **Minor program changes (minimum 4-5 months)**

1. **Development of proposal:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, in consultation with the dean(s) responsible.
2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.
3. **UEC Screening Subcommittee:** The council assistant sends the proposal and calendar copy to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC. UEC approves the program changes.
6. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

**Approval process for minor program changes**

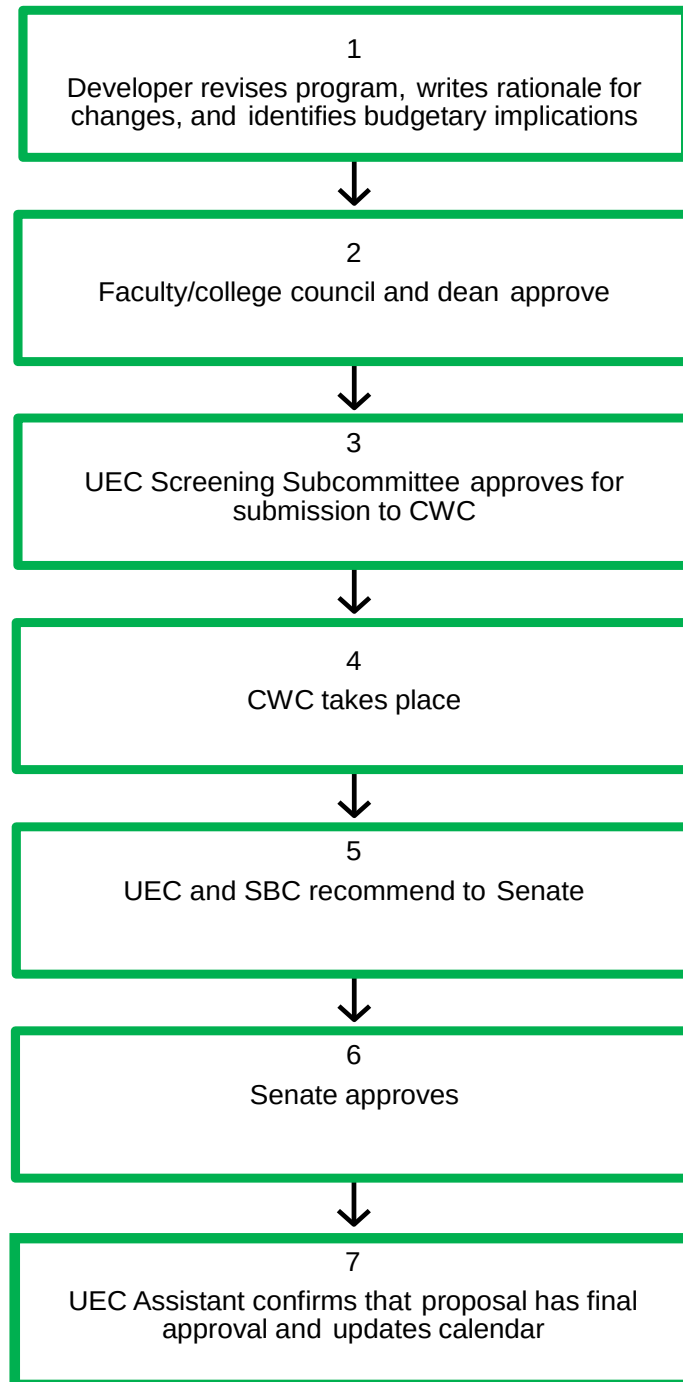


**Major program changes (minimum 7-8 months)\***

1. **Development of proposal and budget:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, and identifies any budgetary implications.
2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.
3. **UEC Screening Subcommittee:** The council assistant sends the proposal to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Major program change proposals must remain at CWC for a minimum of two weeks. Any proposal not forwarded to UEC within 12 months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC)/Senate Budget Committee (SBC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC for review and recommendation to Senate. The proposal will also be submitted to SBC, which reviews the proposal and makes a recommendation to Senate.
6. **Senate:** Senate approves the program proposal and budget.
7. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

\* The Ministry includes in its definition of “new program” the revision of a program’s major objectives resulting in significant change, and a significant revision of a program that warrants credential renaming. Please consult the Program Development Office if proposed revisions may fall under this definition. Also note that addition of a minor or major is considered a new program, not a major program change. Degree programs that refer to their main areas of specialization as “options” or “concentrations” must consult the Program Development Office to determine whether addition of a new specialization is considered a major program change or a new program.

**Approval process for major program changes**



## New Program Approval Process

The following outlines the steps for new programs and correlates with the flow charts featured on the next pages.

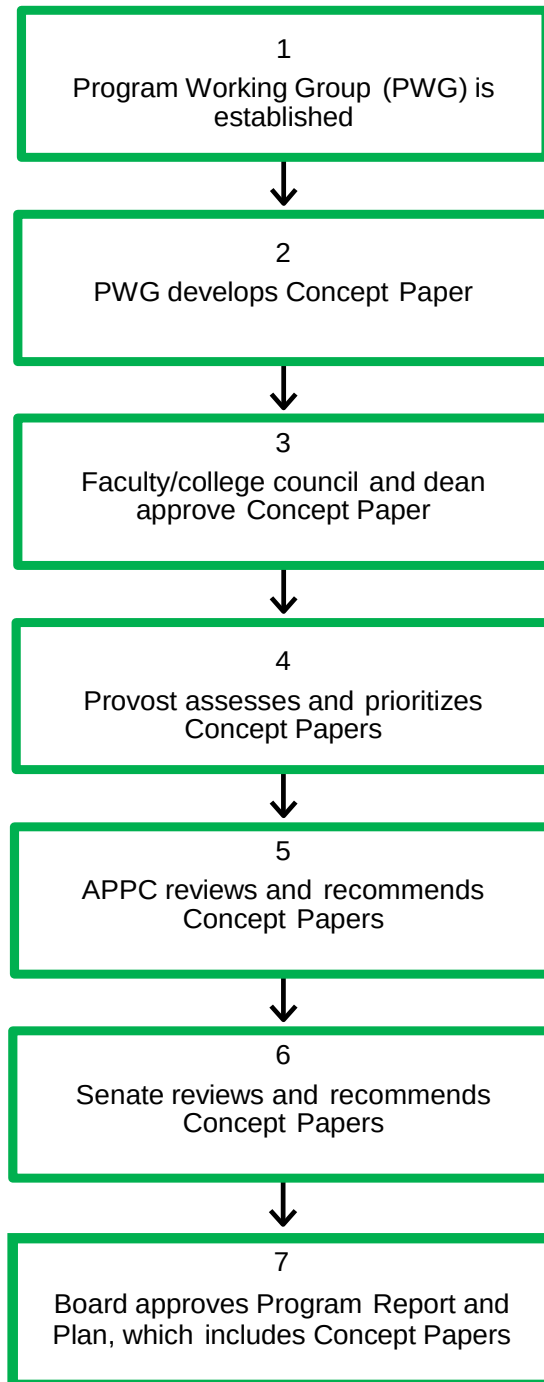
Before you begin the development of a new program, please contact the Program Development Office for specific information about submission formats and procedures. An administrative guide for the internal approval process is available on the website at <http://www.ufv.ca/pdo/getting-started/>.

### Concept Paper

**Note:** Normally, a single dean will have administrative responsibility and approval authority over a program. In the case that a program draws resources from more than one faculty/college beyond the provision of service courses, the deans involved will decide on who will assume administrative responsibility for the program and whether it will be shared by more than one faculty/college. The faculty/college and dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.

