

S. 74-85

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

FOR INFORMATION

Subject REPORT ON COMMITTEE ACTIVITIES TO
SUMMER, 1974

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Date JUNE 19, 1974

SIMON FRASER UNIVERSITY

S.74-85

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject..... REPORT ON COMMITTEE ACTIVITIES TO
SUMMER, 1974

Date..... June 19, 1974

1. Establishment, Terms of Reference and Operating Procedures of the Committee

A. Establishment of the Senate Committee on Undergraduate Studies

At the Senate meeting of January 18th, 1971, a number of items such as majors, minors, double majors, major/minors, deferred grades, etc., were discussed. At that time, these items were referred to the Academic Planning Committee for its recommendations; but, because of the nature of the duties and the pressures on that Committee, a decision was made to establish a new Senate Committee on Undergraduate Studies. At the same time, it was decided to discontinue the Senate Committee on Examination and Grading Practices, a number of whose duties were to be taken over by SCUS.

The recommendation to establish the Senate Committee on Undergraduate Studies was presented to Senate as Senate paper S71-35, which was amended and approved by Senate at its March meeting in 1971.

B. Terms of Reference

The terms of reference for the Committee were established by Senate paper S71-35 as was the original membership of the Committee. A copy of these terms of reference is included as attachment I; and the membership of the Committee is discussed further below.

C. Operating Procedures

The operating procedures for the Committee were considered initially at the Committee's first meeting on 7th June, 1971 and approved at a later meeting on 28th June, 1971. Further discussion on operating procedures and the routing of papers to Senate was undertaken at the meeting of July 26th, 1971. This question was placed on the agenda of August 9th, 1971 but not discussed; and the operating procedures were finally amended and approved at the meeting of September 13th, 1971. This action was followed by distribution throughout the University. A copy of the revised versions of papers SCUS71-9 and SCUS71-10 are included as attachment II.

The terms of reference and operating procedures of the Committee have remained the same since their approval in 1971.

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2. Membership

A. Initial Membership

The membership of the Committee was initially laid down, with the terms of reference, by Senate paper S71-35. A copy of the original membership of the Committee, dated 15th May, 1971, is included as attachment III.

B. Restructuring of the Committee

The original structure of the Committee remained in force through the first year of its operation; but a proposal for restructuring the Committee was considered at the meeting of 21st November, 1972 with the result that Senate paper S73-14 was placed on the agenda, amended and approved by the January Senate meeting of 1973. A copy of the revised Senate paper S73-14 is included as attachment IV.

C. Committee Chairmanship

The originally and currently approved membership of the Committee nominate the Academic Vice-President as Chairman of the Committee, but allow him to name a designate to act for him in this capacity. The Academic Vice-President chaired the first meeting of the Committee, but later designated the Academic Planner, Dr. J.S. Chase, who sits on the Committee as a non-voting member, as Chairman from June, 1971. Dr. Chase chaired the Committee from that time until the end of April, 1972, when, following his appointment as Assistant Vice-President, Academic, Dr. I. Mugridge was designated Chairman of the Committee, effective May, 1972. He has chaired the Committee since that time.

D. Present membership of the Committee

For the information of Senate, a list of the present members of the Committee is included as attachment V.

3. Actions taken under the Terms of Reference

A. To consider and make recommendations to Senate on all existing and proposed courses taking into consideration; i) the University's academic standards; ii) the need for coordination of all undergraduate activities within the University.

The major part of the Committee's time is spent in fulfilling this part of its charge. While it is not intended to report in detail on some parts of these activities since its results are brought before Senate meeting by meeting, it should nevertheless be noted that the Committee is obliged to spend a great deal of its time considering the following questions:

1. the approval of new courses with, in some cases, the attendant deletion or modification of existing courses;
- ii. the approval of departmental proposals for revisions to their courses, programs and regulations for inclusion in the Calendar each year. In this area, major revisions have been considered as a result of submissions by such departments as Philosophy, Economics and Commerce and Modern Languages. Major changes have also been considered in the reorganization of the Faculty of Education and the development of its new programs; and
- iii. the detailed consideration of new programs, referred by the Academic Planning Committee and the making of recommendations to that Committee. In this area, major items include consideration of new programs in Communication Studies, Computing Science and Kinesiology.

In addition to the detailed consideration of new courses and programs outlined above, the Committee has also devoted considerable attention to the second part of charge A, that of coordinating undergraduate academic activities within the University. In this area, considerable attention has been given to the development of policies for double majors and major/minor degrees; and these questions were eventually brought to Senate at its August meeting 1972. Copies of Senate papers S72-91 and S72-92 are included as attachment VI. Consideration has also been given to the development of new instructions, of somewhat altered policies and of a revised new course proposal form for use within the University. These items were brought to Senate for its information at its November meeting in 1973; and a copy of Senate paper S73-122 is included as attachment VII.

Another question in this area to which considerable attention has been devoted is the question of overlap between departmental offerings in similar areas. This question has also received some attention in Senate debates on SCUS submissions; and courses have been referred back to the Committee for further investigation of problems of overlap. While it is likely that no final solution to this problem exists, it is hoped that the inclusion of a requirement in the revised new course proposal form that departments report on this question and the inclusion, in the recently approved rules for routing of proposals to Senate, that Faculty Undergraduate Curriculum Committees should be regarded as the major investigatory body in the examination of new course proposals will, to a large extent, overcome the problem that exists at present.

Finally, in the area of coordination of undergraduate academic activities, the Committee has, over a long period, considered a number of issues pertaining to undergraduate education at the University. These originally came from a letter addressed by the Vice-President, Academic to Senate, dated 25th November, 1971, a copy of which is appended as attachment VIII. This document and discussion of it in SCUS and Senate led to specific referrals and the establishment of sub-committees of SCUS and the Senate Undergraduate Admissions Board. For the purposes of reporting on this portion of the Committee's activities, the relevant sub-committee is the Chase Committee, which dealt with the issues outlined in its final report. This Committee reported to SCUS early in the Spring, 1973; and its recommendations were extensively discussed at meetings in April, August and October, 1973, with the result that the report mentioned above was presented as amended to Senate at its November, 1973 meeting. A copy of this report is included as attachment IX. Some items were referred back to the Committee for reconsideration and these were brought forward again to Senate at its meeting of March, 1974. A copy of the report on the referred items is included as attachment X. One item from the original list of referrals from Senate, that of dropping of courses, was deferred by the Senate Committee on Undergraduate Studies and remains to be considered.

B. To review the results of current evaluation processes and bring significant discrepancies to the attention of Senate, the Faculties and the Departments concerned.

C. To recommend to Senate grading and examination practices appropriate to the University's educational process to ensure:
i) reasonably consistent and equitable evaluation practices within and across courses; ii) continued maintenance of high academic standards.

The Committee's activities related to these two charges have been very limited. At the same time as the Chase Committee, mentioned above, was established, a joint SCUS/SUAB sub-committee was also set up to deal with a number of topics related to grading which had been on the agenda of SCUS for some time without adequate resolution. This was the Wells Committee, a copy of whose charge is appended as attachment XI. This Committee produced an interim report, which was transmitted to SCUS and SUAB in August, 1972, at which time it was agreed by both Committees that, since most of the items referred to lay most properly within the province of SCUS, it would be discussed first by that Committee and also that consideration of this report should be deferred pending receipt of the Chase report. This situation has continued; and, now that the Chase report has been fully considered, except for the item mentioned above, the Committee has begun to consider the questions raised by the Wells report. This consideration was begun late in the Spring semester, at which time extensive discussion took place and the Academic Planner was directed to procure further information before the discussion was continued. It is anticipated that these questions will be taken up again in the very near future.