1. **Establishment of Program Working Group (PWG):** Faculty members interested in developing a new program present a notice of intent to the dean. The PWG is approved by the dean, and the dean informs the Program Development Office (PDO) of its membership. A Program Working Group will consist of a minimum of three faculty with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added.
2. **Development of Concept Paper:** PWG develops the Concept Paper, on the approved template, in consultation with the PDO, appropriate academic units, and the dean. PWG submits the Concept Paper to the PDO, who verifies that it is complete before submission to faculty/college council.
3. **Faculty/college council and dean:** The PWG presents the Concept Paper to faculty/college council for discussion. The Concept Paper is then presented to the dean for review and approval.
4. **Provost's recommendation to Academic Planning & Priorities Committee (APPC):** Upon approval by the dean, the Provost, in consultation with Deans' Caucus, assesses all Concept Papers submitted in a given academic year, prioritizes them, and prepares a report for presentation to APPC (with accompanying rationale) on Concept Papers that are: a) meritorious and supported for development with a specified timetable for implementation and start date; or b) not supported for development (with an explanation).
5. **APPC:** APPC reviews and recommends Concept Papers to be approved for development.
6. **Senate:** Senate reviews and recommends Concept Papers.
7. **Board:** The Program Report and Plan, which includes Concept Papers, is submitted to the Board for approval. **Only upon approval by the Board should a Program Working Group proceed with submitting the Full Program Proposal for internal review and approval.**

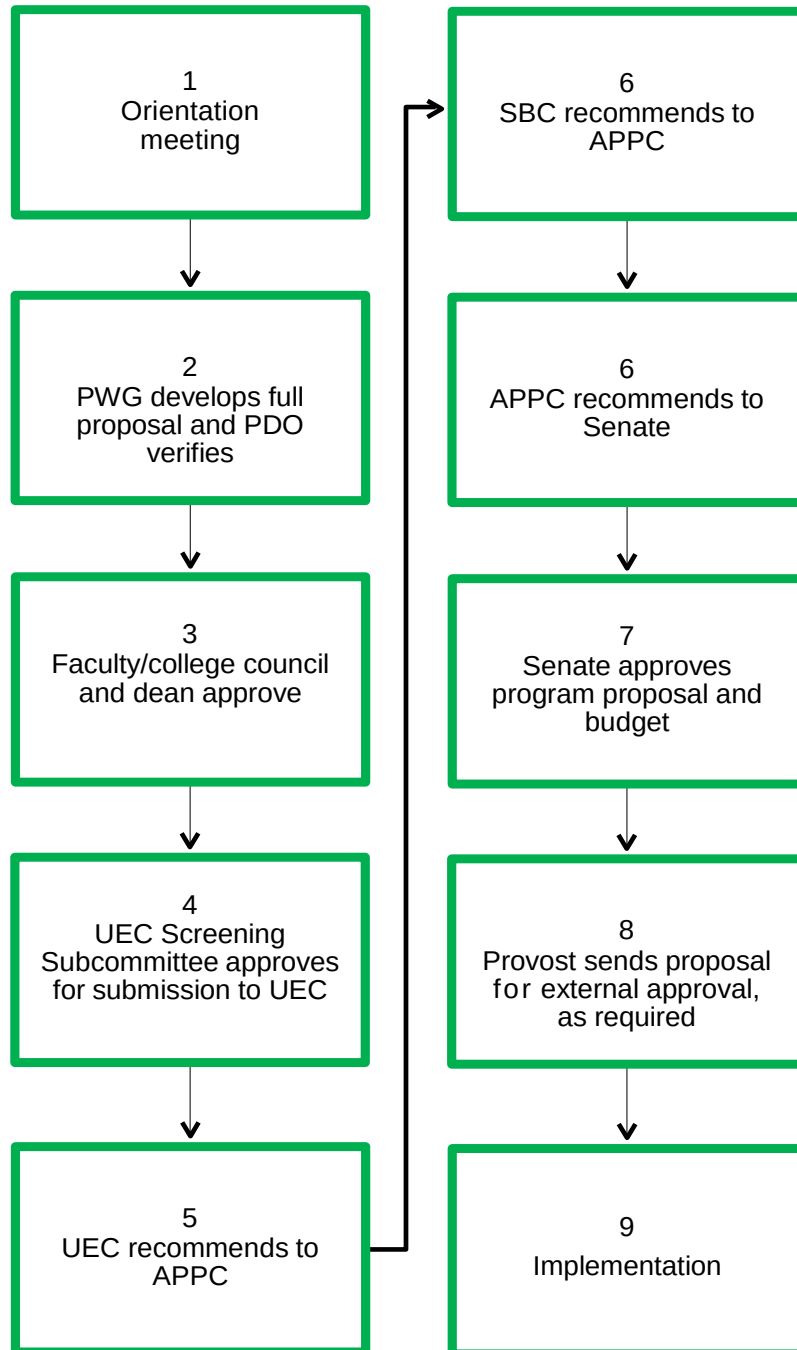
**Approval process for Concept Paper**



## **Full program proposal**

1. **Orientation Meeting:** Following approval of concept paper, an orientation meeting will be held to review program design principles and proposal preparation. This meeting will include the PWG chair and members; Teaching and Learning Director or designate; Dean responsible for the program; and the Program Development and Quality Assurance Coordinator and assistant.
2. **Development of full proposal and PDO verification:** With the assistance of the PDO, the PWG develops the program and writes the full program proposal. The PWG submits the program proposal and draft calendar copy to the PDO, who verifies that it is complete and that appropriate internal consultation has taken place before submission to faculty/college council. The proposal will normally be sent to external reviewers early during the internal approval process. External reviewers' reports, and PWG's responses to the reports, will accompany the program proposal as it goes through internal review.
3. **Faculty/college council and dean:** Faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean review and approve the program proposal and, if applicable, the new courses related to the program. The proposal will include a summary of the internal consultation that has taken place, with supportive evidence.
4. **UEC Screening Subcommittee:** The UEC Screening Subcommittee reviews the proposal and verifies that all appropriate internal consultation has taken place. Notice of proposals is submitted to Campus-Wide Consultation (CWC) for information. During CWC, developers must respond to all comments submitted and include this response in the program proposal.
5. **Undergraduate Education Committee (UEC):** The program proposal, calendar copy, consultation summary, and the PWG's response to any UEC Screening Subcommittee comments are submitted to UEC for review and recommendation to the Academic Planning & Priorities Committee (APPC). All new courses or substantially reviewed courses that are included in a new program must also be approved before the program is recommended to APPC.
6. **Senate Budget Committee (SBC):** Following UEC approval, budgetary analysis for the program is submitted to SBC for review and recommendation to APPC.
7. **Academic Planning & Priorities Committee (APPC):** APPC reviews the recommendations from UEC and SBC, and makes its recommendation to Senate.
8. **Senate:** APPC submits its recommendation to Senate for approval. If it is decided by Senate that the program has substantially changed from what was proposed in the Concept Paper, Board approval is solicited.
9. **External approval:** The program proposal is sent to the PDO for review and submission through the Office of the Provost and VP Academic for external approval, as required by the Ministry of Advanced Education.
10. **Implementation:** Upon approval, the dean's office decides on an implementation date and the calendar copy is included in the academic calendar.

**Approval process for full program proposals**





## Guidelines for Committee Members

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

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

### Make a commitment

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

### Preparation

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

### Participation

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

### Meeting etiquette

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



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

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The business of the Senate standing committees shall follow the same rules of conduct as approved in the Senate bylaws and meetings will be conducted according to Robert's Rules of Order, except as otherwise stated below.

### **1. Procedures**

- 1.1. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. 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. 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.
- 1.3. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.4. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.
- 1.5. 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. Voting**

- 2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.
- 2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
  - a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR
  - b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:

- i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
  - ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.
- 2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

**3. Meeting Schedule**

- 3.1. The following standing committees will meet monthly, 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.
  - Academic Planning and Priorities Committee
  - Senate Governance Committee
  - Undergraduate Education Committee
- 3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
  - Senate Awards and Honours Committee
  - Senate Committee for Student Appeals
  - Senate Budget Committee
  - Faculty Standards Committee of Senate
  - Senate Graduate Studies Committee
  - Indigenization Committee of Senate
  - Senate Research Committee
  - Senate Teaching and Learning Committee

**4. Terms of office**

- 4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.
- 4.3. To allow for some continuity on Senate standing committees when all faculty terms are ending at once, the Secretariat shall approach faculty members to ask some if they wish to extend their term by one year, after consultation with the committee chair.

**5. Attendance**

- 5.1. Regular attendance is expected of all members of the Senate standing committees.

- 5.2. 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.

**6. Amendments**

- 6.1. Changes to the rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval.
- 6.2. Each standing committee will review its terms of reference annually between January and April. Changes will be submitted to the Senate Governance Committee no later than the third week of April for review by Senate Governance Committee in May and to Senate for approval in June.



## Robert's Rules of Order for Senate and Standing Committees of Senate

Senate and Standing Committees of Senate meetings are conducted according to Robert's Rules of Order. The following document provides an overview of Robert's Rules of Order and apply to Senate and Standing Committees, unless the bylaws or committee rules of order states otherwise.<sup>1</sup>

### Quorum

- Quorum for meeting is minimum of fifty percent (50%) of voting membership.<sup>i</sup>
- Normally the chair of any given meeting does not vote and is not counted towards quorum except in the case where the chair's participation is required to meet quorum. Leaves of absence will reduce quorum requirements accordingly.
- Where there are vacancies on standing committees, quorum is 50% of available voting membership – vacant positions are excluded from the count.
- If a quorum does not exist at a meeting, any action taken in the absence of a quorum is invalid. Once quorum is declared the meeting continues, unless bylaws or committee rules of order states otherwise.<sup>ii</sup>

### Motions

A motion is a formal proposal that the decision-making body will vote on.

- Motions must be made by voting committee members, unless bylaws or committee rules of order states otherwise.
- See Appendix 1 on Steps in a motion and Appendix 2 How to handle specific motions.

### Role of mover and seconder<sup>iii</sup>

Moving and seconding are steps that enable the introduction of motions to be put on the floor and debated. The mover is generally presumed to be in favor of the motion when he or she moves it, but is entitled to change his or her mind and vote against the motion.<sup>iv</sup> The individual seconding a motion does so only to get the motion debated, and it should not be assumed that the mover and/or seconder are in favour of the motion.<sup>v</sup>

The chair may ask the mover and seconder if they agree to amend or withdraw the motion they put on the table. This is incorrect. Neither the mover nor the seconder own the motion once debate on it begins; ownership shifts to the group. A decisions to amend or withdraw the motion is to be made by the group, collectively, and not unilaterally by the mover and seconder.<sup>vi</sup>

### Main motions

Motions introduce a new piece of business or propose a decision or action to be taken.<sup>vii</sup> The following are some aspects of main motions:

- Main motions cannot be applied to any other motions.
- There can be only one main motion on the floor at one time.

<sup>1</sup> Contact the Secretariat office for further clarification on Roberts Rules of Order



- They are debatable, amendable, and can be reconsidered.

#### **Subsidiary motions:<sup>viii</sup>**

Motions that affect or change how a main motion is handled. Subsidiary motions are voted on before the main motion. Examples include:

**Postpone to a certain time<sup>ix</sup>:** To move to a later, specified time on the agenda or to the next meeting.

**Amendments<sup>x</sup>:** Used to clarify or modify a motion under consideration.

- Must state exact wording and where in the main motion the change is to be made.
- Amendments must be germane
- When an amendment needs to be amended, a secondary amendment results. Secondary amendments may not themselves be amended.
- A friendly amendment is an amendment to a motion that is perceived by all parties as an enhancement to the original motion, often only as clarification of intent. A friendly amendment should be handled the same as a regular amendment and must be adopted by the full body, either by a vote or by unanimous consent.

**Commit or refer<sup>xi</sup>:** Assigns the motion to a delegated committee for action (e.g., investigation or a report). The motion should specify the committee (or committee make-up if a special committee is to be formed) and deadline.

**Table<sup>xii</sup>:** To lay aside the business at hand in such a manner that it will be considered later in the meeting.

**Withdraw:** Before debate begins, a motion may be withdrawn by the mover. Once debate begins, only the assembly – by a majority vote or general consent – can withdraw it.

**Limit or Extend Debate<sup>xiii</sup>:** Use when circumstances call for shorter or longer speech.

**Previous Question<sup>xiv</sup>:** To close the debate and bring to an immediate vote.

**Adjourn<sup>xv</sup>:** A motion to end the meeting.

#### **Motions that Bring a Question Before the Assembly Again:**

- **Take from the Table<sup>xvi</sup>** - resume consideration of a main motion.
- **Rescind, Repeal or Annul<sup>xvii</sup>** - cancel something that has been previously approved.
- **Amend Something Previous Adopted<sup>xviii</sup>** - proposal to modify wording or text previously approved.
- **Discharge a Committee<sup>xix</sup>** - if a question has been referred to or a task assigned to a committee that has not made a final report, the committee may be discharged to allow the committee to take action or to drop the motion.
- **Reconsider<sup>xx</sup>** - within the same meeting that a motion has been voted on, the question may come before the assembly again as if it had not been voted on.

#### **Debating<sup>xxi</sup>**

Each speaker must first be acknowledged by the chair. When there are several people wishing to speak, each may speak in turn, and may not speak again until all others have had a turn. Speakers must keep



remarks relevant and appropriate to the discussion, on subject, and adhere to time limits.

A person may interrupt a speaker for these reasons only:

- to get information about business – point of information
- to get information about rules – parliamentary inquiry
- if he/she can't hear, safety reasons, comfort, etc. – question of privilege
- if he/she see a breach of the rules – point of order
- if he/she disagrees with the chair's ruling – appeal

## Voting

- *Putting the question* is when the chair calls for a vote on a motion. Voting is usually by show of hands, after the chair clarifies to the assembly what they are voting on.<sup>xxii</sup>
- Motions proposed usually require approval by a majority of all voting members present (i.e. more than 50% of the votes cast) although some motions, such as motions to limit or end debate, or suspend the rules require 2/3 of the votes cast. The committee chair may vote, unless by-laws or committee rules of orders state otherwise.
- Ex-officio means "by virtue of office"; an ex-officio member is a person who is entitled to a position on a board or committee for as long as he or she holds a certain office. Ex-officio members of boards and committees have the same rights and privileges as all other members, including the right to vote, unless the by-laws or committee rules of orders state otherwise.<sup>xxiii</sup>

## Abstention<sup>xxiv</sup>

In tallying the votes, abstentions do not count towards the in favour votes. If a vote fails as a result of abstentions, then the discussion will reopen and the vote will be called again on the majority of those present and voting (this time excluding abstentions).

Members should abstain when they have a direct personal interest in the matter that amounts to a real or perceived conflict of interest.

## References

Henry M. Robert III and others, *Robert's Rules of Order Newly Revised*, 11th ed. (Da Capo Press, 2011).

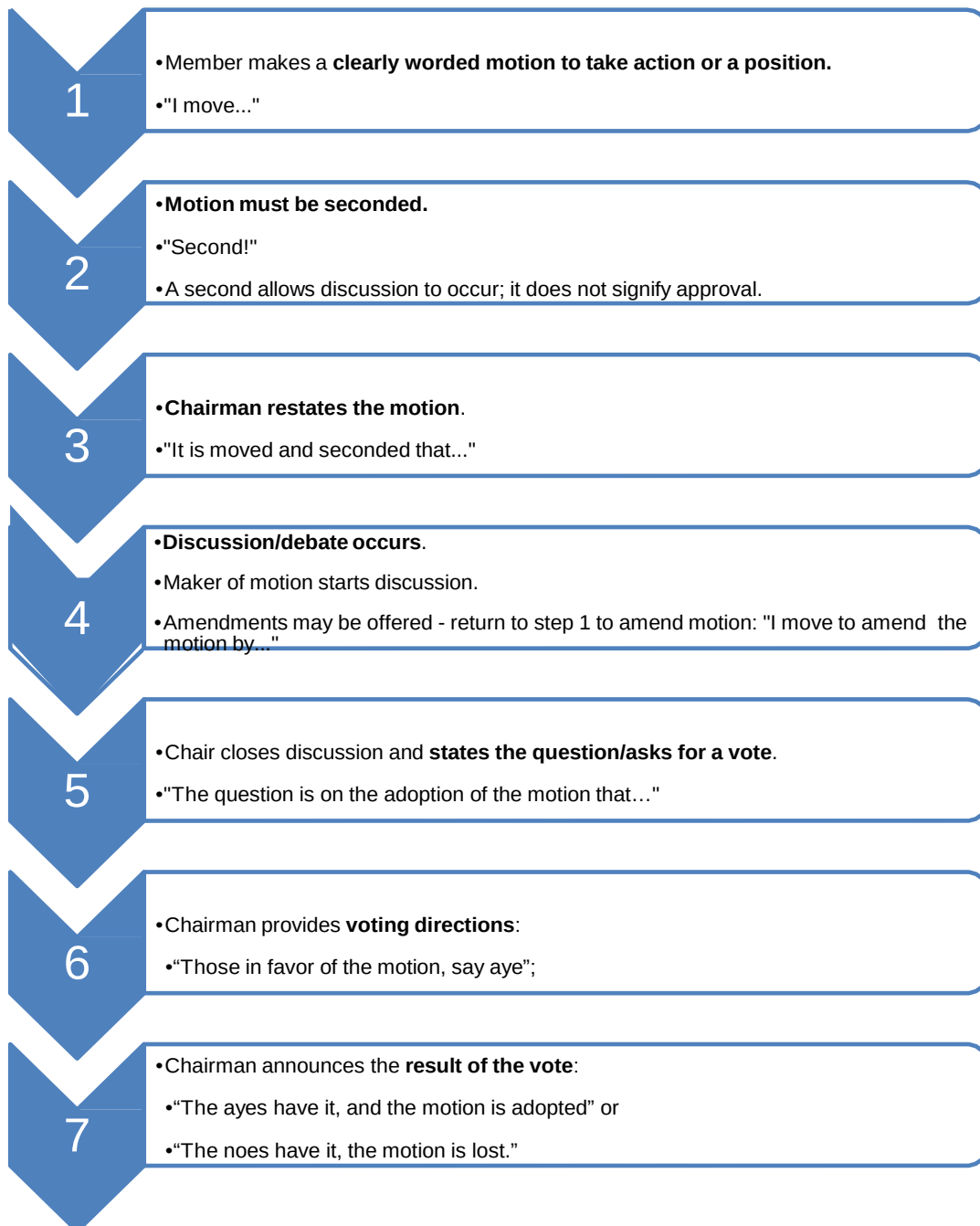
UFV Senate Bylaws – see <http://www.ufv.ca/senate/>