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Beyond these discussions, little attention has been paid to these parts of the Committee's charge, and, in particular, to charge B. Indeed, some doubt exists as to the appropriateness of this part of the Committee's terms of reference; and it is anticipated that, when the Committee returns to the question of grading and related issues, discussion of this charge will be initiated and appropriate recommendations brought to Senate. Now that the issues dealt with in the Chase Report have been resolved, it is hoped that, during the coming year, the Committee will be able to give more attention to the questions discussed in the Wells Report and to related problems so that recommendations should be brought to Senate in due course.


I. Mugridge

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SIMON FRASER UNIVERSITY

S. 71-35

MEMORANDUM

ATTACHMENT I

To SENATE

From ACADEMIC PLANNING COMMITTEE

Subject SENATE UNDERGRADUATE STUDIES
COMMITTEE, S. 71-35

Date FEBRUARY 5, 1971

MOTION:

"That Senate establish a Senate Committee on Undergraduate Studies (standing) with membership, terms of office and terms of reference, including organization, as outlined in Paper S. 71-35."

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Members of Senate

From: Academic Planning Committee.

**Subject.....Senate Undergraduate Studies
Committee**

Date... February 5, 1971

RECOMMENDATION

That Senate establish a Senate Committee on Undergraduate Studies (standing) with the following membership, terms of office and terms of reference:

Membership

Vice-President Academic or his designate

Two faculty from each Faculty Undergraduate Curriculum

Committee elected by the members of those Committees

Two student senators *or alternate*

Dean of Arts or his designate

Dean of Education or his designate

Dean of Science or his designate

Dean of the Division of General Studies or his designate

Registrar **ex-officio** **secretary** **(non-voting)**

Librarian

Academic Planner (non-voting)

One person appointed by the President

The chairman of the Committee will be designated by the Vice-President Academic.

A quorum will consist of the chairman of the Committee and one representative from each of the Faculty Undergraduate Curriculum Committees.

Terms of Office

The representatives from the Faculty curriculum committees and the

student senators will normally serve a two-year term and will be eligible for reappointment. In the first instance, it is recommended that the Faculty Curriculum Committees elect one of their members for a one-year term and the other for a two-year term; Senate in electing the student senators to the Committee should also name one to serve a one-year term and the other to serve a two-year term. Such an arrangement will ensure continuity and overlapping membership.

PURPOSE

- A. To consider and make recommendations to Senate on all existing and proposed courses taking into consideration:
 - (1) the University's academic standards
 - (2) the need for coordination of all undergraduate academic activities within the University
- B. To review the results of current evaluation processes and bring significant discrepancies to the attention of Senate, the Faculties and the departments concerned.
- C. To recommend to Senate grading and examination practices appropriate to the University's educational process to ensure:
 - (1) reasonably consistent and equitable evaluation practices within and across courses
 - (2) the continued maintenance of high academic standards

BACKGROUND

The nature of the degree and program offerings at Simon Fraser University has, until recently, reflected primarily a departmental orientation. In planning the undergraduate curriculum at the University, it has been possible to vest responsibility for curriculum recommendations in the hands of departments and in faculty curriculum committees with responsibility for final approval of new program and/or course offerings vested with Senate.

Recently, however, several inter and multi-departmental courses and programs have emerged as well as a Division of General Studies charged with offering experimental courses and programs. Furthermore, Senate has now approved the establishment of a Bachelor of General Studies, defined minor and double minor degrees and will soon be examining double major degrees and other proposed curricular changes. To many, it is becoming readily apparent that with the expansion of the program and degree options available to students, the resulting inter-relationship among programs will require a much greater degree of coordination and integration in the various facets of the undergraduate curriculum than hitherto. In both the program and degree areas, there is a need to ensure that course offerings, pre-requisites and co-requisites reflect the programs that have been established, that unnecessary duplication is avoided, that inter-relationships among programs are identified, and that standards once set are maintained.

Furthermore, there is a need to ensure that the implementation of these new degrees and programs does not result in an unnecessary proliferation of different degree requirements at this University.