SGC Rules for the Conduct of Business – see <http://www.ufv.ca/senate/standing-committees/senate-governance-committee/>

Senate Standing Committee Rules for the Conduct of Business - see <http://www.ufv.ca/senate/standing-committees/>



### **Appendix 1 - Steps in a motion**





## Appendix 2 - How specific motions are handled

These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

**S** indicates the section from Robert's Rules.

| PURPOSE:                                       | YOU SAY:                                | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE?    | S  |
|------------------------------------------------|-----------------------------------------|------------|------|---------|--------|----------|----|
| Close meeting                                  | I move to adjourn                       | No         | Yes  | No      | No     | Majority | 21 |
| Make to follow agenda                          | I request regular order be resumed      | Yes        | No   | No      | No     | None     | 18 |
| Lay aside temporarily                          | I move to lay the question on the table | No         | Yes  | No      | No     | Majority | 17 |
| Close debate                                   | I move the previous question            | No         | Yes  | No      | No     | 2/3      | 16 |
| Limit or extend debate                         | I move that debate be limited to ...    | No         | Yes  | No      | Yes    | 2/3      | 15 |
| Postpone to a certain time                     | I move to postpone the motion to ...    | No         | Yes  | Yes     | Yes    | Majority | 14 |
| Refer to committee                             | I move to refer the motion to ...       | No         | Yes  | Yes     | Yes    | Majority | 13 |
| Modify wording of motion                       | I move to amend the motion by ...       | No         | Yes  | Yes     | Yes    | Majority | 12 |
| Bring business before assembly (a main motion) | I move that [or "to"] ...               | No         | Yes  | Yes     | Yes    | Majority | 10 |

**Incidental Motions.** No order of precedence. These motions question procedure and are decided upon immediately.

| PURPOSE:                | YOU SAY:             | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE? | S  |
|-------------------------|----------------------|------------|------|---------|--------|-------|----|
| Enforce rules           | Point of Order       | Yes        | No   | No      | No     | None  | 2  |
| Request for information | Point of information | Yes        | No   | No      | No     | None  | 33 |

**Motions That Bring a Question Again Before the Assembly.** No order of precedence. Introduce only when nothing else is pending.

| PURPOSE: | YOU SAY: | INTERRUPT? | 2ND? | DEBATE? | AMEND? | VOTE? | S |
|----------|----------|------------|------|---------|--------|-------|---|
|----------|----------|------------|------|---------|--------|-------|---|



|                        |                                   |    |     |     |     |                             |    |
|------------------------|-----------------------------------|----|-----|-----|-----|-----------------------------|----|
| Take matter from table | I move to take from the table ... | No | Yes | No  | No  | Majority                    | 34 |
| Cancel previous action | I move to rescind ...             | No | Yes | Yes | Yes | 2/3 or Majority with notice | 35 |

<sup>i</sup> Senate bylaws and Rules for the Conduct of Business for Senate Standing Committees

<sup>ii</sup> RONR (11th ed.), S.44, p. 400

<sup>iii</sup> RONR (11th ed.), S.4, p. 33

<sup>iv</sup> RONR (11th ed.), S.4, p. 40

<sup>v</sup> RONR (11th ed.), S.4, pp. 35-36

<sup>vi</sup> RONR (11th ed.), S.4, p. 40

<sup>vii</sup> RONR (11th ed.), S.10, p. 100

<sup>viii</sup> RONR (11th ed.), S.11, p. 126

<sup>ix</sup> RONR (11th ed.), S.14, p. 179

<sup>x</sup> RONR (11th ed.), S.12, p. 130

<sup>xi</sup> RONR (11th ed.), S.13, p. 168

<sup>xii</sup> RONR (11th ed.), S.17, p. 209

<sup>xiii</sup> RONR (11th ed.), S.15, p. 191

<sup>xiv</sup> RONR (11th ed.), S.16, p. 197

<sup>xv</sup> RONR (11th ed.), S.21, p. 233

<sup>xvi</sup> RONR (11th ed.), S.34, p. 300

<sup>xvii</sup> RONR (11th ed.), S.35, p. 305

<sup>xviii</sup> RONR (11th ed.), S.35, p. 305

<sup>xix</sup> RONR (11th ed.), S.36, p. 310

<sup>xx</sup> RONR (11th ed.), S.37, p. 315

<sup>xxi</sup> RONR (11th ed.), S.43, p. 385

<sup>xxiii</sup> [RONR (11th ed.), S. 49, p. 483

<sup>xxiv</sup> RONR (11th ed.), S. 4, p.45; S.44, p. 400, 401; S.45, p. 407

## Handbook to Accompany Guiding Principles for Quality Curriculum

This handbook provides further clarification and examples to accompany the Guiding Principles for Quality Curriculum.

### Core Values:

A student's education is a holistic journey that encompasses in-class and out-of-class experiences. Good curriculum acknowledges and fosters these connections as we prepare students to meet their goals.

In general, curriculum at UFV is:

- reflective of our identity and strategic priorities as expressed in UFV's Strategic Plan, Education Plan, SEM Plan, Institutional Learning Outcomes, and commitment to Indigenizing the Academy;
- intentional, in that it is designed with care to meet the criteria listed below; and
- continually improving and adapting to changing contexts.

### Principles:

Quality curriculum is:

1. Outcome-driven, aligned, and intentionally designed to achieve its purpose.
2. Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.
3. Current, relevant, and forward-looking.
4. Connected to civic and personal obligations and growth as central to learning.
5. Flexible – It provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.
6. Inclusive – It respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success. It is in compliance with human rights legislation, and reflects UFV's commitment to internationalization, Indigenization, and access.

## 1. Outcome-driven, aligned, and intentionally designed to achieve its purpose.

Good curriculum is more than a disparate collection of courses or learning activities with no clear purpose, connection or logical progression among its elements. As Grant Wiggins and Jay McTighe wrote, “We need to think of unit design work as the intellectual equivalent of a GPS device in our car: by identifying a specific learning destination first, we are able to see the instructional path most likely to get us there.”<sup>1</sup>

Programs should have clearly identified Program Learning Outcomes (PLOs). Learning outcomes are phrased to answer the question *what will a graduate of this program be able to do (knowledge, skills, abilities)?* PLOs must be interrogated to ensure that they match with the Institutional Learning Outcomes (ILOs). A program alignment map is typically used for this purpose.

It is also important to verify that the Program Learning Outcomes are met through the course outcomes and other educational activities of the program, e.g. Co-curricular activities, co-op, Study Abroad, etc. These are the core elements that every student going through the program will encounter. Electives, if any, should also be shown to have value in helping the students meet the program outcomes and ILOs. Another element to consider is whether the components of your program or course are sequenced to achieve the intended purpose. For instance, courses that provide foundational skills should be taken early in the program.

Once course outcomes are clearly articulated, they must inform the design of the content of the course itself, including learning activities, supporting material, instructional approach, use of technology, and assessment. These items lead the student toward the program goals. Course content is designed to support learners in meeting the course and program outcomes; it should be chosen for that purpose only.