Finally, inextricably linked to the whole undergraduate curriculum is the issue of grading and examination practices. At the present time, there exists a Senate Committee on Grading and Examination Practices. Because we find it difficult to separate the curriculum issues from the grading and examination practices issues, we are recommending that responsibilities in both of these areas be integrated into one committee. In so doing, we recognize that we are imposing a heavy responsibility on one committee. However, we believe with the effective utilization of staff assistance, the actual work of the committee members can be considerably lessened. The Committee should also point out its concern about the proliferation of committees at this University and hopes, by this mechanism, to set a favorable example.

ORGANIZATION

This proposal is intended to provide at the undergraduate level a curriculum review structure which is similar to that at the graduate level. The existing curriculum committees in each of the three faculties would be retained and, thus, recommendations would emerge from departments, be reviewed at the faculty level and then carried to the Senate Undergraduate Studies Committee for review from a University perspective. The recommendations of the Committee would, in turn, be forwarded to Senate for its consideration.

The work of the Senate Undergraduate Studies Committee would be expected to complement that of the Academic Planning Committee. While the latter would maintain responsibility for reviewing and/or developing new program proposals for submission to Senate and for recommending academic priorities, the Undergraduate Studies Committee would review and recommend to Senate on those curriculum matters affecting all programs implemented at the University.

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SIMON FRASER UNIVERSITY

MEMORANDUM

UNIVERSITY
SCUS 71-
As amended by
SCUS September
3, 1971.

ATTACHMENT II

Members of Faculty	From Dr. John S. Chase, Chairman Senate Committee on Undergraduate Studies
Subject Senate Committee on Undergraduate Studies	Date August 4th, 1971.

INTRODUCTION

At its March meeting, Senate approved the establishment of an Undergraduate Studies Committee and specified its membership, terms of office and terms of reference. In the process of considering specific proposals which have subsequently come before it, the Committee has sought to identify within its terms of reference, the items which it ought to review as well as its procedures for review and communication of its recommendations. My purpose in writing is to convey to you the areas in which the Committee is now or intends to become involved as well as its procedures for review and recommendation.

Charge to the Committee

The charge from Senate to the Committee was:

- A. To consider and make recommendations to Senate on all existing and proposed courses taking into consideration:
 - 1) the University's academic standards.
 - 2) the need for coordination of all undergraduate academic activities within the University.
- B. To review the results of current evaluation processes and bring significant discrepancies to the attention of Senate, the Faculties and the departments concerned.
- C. To recommend to Senate grading and examination practices appropriate to the University's educational process to ensure:
 - 1) reasonably consistent and equitable evaluation practices within and across courses.
 - 2) the continued maintenance of high academic standards.

Areas to be Explored

Within these terms of reference, the Committee initially intends to review and make recommendations on the following:

- a) new course proposals and modification of existing courses.
- b) new degree programs, e.g. double majors, joint majors, major/minors, etc.
- c) the definition of grade categories, e.g. deferred grades.
- d) calculation of graduation grade-point requirements.
- e) weighting of course credit and course contact hours.
- f) current evaluation processes and revisions thereto.

Procedures to be Followed

Within its terms of reference, the Committee will serve as both a reactive and an initiating body.

Reactive Body

In its reactive role, proposals originating with departments and/or program committees and approved by their respective Faculties or Divisions will be directed to the Committee for review and recommendation.

After review, the Committee will either:

- a) forward the proposal as received to Senate with an affirmative recommendation.
- b) forward the proposal as received to Senate with a negative recommendation (with the originating body to be informed in advance to provide opportunity for modification or withdrawal).
- c) modify the proposal as received and forward to Senate with an affirmative recommendation provided that --

- i) first, if in the opinion of the Committee the changes which it proposes are substantive, the proposal will be returned to the appropriate body in the originating unit for comment or withdrawal.

- ii) if, in the opinion of the Committee, the changes which it proposes are editorial, the proposal will be forwarded direct to Senate with a copy, including the modifications, returned to the originating unit for information.

Initiating Body

As an initiating body, the Committee will identify issues requiring analysis and seek either faculty or staff assistance in order to perform the studies required; the studies will serve as a basis for the formulation of recommendations to Senate. Any recommendations emerging from the Committee will be circulated to the Faculties for comment before forwarding to Senate for its consideration.

SIMON FRASER UNIVERSITY

MEMORANDUM

SCUS
71-10

Members of Senate Committee on
Undergraduate Studies
Subject: Procedures

From: John S. Chase, Chairman
Senate Committee on Undergraduate
Studies
Date: August 4th, 1971

INTRODUCTION

At the July 26th meeting of S.C.U.S., procedures relating to the distribution of papers reviewed and approved by S.C.U.S. were discussed. This paper is intended to reflect the procedures adopted in-principle at that meeting and is transmitted to you for formal approval.

Recommendations Affecting a Single Faculty

1. The recommendation with supporting documentation will be transmitted by the Chairman of S.C.U.S. to the Chairman of the Senate Agenda Committee for placing on the agenda for the next Senate meeting.
2. The Academic Vice-President will present the recommendation to Senate.
3. The Dean of the Faculty affected will speak to the recommendation.

Recommendations Affecting All Faculties

1. The recommendation with supporting documentation will be transmitted by the Chairman of S.C.U.S. to the Chairman of the Senate Agenda Committee for placing on the agenda of the next Senate meeting.

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2. The Academic Vice-President will present the recommendation to Senate.
3. The Academic Vice-President will speak to the recommendation.

SENATE COMMITTEES

May 15, 1971

ATTACHMENT III

11. SENATE COMMITTEE ON UNDERGRADUATE STUDIES (standing)

<u>Members</u>	<u>Conditions</u>	<u>Term</u>	<u>Expiry Date</u>	<u>Name</u>
Vice-President, Academic or his designate				B. G. Wilson
Faculty Member (Arts)	Elected by	1 year	Sep 30/71	H. Sharma
Faculty Member (Arts)	and from	2 years	Sep 30/72	G. A. Rheumer
Faculty Member (Education)	Faculty	1 year	Sep 30/71	E. W. Banister*
Faculty Member (Education)	Undergraduate	2 years	Sep 30/72	B. R. D'Aoust *
Faculty Member (Science)	Curriculum	1 year	Sep 30/71	L. K. Peterson
Faculty Member (Science)	Committees	2 years	Sep 30/72	D. L. Sharma
Student Senator	Elected by	1 year	Sep 30/71	G. Donetz
Student Senator	Senate	2 years	Sep 30/72	J. R. McAninch
Student - Arts	Elected by	2 years	Sep 30/72	No students on
	and from			U.C.C.
Student - Education	Faculty	2 years	Sep 30/72	R. W. Lindsay *
	Undergraduate			
Student - Science	Curriculum	2 years	Sep 30/72	Student may be elected
	Committees			later.
Dean of Arts or his designate				D. H. Sullivan
Dean of Education his designate				S. T. Stratton
Dean of Science or his designate				J. S. Barlow
Dean of the Division of General Studies or his designate				R. C. Brown
Registrar	Ex-officio, Secretary (non-voting)			H. M. Evans
Librarian				D. A. Baird
Academic Planner (non-voting)				J. Chase
President's appointee				To be appointed.

* Elected on an interim basis. When the membership of the Faculty of Education Undergraduate Curriculum Committee is confirmed for the - 71-2 semester a permanent membership will be elected.

SIMON FRASER UNIVERSITY

S73-14

MEMORANDUM

ATTACHMENT

To: SENATE

From: SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject:

RESTRUCTURING OF SENATE COMMITTEE
ON UNDERGRADUATE STUDIES

Date: DECEMBER 22, 1972

MOTION:

"That Senate approve the restructuring of the Senate Committee on Undergraduate Studies, as set forth in S.73-14, with membership and quorum requirements as follows:

The Vice-President, Academic or his designate, Chairman

Registrar as non-voting Secretary

The Academic Planner, non-voting

The Chairmen of the Curriculum Committees for Arts, Science, Education, and Interdisciplinary Studies

The Deans of the Faculties

Two student Senators, elected by Senate.