Assessments tools are designed to measure the students’ achievement of the outcomes. They are also an indicator of how well the curriculum is designed. If students are unable to demonstrate that they achieved the learning outcomes, it indicates that the curriculum, either in its structure or delivery, needs attention. Assessment closes the loop of quality curriculum design.

|                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guiding questions to ensure that program outcomes are aligned to ILOs, and course outcomes, activities, and assessment are aligned to program outcomes.                                                                                                                                                      |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Do your program outcomes match with the ILOs?</li> <li>• Do your course outcomes support your program outcomes?</li> <li>• What does the course sequencing/mapping look like? What needs to be offered and when to allow for student program completion?</li> </ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Do your course assessments measure your course outcomes?</li> <li>• Do the course activities prepare the students for the assessments?</li> </ul>                                                                                                                   |

<sup>1</sup> *The Understanding by Design Guide to Creating High-Quality Units* (Alexandria, Virginia: ASCD, 2011), p. 7.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What to look for to ensure that elements of curriculum are intentionally designed to meet the program's or course's purpose:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>In a four-year degree where a level of specialization in a particular subject is expected, the subject is introduced to the students at the lower level. The upper level requires increases in complexity and sophistication of knowledge and skills built on the lower-level work.</p> <ul style="list-style-type: none"> <li>• Are students provided in their lower-level courses with the tools (skills and knowledge) that they require to perform as expected at the upper-level?</li> <li>• Do prerequisites facilitate the movement of students from one level to another without creating unnecessary barriers? Are the prerequisites about specific topics or general academic maturity?</li> <li>• Are the requirements for admission to the program well aligned with the program content and requirements, and designed to ensure students' success in the program? An example of misalignment is a program admission requirement that is lower than a prerequisite for a core lower-level course in the program.</li> <li>• Is repetition of content or concepts in the curriculum intentional? Where foundational knowledge and/or skills are reviewed, they should be approached from a different perspective, expanded, or examined in more detail?</li> </ul> <p>Not all programs are vertically structured. A one-year certificate, for instance, may be constructed to provide a range of entry-level skills.</p> <ul style="list-style-type: none"> <li>• Is there a capstone activity, practicum, portfolio, or other opportunity toward the end of the program where students demonstrate that they've acquired these skills by applying them to a project?</li> </ul> <p>A program may be designed to achieve an interdisciplinary specialization, for instance in Peace and Conflict Studies.</p> <ul style="list-style-type: none"> <li>• Are there a few core courses in the program where the connections are made between the various disciplinary approaches to the study or practice of peace and conflict studies?</li> </ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Are the activities designed so that students are comfortable with basic skills, such as how to summarize an author's argument, before asking them to complete a more complex task, such as to compare the view of two or more authors?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

2. Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.

Programs (and by extension course content) must adhere to standards articulated by bodies outside of UFV.

All degree-level programs (for instance, a major) must meet criteria set by the Ministry of Advanced Education. These are organized under six broad categories: 1. Depth and breadth of knowledge; 2. Knowledge of methodologies and research; 3. Application of knowledge; 4. Communication skills; 5. Awareness of limits of knowledge and 6. Professional capacity/autonomy.

Several programs must also meet sets of skills and knowledge areas articulated by professional and academic bodies. In some cases, a program content is closely monitored, even set, by the professional accrediting body (e.g., in social work and in the trades); in other cases, professional organizations articulate key competencies (e.g., team work) that we seek to include in our programs even if we don't formally seek accreditation. For instance, the recently-created Biochemistry major examined how teamwork is meaningfully incorporated in the program because it is one of the fundamental skills identified for practice in the field.

As with the elements of good curriculum design discussed thus far (outcome alignment and intentional design), reviewing from time to time how a program meets Ministry, professional, and academic standards is good practice. In addition to when a new degree is created, this is done through regular program reviews and renewal of accreditation.

The goal should be more than simply meeting the standards, although in some cases the standards are very stringent. By "striving for excellence", we recognize that creating and maintaining good curriculum is a process of continuous improvement that balances those external standards with UFV values and these *Principles*.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guiding questions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>The Ministry's standard for <i>Professional Capacity / Autonomy</i> is described as: "Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: 1) the exercise of initiative, personal responsibility and accountability; 2) working effectively with others; and, 3) behavior consistent with academic integrity."</p> <ul style="list-style-type: none"> <li>• How do graduates of your program show that they have acquired these qualities and skills upon graduation?</li> </ul> <p>Accreditation bodies will set specific program requirements. For example, the Accreditation Standards of the Canadian Association for Social Work Education stipulate that, "The four-year BSW curriculum reflects a balance of general education (at least 40 percent) and professional education (at least 50 percent) and a field practicum of at least 700 hours" and the Industry Training Authority provides detailed curriculum material for our apprentice programs.</p> <ul style="list-style-type: none"> <li>• What accreditation standards exist for your program?</li> <li>• How is your program delivering or meeting the standards?</li> <li>• If a program exceeds the discipline-specific standards and requirements, what is the rationale and potential negative impact on the program's breadth and flexibility for students?</li> </ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Which course outcomes/courses support which accreditation standards for the program? (see Section 1 on alignment and mapping)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

### 3. Current, relevant, and forward-looking.

Current and relevant curriculum considers recent scholarship and academic trends in the discipline or field. It is informed by a knowledge of the fields of professional practice that graduates of the program will enter. It connects what is taught in university to current issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed after graduation if their learning engages real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.

Curriculum is forward-looking if it anticipates changes in the academic, work, or community environment, such as changes to technology or professional practice. This may mean that program outcomes are designed to be adaptable to rapidly-changing environments and technologies. Forecasts of future trends in the discipline or workplace should be consulted in developing program outcomes and in considering program changes.

| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Is the curriculum designed in response to and supported by recent scholarship in the field/discipline? Are the disciplinary tools and vocabulary you employ up-to-date?</li> <li>• Does the program provide opportunities for learners to confront/solve current problems in the discipline/industry? E.g. special topics courses, practica.</li> <li>• Do program outcomes emphasize skill development, metacognition, and critical thinking related to the discipline?</li> <li>• Does the program area maintain connections with an industry/discipline-based program advisory group and consult with this group on curriculum? Is your program responding to recent developments in the field?</li> <li>• In more general programs that lead to a variety of careers, relevancy can be achieved by consulting with employability skills resources, such as the Canadian government's or the Conference Board of Canada's publications.</li> <li>• Do capstone and/or practicum courses address immediate industry situations/needs?</li> </ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Are courses reviewed informally before their formal review date to see if changes are required to reflect a change in professional or disciplinary practice?</li> <li>• Do courses include discipline or industry-specific problems/scenarios as examples and assignment prompts? Are connections with employers made for project work?</li> <li>• Are current examples and case studies used where possible?</li> <li>• Are you highlighting for your students the employability skills that they develop through their course work?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

#### 4. Connected to civic and personal obligations and growth as central to learning.

Quality curriculum concerns itself with more than the life of the mind, or with professional or economic pursuit; it recognizes the student as a member of community and as a whole person. It emphasizes the value that out-of-classroom experiences and obligations bring to learning, and the value that learning brings to community and personal life.

Activities that are not part of the academic curriculum are an integral part of a person's learning journey. These activities (such as one's participation in a club or event at UFV or in the community), enhance and bring relevancy to the curriculum, especially if explicitly connected to one's academic program. Specifically, they ask students to transfer and apply what they are learning in the classroom to another setting. This transfer of learning aids in building professional skills, creating fun and social connections, honing time management skills, and exploring other interests. Combined with the program of study, these skills help the student to meet the ILOs and develop into a well-rounded graduate. These experiences are often not assessed as part of a course grade or a program requirement, but they can be recognized by UFV through the co-curricular record, or they can be included in a student's portfolio. Although students are not assessed or required to participate in such activities, a good curriculum developer will actively connect the curriculum to the applied experiences by creating opportunities and networks, raising students' awareness about what is available, and communicating the value of participating.

Similarly, honouring the student as a whole person is critical to creating effective learning. Finding ways in our program and course activities to allow students to make connections between their university experience and their personal life and social obligations increases the applicability, and real-life meaning, of what they learn.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Examples of how the curriculum can be connected to community and personal life:                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| A student is paired with a local employer for the duration of their program. The student relies on this external relationship to test new ideas, practice skills, and complete a professional portfolio. <ul style="list-style-type: none"> <li>• Are opportunities for practicum or internship placements built into the program?</li> <li>• Is an advisory committee of employers consulted in program design?</li> </ul>                                                                                        |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Are students provided options to participate in research that leads to conferences or publication?</li> <li>• Are students encouraged to attend events hosted by the Indigenous Student Centre?</li> <li>• Do courses draw on examples and content from real workplaces or community organizations within the discipline?</li> <li>• Are students given opportunities to network with industry connections, volunteer in the community, or engage in advocacy?</li> </ul> |

5. Flexible – Curriculum provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.

Building flexibility in the curriculum offers students choices to customize their learning experience to meet their long-term educational and professional goals. Flexibility is accomplished in at least three ways: modes of delivery that allow students to determine how, when, and where they wish to learn; multiple program pathways that cater to specific audiences and needs; and recognition of alternative, individualized learning.