Quorum: One half of the voting members of the Committee with at least one member of each Faculty (which could include deans).

SIMON FRASER UNIVERSITY

SCUS 72-34
As amended and approved
by SCUS November 21, 1972

MEMORANDUM

S.73-14

To MEMBERS OF THE SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

From IAN MUGRIDGE

ASSISTANT VICE-PRESIDENT, ACADEMIC

Subject RESTRUCTURING OF SENATE COMMITTEE
ON UNDERGRADUATE STUDIES

Date OCTOBER 19, 1972

I would like to present the following proposal for restructuring this Committee. At present it consists of twenty members, of whom seventeen are voting. This membership is as follows:

- The Vice-President Academic, or his designate, as Chairman
- The Registrar as non-voting Secretary
- The Academic Planner, non-voting
- The Deans of the four Faculties
- Two faculty elected by and from the Curriculum Committees of each of the Faculties
- Two student Senators elected by Senate
- One student each from Arts, Education and Science, elected by and from the Faculty Curriculum Committees
- The Librarian
- The President's appointee.

The principal problem with this Committee is that it is far too large and unwieldy. Since I have been Chairman, there have been no meetings which the full membership was able to attend; and there has been at least one when it proceeded in the presence of about a third of the members. I would therefore suggest the following composition which would cut the total membership of the Committee to twelve and the voting membership to nine:

- The Vice-President Academic, or his designate, as Chairman
- The Registrar as non-voting Secretary
- The Academic Planner, non-voting
- The Chairmen of the Curriculum Committees for Arts, Science and Education (and of General Studies when this Division should have a Curriculum Committee)
- The Deans of the Faculties and the Dean of the Division of General Studies
- Two student Senators elected by Senate.

In the present Committee, a quorum exists when one representative from each Faculty is present. I would propose that, if the new Committee along the lines I have suggested is established, a quorum consist of half of the voting members of the Committee with at least one member of each Faculty or Division (which could include Deans).

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

Subject RESTRUCTURING OF SENATE COMMITTEE
ON UNDERGRADUATE STUDIES

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Date DECEMBER 13, 1972

The Senate Committee on Undergraduate Studies has considered the restructuring of the Senate Committee on Undergraduate Studies, as set forth in SCUS 72-34, and recommends to Senate that this restructuring be approved.

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Members of Senate

From: I. Mugridge
Chairman
Senate Committee on Undergraduate Studies

Subject: Restructuring of Senate Committee on Undergraduate Studies

Date: December 18, 1972

It should be noted that the motion presented to Senate for its approval is not that passed by the Senate Committee on Undergraduate Studies. The question of restructuring SCUS was discussed by that Committee before the establishment of the Faculty of Interdisciplinary Studies; but it was the Committee's understanding that should this Faculty be established, appropriate changes would be made in the proposal.

One of the principal questions raised in the discussion of this proposal was that of including a provision which would allow Deans to send designates to meetings of the Committee. It is currently the practice to permit Deans to do this; but such a provision has been omitted from this proposal. The Committee was divided on this question, but a majority approved the proposal as originally written.



I. Mugridge

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SENATE COMMITTEESATTACHMENT V

JUNE 19, 1974

13. SENATE COMMITTEE ON UNDERGRADUATE STUDIES (standing)
(Reporting Category "B")

<u>Members</u>	<u>Conditions</u>	<u>Term</u>	<u>Expiry Date</u>	<u>Name</u>
Vice-President, Academic, or his designate	Chairman			B. G. Wilson (I. Mugridge)
Registrar	Non-voting Secretary			H. M. Evans
Academic Planner	Non-voting			J. Chase
Arts Education Interdisciplinary Studies Science	Chairmen of Undergraduate Curriculum Committees			L. A. Boland M. S. O'Connell J. J. Weinkam J. S. Barlow
Dean of Arts Dean of Education Dean of Interdisciplinary Studies Dean of Science				W.A.S. Smith D. R. Birch R. C. Brown S. Aronoff
Student - Arts Student - Educ. Student - Science Alternate Alternate	Student elected Presidents Student Senators			D. Stone R. Parker M. Shillow J. P. Daem

Chairman: The Chairman of the Committee will be designated by the Vice-President, Academic.

Quorum: One half of the voting members of the Committee with at least one member of each Faculty (which could include Deans).

Purpose: A. To consider and make recommendations to Senate on all existing and proposed courses taking into consideration:
 (1) the University's academic standards;
 (2) the need for coordination of all undergraduate academic activities within the University.
 B. To review the results of current evaluation processes and bring significant discrepancies to the attention of Senate, the Faculties and the Departments concerned.
 C. To recommend to Senate grading and examination practices appropriate to the University's educational process to ensure:
 (1) reasonably consistent and equitable evaluation practices within and across courses;
 (2) the continued maintenance of high academic standards.

Original approved by Senate March 1, 1971.
 Membership and quorum revised January 8, 1973.

SIMON FRASER UNIVERSITY

MEMORANDUM

S.72-91
ATTACHMENT V1

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject DOUBLE MAJOR PROGRAMS

Date JULY 17, 1972

Senate is requested to approve the recognition of Double Major Programs as set forth in Paper S.72-91:

- MOTION:
- A. "That Senate formally approve the recognition of a double major program, with entry of both majors completed to appear on transcripts.
 - B. That the student electing a double major be required to complete at least 28 hours of upper division courses in each of the two subjects in which majors are to be claimed. The subject matter to be taken for each major will be defined by the Department concerned subject to approval by the Faculty and by Senate, as in current practice.
 - D. That the student electing a double major be required to complete (i) the lower division requirements for each of the major subjects selected, and (ii) all other requirements of the departments concerned in which he takes majors, and (iii) the requirements of the Faculty in which he will receive his degree.

- D. That upon successful completion of the program the Bachelor's Degree awarded will be determined according to the Faculty for which all requirements have been met or, if the requirements of more than one Faculty have been met, then from whichever one Faculty the student selects."

If the above motion is approved, the following motion will be made:

"That Notes 1, 2, and 3 of Paper S.72-91 form part of the calendar entry:

1. For the requirement of at least 28 hours of upper division courses in each of two subjects the student cannot use the same upper division course for formal credit toward both majors. One course might fulfill "content" requirements of two related areas but in such a case additional replacement credits in upper division work satisfactory to one of the Departments must be taken in one of the subjects to fulfill overall credit requirements for the majors. At the lower division level a single course could fulfill both content and credit requirements as a prerequisite but no course can carry double credit value towards total credits needed for a degree.
2. Students are cautioned to refer carefully to overall requirements of the Faculties and Divisions of the University for degree requirements, as the requirements

for a specific degree must be fulfilled. If in doubt seek advice from the Office of the Dean, or from Departmental Advisors, or from the Academic Advice Centre. Note that some Departments require specific prerequisite courses for entry to some upper level courses, and some Faculties require completion of a minimum number of upper division courses taken during the upper levels of study to fulfill degree conditions. Some Faculties require completion of a minimum number of credits within that Faculty to qualify for a degree. In some instances, therefore, a student for a double major involving subjects in more than one Faculty may require more than 120 semester hours to fulfill the requirements of the General Degree with two majors.

3. A student who may have elected a double major degree program may change decision to graduate with a single major and may do so provided the normal requirements for the single major and requirements for the Faculty concerned have been fulfilled. Notification of such changes should be filed with the Departments concerned and the Office of the Registrar."