Flexible curriculum is learner-centred. Maryellen Weimer (2012), author of *Learner-Centred Teaching*, describes learner-centred curriculum as engaging students in the hard work of learning, including explicit skill development, encouraging reflection about learning, giving students some control over the learning, and encouraging collaboration.<sup>2</sup> In short, learner-centred curriculum allows for and encourages flexibility of instruction and assessment so students take responsibility for and participate in their learning.

**At the program level**

Using technology to provide remote or online study allow students to combine work, study, and personal commitments. Evening and weekend course scheduling, as well as accelerated or part-time options, also serves different groups of learners.

- Would a person with different life commitments and background (shift worker, stay-at-home parent, professional) be able to complete the program?

Flexibility in a program is ensured through choice of electives and frequency of offerings (at least every two years).

- Can students choose options or topics that best relate to their interests and goals?
- Have options for prior learning to meet either admission or program requirements been built into the program?
- Could a student meet some program outcomes through a study abroad experience or student-generated activities?
- Are there options for transfer into and out of the program?
- In a cohort program in which courses are taken sequentially, is it possible for students to re-enter the program in the case of interruption?
- Does the program include opportunities for self-reflection on student learning through a capstone or reflective course, assignment, or project? Are opportunities for self-reflection built into the program in other ways?
- Do the program outcomes explicitly address skill development? Is collaboration encouraged in the program through the outcomes or the design?

<sup>2</sup> Weimer, M. (2012). Five characteristics of learner-centred teaching. *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications*. Retrieved from <http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/>

**At the course level**

- Are there options for different types of assignments to meet the same course learning outcomes (e.g., essay, poster, case study)?
- Does the course offer flexible assignment deadline choices for students?
- Is skill instruction embedded within the course content?
- Are students encouraged to reflect on the nature of their learning, either through specific assignments or class discussions?
- Are there opportunities for students to collaborate?
- Do course outcomes and assignments encourage students to work independently of the instructor and use critical thinking and problem solving skills?

6. Inclusive – The curriculum respects and honours people’s differing backgrounds, cultures, experiences, and identities as a foundation and support for each student’s success. It is in compliance with human rights legislation, and reflects UFV’s commitment to internationalization, Indigenization, and access.

Inclusive curriculum design takes into account the learners’ backgrounds, cultures, identities, social and emotional learning, and differing abilities. Inclusivity and respect for diversity require the creation of learning environments (physical and virtual) that increase feelings of belonging, engagement, and empowerment. It is equally important that students are encouraged to reach their potential and that no one is disadvantaged by teaching practices or curriculum.<sup>3</sup> Under the *BC Human Rights Code* and *UFV’s Discrimination, Bullying and Harassment Prevention Policy* (#18), people providing a service to the public have “a **duty to accommodate**” and should be aware that “discrimination does not have to be **intentional** to be against the law.”

Using the principles of Universal Design for Learning (UDL) enables designers to write inclusive curriculum. UDL is based on a methodology that advocates providing information to students in multiple ways, allowing different options for students to express their understanding of the material, and increasing motivation to learn by empowering students. The flexibility that is fundamental to UDL can be used to assist all students as it removes many barriers to learning that can result from cultural differences, varying ability, learning preferences, work and home responsibilities, or other life events.

The inclusive curriculum design approach advocated by the UK higher education sector elaborates on inclusivity. “An inclusive curriculum design approach is one that takes into account students’ educational, cultural and social background and experience as well as the presence of any physical or sensory impairment and their mental well-being. It enables higher education institutions [...] to embed quality enhancement processes that ensure an *anticipatory* response to equality in learning and teaching.”<sup>4</sup> The critical concept in this approach, as in UDL, is that actions to ensure inclusiveness and ultimately equity in access to education are most powerful when taken pro-actively, not in response, or in reaction, to a perceived deficiency.

**At the program level**

- Have you considered the background of the program students?
- Do program materials and content use gender or cultural neutral language?
- Have the social and emotional learning needs of the students been considered?
- Has consideration, adaptation, or alternatives for social or cultural barriers been made?
- Are there structural barriers that help or impede admission of specific groups of students?  
How can these be addressed?

<sup>3</sup> Hanesworth, P. (2015). Embedding equality and diversity in the curriculum: A model for learning and teaching practitioners. Higher Education Academy. Retrieved from <https://www.heacademy.ac.uk/resource/embedding-equality-and-diversity-curriculum-model-learning-and-teaching-practitioners-0>

<sup>4</sup> Emphasis is ours. Morgan, H. and Houghton, A. (2011). Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas. Retrieved from [https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive\\_curriculum\\_design\\_in\\_higher\\_education](https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education)

**At the course level**

- What levels of learning preparedness are in my classroom? How can I be aware of where students are at?
- Is there a variety of instruction methods so that students have more than one opportunity to understand course material?
- Do we take advantage of web-based course materials so that students can access resources for review and follow up class sessions?
- Is there a range of assessment methods?
- Are texts available in both print and digital format to ensure accessibility to the materials?
- Is an open textbook an option to reduce costs for students?

## **UPAC Operating Policy**

### **Cross-listed Courses**

Cross-listed courses are courses that are listed under more than one department or discipline and which can be taken for credit from either department or discipline but not both.\*

**These courses will be created according to the following principles and processes:**

- **Course ownership:** Only one department will own a course. The department that owns the course will have responsibility for ensuring that the course meets the standards of its discipline. If there is no department then a committee focussed on the discipline and recognized by UPAC will act as the owner of the course.
- **Course outlines:** Only one official course outline will exist describing the course. All other outlines will refer to the original outline. It is preferred that the cross-listed course use the same course number as the original course, for example, Visual Arts may cross-list VA 125 with ENGL 125.
- **Calendar descriptions:** Full course descriptions will be included in the calendar for all versions of the cross-listed course, and all will contain a boilerplate text stating that only one of the cross-listed versions can be taken for credit. The text is "This course is offered as XXX and YYY. Students may take only one of these for credit."
- **Program requirements:** There will not normally be a limit on the number of cross-listed courses that can be taken to fulfill program requirements. If a program wishes to institute limits, these must be clearly stated and approved by the usual process of program change.
- **Registration and transcripts:** At registration students will choose one version of a cross-listed course that will appear on their transcripts. A student will be able to change which cross-listed course appears on the transcript upon request to Admissions and Records.

#### **Management of cross-listed courses:**

1. The department that owns the cross-listed course is responsible for offering it.
2. Any department wishing to cross-list with another department's course
  - 2.1 is responsible for determining that the course is appropriate to offer as though it were its own.
  - 2.2 must obtain approval to cross-list it from the department owning the course.
  - 2.3 must obtain approval to create the cross-listed course from the appropriate curriculum committee and UPAC.
3. Any departments that have cross-listed a course with another department's course may
  - 3.1 offer to teach the course, but the owning department has the right to agree or not.
  - 3.2 request changes to the content, scheduling and seat reservations; however, the owning department is solely responsible for any changes.
  - 3.3 decide whether the cross-listing should continue. If a cross-listing is to be discontinued, the department must advise the owning department, relevant curriculum committee and UPAC. This advice must include a rationale for the change and an explanation of any steps to be taken to replace the course.

#### **Resolution of disputes between departments:**

Where there are disputes relating to cross-listed courses that cannot be resolved between departments, UPAC will have the final word.

\* borrowed with appreciation from the University of Calgary

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UPAC Operating Policy: Cross-listed Courses.doc



## Course Outline and Prerequisite Guidelines

### Official Undergraduate Course Outline form

All courses submitted for approval should be on the latest version of this form, available in the Resources section of the UEC website (<http://www.ufv.ca/senate/uec/uec-resources/>) or from the UEC Assistant. Recent versions have an issue date listed near the top of the form.

- **Course implementation date:** Unless there is a reason for a later implementation date, the next available semester will be used. The UEC Assistant will complete this section of the form when the courses are fully approved.
- **Course review date:** Courses should be reviewed and updated every six years. The review date is six years after UEC approval, not course implementation.
- **Course number:** As directed by the Office of the Registrar, course numbers cannot be reused, as this creates data integrity issues for student records. This applies to course numbers that have been used at any point in UFV's history. The UEC Assistant can provide a list of available course numbers.
- **Course full title:** The official name of the course as it will appear in the Academic Calendar.
- **Course short title:** When a course title exceeds 30 characters, a short version should be provided by the department. The short title is what will appear in the timetable and on student transcripts.
- **Calendar description:** This should be written in active voice with a maximum of 40 words. Description should be clear, brief, and informative. Sentence fragments can be used, and redundant words and phrases should be eliminated. The course title should not be repeated.
- **Prerequisites, corequisites, and pre/corequisites:** Courses or other requirements necessary to provide students with knowledge and skills essential for success in the course. Prerequisites must be completed prior to taking the course, corequisites must be taken concurrently, and pre/corequisites must be completed either prior to or concurrently with the course.
- **Learning outcomes:** The knowledge, attitudes, and skills students will be able to demonstrate upon successful completion of the course. For guidance, see the *Writing Learning Outcomes* document in the Resources section of the UEC website.
- **Typical course content and topics:** Point form overview of the main themes, issues, and concepts that will be explored, or activities in which students will be engaged. Content is typically listed by week, unit, or module.

## **Additional Course Forms**

### **Memo Template**

Any course outline that is proceeding through the approval process should be submitted with a memo. To ensure that all relevant information is included, it is highly recommended that departments use the *Memo Template for Course Proposals*, found on the Resources section of the UEC website (<http://www.ufv.ca/senate/uec/uec-resources/>) or from the UEC Assistant.

### **Official Undergraduate Cross-Listed Course Outline Form**

Cross-listed courses should be on the *Official Undergraduate Cross-Listed Course Outline Form*. Any time changes are made to the main course outline, which is on the *Official Undergraduate Course Outline Form*, the same changes must also be made to the corresponding cross-listed outline. All relevant areas of the cross-listed outline should match the main outline exactly, including the calendar description, prerequisites, etc.

### **Supplemental Texts and Resource Materials Form**

Whenever more than five text or resource materials need to be listed on the *Official Undergraduate Course Outline Form*, the *Supplemental Texts and Resource Materials Form* provides an area to list the additional information. This form should be submitted separately, but will be combined with the course outline file when it is published online.

### **Transfer Credit Request Form**

A *Transfer Credit Request Form* has been created to provide departments with the opportunity to indicate which institutions should be sent transfer credit requests. Departments will typically have the best understanding of which institutions are likely to grant transfer credit for each course.

## Prerequisite Guidelines

The following prerequisite standards have been developed in consultation with OReg staff to ensure clarity and consistency.

- High school subjects: full name in upper and lower case (*Biology 12, Principles of Mathematics 12*).
- UFV courses: course acronym in upper case (*BIO 111, ENGL 105*).
- Grades stated as “\_\_ or better in \_\_” (*C+ or better in BIO 111*).
- Options prefaced by “one of the following:”
- Numbers rather than words for required credits (“9 credits” rather than “nine credits”).
- “Including” rather than “to include” (*45 university-level credits including BIO 111*).
- “Admission to” rather than “enrollment in” or “acceptance to”.
- Specific requirements stated, rather than “at least \_\_ credits” or “at least \_\_ courses”.
- Specific course acronyms defined rather than general statements such as “Arts and Applied Arts” or “any first year lab course”.
- Serial comma used in a list of three or more (*MATH 211, MATH 221, and MATH 308*).
- Period at the end, even if there is only one requirement.
- Course level:
  - Number of credits referred to as “\_\_ university-level credits”.
  - “200-level courses” rather than “second-year courses”.
  - “300-level courses and above” rather than “upper-level courses”.
  - “Lower-level courses” is not usually necessary (i.e. “any CMNS course” rather than “any lower-level CMNS course”).
- Parentheses rather than semicolons (see examples below).
- Square brackets used within parentheses if required (see examples below).
- Corequisites should only include courses that will always be offered in the same term; otherwise, the pre/corequisites section should be used.
- The following cannot be coded in Banner and should not be included:
  - Required GPA.
  - Grade average over multiple courses (each course should have individual letter grade).
  - Statements such as “taken in the previous semester” (minimum that can be coded is within one year).
  - General requirements that are not associated with a UFV course or a recorded test score, such as “knowledge of programming language”, “diploma-related course work”, “familiarity with the basic skills of historical inquiry”, or “departmentally-approved certificate or diploma”.
  - The option of program admittance or a specified number of credits, such as “admission to the Liberal Arts diploma or 45 university-level credits”.

**Prerequisite Examples**

1. CMNS 125.
2. CMNS 125 or HIST 200.
3. CMNS 125 and HIST 200.
4. 9 credits of history or 45 university-level credits.
5. Admission to the Practical Nursing diploma.
6. HIST 102 and (6 additional credits of history or 42 additional university-level credits).
7. MATH 211 and (C or better in MATH 112 or B or better in MATH 118).
8. MATH 211, MATH 221, and MATH 308.
9. MATH 211, MATH 221, and at least two Math courses 300-level and above.
10. CMNS 345, or 45 university-level credits including CMNS 235 or CMNS 280.
11. 45 university-level credits including CMNS 251.
12. 60 university-level credits including a 200-level CMNS or ENGL course.
13. 60 university-level credits, including 12 credits of CMNS, of which 9 credits must be 300-level or higher, and written permission of the instructor and the department.
14. One of the following: CMNS 125, CMNS 155, CMNS 175, or ENGL 105.
15. (One of the following: CMNS 125, CMNS 155, CMNS 175, or ENG 105) and (any first-year CHEM course).
16. C+ or better in one of the following: (Biology 12 or BIO 093) or (BIO 111 within 5 years prior to enrollment).
17. One of the following: (C or better in one of Principles of Mathematics 11 or MATH 085) or (C or better in both Foundations of Mathematics 11 and Precalculus 11) or (B or better in one of Foundations of Mathematics 11 or Precalculus 11) or (C+ or better in Applications of Mathematics 11) or (one of Foundations of Mathematics 12, Precalculus 12, or MATH 096) or (both MATH 094 and MATH 095.)
18. One of the following: (C+ or better in MATH 085) or (B- or better in Principles of Mathematics 11 or Pre-calculus 11) or (C or better in one of Principles of Mathematics 12, Pre-calculus 12, or MATH 094) or (UUP assessment).
19. (HIST 210 [formerly HIST 111] or the discontinued HIST 112) and (6 additional credits of history or 42 additional university-level credits).
20. (One of the following: HIST 209 [formerly HIST 202], HIST 210 [formerly HIST 111], or the discontinued HIST 112) and (6 additional credits of history or 42 additional university-level credits).
21. (One of the following: HIST 210, RLST 201, RLST 330, ANTH 130, or SOC 340) and (6 additional credits of history or 42 additional university-level credits).
22. 60 university-level credits including (three of the following: HALQ 202, IPK 121, IPK 122, IPK 277, HIST 103, FNST 101, FNST 102, FNST 201, FNST 202, or FNST/EDUC 275) and (one of the following: IPK 331, IPK 332, IPK 386, IPK 444, or IPK 477) and instructor's permission.



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------|--|-----------------------------|--|--------------------------------------------------------------|--|------------------------------|--|----------------------|--|--------------------|----------|-----------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | <b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                      |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Course Full Title:</b><br><b>Course Short Title:</b><br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | <b>Department (or program if no department):</b>                                                                                                                                                                                                                                                                          |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Calendar Description:</b><br>The calendar description should be written in third-person active voice with approximately 40-55 words. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.<br><br>Note: Students with credit for _____ cannot take this course for further credit.                    |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                      |          | <b>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>                                                                                        |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit                                             |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><input type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr><td>Lecture/seminar hours</td><td></td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total hours</b></td><td><b>0</b></td></tr> </table> |          | Lecture/seminar hours                                                                                                                                                                                                                                                                                                     |  | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>0</b> | <b>Grading System</b><br><input type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>0</b> |                                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                 |          | <b>Maximum enrolment (for information only):</b><br><b>Expected Frequency of Course Offerings:</b><br><i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |          | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                     |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                     |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                     |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                   |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |          | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                   |  |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |          |                                                                                                           |  |

[COURSE]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes:

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

- 5-12 measurable outcomes; departments can consult with Teaching and Learning for assistance if needed.

## Prior Learning Assessment and Recognition (PLAR)

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

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

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

## Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher | Year |
|----------------------------|--------------------------------------|--------------------------|-----------|------|
| 1.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

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

## Typical Evaluation Methods and Weighting

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

## Details (if necessary):

## Typical Course Content and Topics

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



## **UEC ADMISSIONS SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to:

- Make decisions on special admissions requests and waivers of the language proficiency requirement for individual students.
- Advise UEC on issues related to admissions or language policy.

### **PROCEDURES**

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#### **Process**

- Students requesting special admission are required to submit the special admission request form, provide transcripts of courses and grades related to their program admission requirements, and all other requirements specified on the form.
- Requests for variation of language entrance proficiency requirements must be made in writing, and must include evidence of test scores, transcripts of courses completed, and/or writing samples.
- Additional supporting documents may be requested by the Associate Registrar, Deputy Registrar, Admissions coordinator, or the committee.
- Decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- UECAS may make recommendations to UEC for changes to admissions policy or language policy, or to the language proficiency standards.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- One International Education representative
- Two additional members, including at least one advisor

#### **Chair**

The UECAS will determine a chair each September.



## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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

#### **Purpose**

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

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

### **PROCEDURES**

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#### **Process**

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

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

#### **Chair**

The TCS will determine a chair each September.



## **UEC POLICY SUBCOMMITTEE**

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

### **PURPOSE**

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The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

### **TERMS OF REFERENCE**

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1. Review Senate Governance Committee requests for policy reviews.
2. Consult with relevant stakeholders where necessary to draft policy revisions.
3. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.
4. Identify policies in need of revision and propose policy reviews when appropriate.
5. Initiate policy reviews when directed by UEC to do so.

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- Two UEC Faculty members\*
- One UEC Advisor\*
- One IR representative
- One Dean
- One UEC at large member\*

\* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)



## **UEC SCREENING SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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1. Review all course and program proposals for clarity, completeness, and adherence to procedures.
2. Confirm whether a change is minor or major.
3. Determine whether proposals are consistent with current academic policies.
4. Ensure all potentially impacted areas have been consulted.
5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

### **PROCEDURES**

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1. Review all course and program proposals according to the Terms of Reference.
2. Proposals requiring revision, additional information, or further consultation will be returned to the proponent (with a copy to Faculty Council) with a brief description of any required or suggested changes. Revised proposals are to be resubmitted to Faculty Council and then the UEC Screening Subcommittee for further review. Minor editorial changes will be made at the discretion of the UEC Screening Subcommittee and communicated to the proponent and Faculty Council.
3. After proposals have been approved by the UEC Screening Subcommittee, they will be posted for Campus-Wide Consultation.

Quorum will consist of four members. The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Implementation date: September 2014

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member\*
- UEC Advisor\*\*
- CFO/SBC representative

\* Two-year term, renewable. Please note that in the first year of this subcommittee, the UEC Faculty member will have a one-year term to ensure staggered rotation of members.

\*\*Two-year term, renewable.



**UNDERGRADUATE EDUCATION COMMITTEE**

**TERMS OF REFERENCE**

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

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2014-15 Senate review complete, with revisions approved by Senate 2015 04 10  
Terms of Reference and Membership Composition revisions approved at Senate 2016 11 04



## **UNDERGRADUATE EDUCATION COMMITTEE**

### **COMPOSITION**

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#### **Voting Members:**

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

#### **Ex Officio Non-Voting Members:**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- Manager, Enrolment Planning
- Director, Institutional Research and Integrated Planning
- Coordinator, Program Development and Quality Assurance
- Director, Advising Centre

#### **Administrative Support:**

- UEC Assistant/Calendar Editor, Office of the Registrar

\*Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.

\*\*Normally the designate shall be appointed for a minimum of a one-year term to ensure continuity.

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2014-15 Senate review complete, with revisions approved by Senate 2015 04 10  
Terms of Reference and Membership Composition revisions approved at Senate 2016 11 04

**UEC MEETING DATES AND AGENDA DEADLINES 2018/19**

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, 2018 (to be confirmed)</b><br>TBA — 10 am | UEC meeting, followed by UEC retreat          |
| <b>September 28, 2018</b><br>A225 — 10 am               | September 19, 2018                            |
| <b>October 26, 2018</b><br>A225 — 10 am                 | October 17, 2018                              |
| <b>November 23, 2018</b><br>A225 — 10 am                | November 14, 2018                             |
| <b>December 14, 2018*</b><br>A225 — 10 am               | December 5, 2018                              |
| <b>February 1, 2019</b><br>A225 — 10 am                 | January 23, 2019                              |
| <b>March 1, 2019</b><br>A225 — 10 am                    | February 20, 2019                             |
| <b>March 29, 2019</b><br>A225 — 10 am                   | March 20, 2019                                |
| <b>April 26, 2019</b><br>A225 — 10 am                   | April 17, 2019                                |
| <b>May 24, 2019</b><br>A225 — 10 am                     | May 15, 2019                                  |
| <b>June 21, 2019</b><br>A225 — 10 am                    | June 12, 2019                                 |

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

## UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2018/19



| AREA REPRESENTED                                            | TERMS OF OFFICE          | MEMBER                                                                               |
|-------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------|
| <b>Voting Members</b>                                       |                          |                                                                                      |
| Vice-Chair, Registrar (or designate)                        | Ongoing                  | David Johnston                                                                       |
| <b>9 faculty members, at least 2 from Senate</b>            |                          |                                                                                      |
| Faculty (senator)                                           | 08-01-2018 to 07-31-2021 | Gilmour Jope, Faculty of Access and Continuing Education                             |
| Faculty (senator)                                           | 08-01-2016 to 07-31-2019 | Teresa Arroliga Piper, Faculty of Humanities                                         |
| Faculty                                                     | 08-01-2016 to 07-31-2019 | Samantha Pattridge, Faculty of Humanities (on hold till Jan 2019)                    |
| Faculty (senator)                                           | 08-01-2018 to 07-31-2021 | Amber Johnston, Faculty of Health Sciences                                           |
| Faculty                                                     | 08-01-2018 to 07-31-2020 | Adrianna Bakos (pending Senate confirmation)                                         |
| Faculty                                                     | 08-01-2016 to 07-31-2019 | Eric Spalding, Faculty of Social Sciences (Chair)                                    |
| Faculty                                                     | 08-01-2018 to 07-31-2020 | Vacant                                                                               |
| Faculty                                                     | 08-01-2016 to 07-31-2019 | Ben Vanderlei, Faculty of Science                                                    |
| Faculty                                                     | 08-01-2016 to 07-31-2019 | Ceilidh Hart, Faculty of Humanities                                                  |
| <b>2 deans or associate deans</b>                           |                          |                                                                                      |
| Dean                                                        | 08-01-2018 to 07-31-2021 | Sue Brigden, Dean, Faculty of Access & Continuing Education                          |
| Dean                                                        | 08-01-2018 to 07-31-2021 | Samantha Pattridge, Associate Dean, College of Arts (till Jan 2019 or til term ends) |
| <b>1 academic advisor</b>                                   | 08-01-2018 to 07-31-2020 | Bobby Jaswal, Student Services                                                       |
| <b>1 staff</b>                                              | 08-01-2018 to 07-31-2020 | Courtney Boisvert, Faculty of Access & Continuing Education                          |
| <b>2 undergraduate students</b>                             |                          |                                                                                      |
| Student (senator)                                           | 08-01-2018 to 07-31-2019 | Esther Jimenez Atochero, College of Arts                                             |
| Student (senator)                                           | 08-01-2018 to 07-31-2019 | Rajdeep Dhaliwal, Faculty of Access and Continuing Education                         |
| Associate VP, Teaching and Learning (or designate)          | Ongoing                  | Mary Saudelli (designate)                                                            |
| University Librarian (or designated librarian) (ex officio) | Ongoing                  | Heather Compeau (designate)                                                          |
| <b>Ex-Officio Non-Voting Members</b>                        |                          |                                                                                      |
| Provost & Vice-President, Academic (or designate)           | Ongoing                  | Peter Geller (designate to July 31, 2021)                                            |
| AVP, Research, Engagement & Graduate Studies (or design.)   | Ongoing                  | Kirsten Robertson (designate)                                                        |
| Executive Director, International Education                 | Ongoing                  | David McGuire                                                                        |
| Senior Advisor on Indigenous Affairs                        | Ongoing                  | Shirley Hardman                                                                      |
| Manager, Enrolment Planning                                 | Ongoing                  | Donna Alary                                                                          |
| AVP, Institutional Research and Integrated Planning         | Ongoing                  | Vladimir Dvoracek                                                                    |
| Director, Advising Centre                                   | Ongoing                  | Elaine Newman                                                                        |
| Coordinator, Program Development & Quality Assurance        | Ongoing                  | Bruce Kirkley                                                                        |
| <b>Administrative Support</b>                               |                          |                                                                                      |
| UEC Assistant/Calendar Editor, Office of the Registrar      |                          | Amanda Grimson                                                                       |

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

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

Current as of June 6, 2018