SIMON FRASER UNIVERSITY

MEMORANDUM

S.72-91

To SENATE

From I. MUGRIDGE, CHAIRMAN

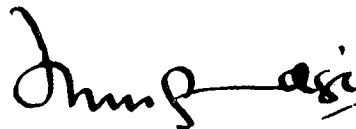
SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject DOUBLE MAJOR PROGRAMS

Date JULY 17, 1972

The Senate Committee on Undergraduate Studies has approved the recognition of Double Major Programs, as set forth in SCUS 72-11, and recommends approval by Senate.

If the recommendation is approved, the Committee further recommends the inclusion of Notes 1, 2, and 3 to form part of the calendar entry.



I. Mugridge

SIMON FRASER UNIVERSITY

SCUS 72-11

As amended and approved
by SCUS, July 10, 1972.

MEMORANDUM

To	ALL MEMBERS - SCUS	From	H. M. EVANS, SECRETARY
			SENATE COMMITTEE ON UNDERGRADUATE STUDIES
Subject	DOUBLE MAJOR PROGRAM	Date	JULY 20, 1971

RECOMMENDATIONS

- A. That Senate formally approve the recognition of a double major program, with entry of both majors completed to appear on transcripts.
- B. That the student electing a double major be required to complete at least 28 hours of upper division courses in each of the two subjects in which majors are to be claimed. The subject matter to be taken for each major will be defined by the Department concerned subject to approval by the Faculty and by Senate, as in current practice.
- C. That the student electing a double major be required to complete (i) the lower division requirements for each of the major subjects selected, and (ii) all other requirements of the departments concerned in which he takes majors, and (iii) the requirements of the Faculty in which he will receive his degree.
- D. That upon successful completion of the program the Bachelor's Degree awarded will be determined according to the Faculty for which all requirements have been met or, if the requirements of more than one Faculty have been met, then from whichever one Faculty the student selects.

Note:

1. For the requirement of at least 28 hours of upper division courses in each of two subjects the student cannot use the same upper division course for formal credit toward both majors. One course might fulfill "content" requirements of two related areas but in such a case additional replacement credits in upper division work satisfactory to one of the Departments must be taken in one of the subjects to fulfill overall credit requirements for the majors. At the lower division level a single course could fulfill both content and credit requirements as a pre-requisite but no course can carry double credit value towards total credits needed for a degree.
2. Students are cautioned to refer carefully to overall requirements of the Faculties and Divisions of the University for degree requirements, as the requirements for a specific degree must be fulfilled. If in doubt seek advice from the Office of the Dean, or from Departmental Advisors, or from the Academic Advice Centre. Note that some Departments require specific prerequisite courses for entry to some upper level courses, and some Faculties require completion of a minimum number of upper division

courses taken during the upper levels of study to fulfill degree conditions. Some Faculties require completion of a minimum number of credits within that Faculty to qualify for a degree. In some instances, therefore, a student for a double major involving subjects in more than one Faculty may require more than 120 semester hours to fulfill the requirements of the General Degree with two majors.

3. A student who may have elected a double major degree program may change decision to graduate with a single major and may do so provided the normal requirements for the single major and requirements for the Faculty concerned have been fulfilled. Notification of such changes should be filed with the Departments concerned and the Office of the Registrar.

Explanation and Some Implications of the above Recommendations

- A. Section A recognizes that for some time some students have fulfilled degree requirements including requirements of more than one full departmental major, - with a unique situation of indicating only one major on transcript but filing a special letter in the student's docket in the Registrar's Office to state completion of two majors. It regularizes entry of both majors on transcripts. The remainder of the paper sets conditions to be fulfilled.
- B. Section B follows current practice requiring that the student complete at least 28 hours of upper division work as set forth by a Department (approved by Faculty and by Senate) to complete the major course requirements. No change in operating practice is intended. (Note that at present in Arts the requirement is 30 upper division hours taken in the upper levels; in Science the requirements is 28 or more upper division hours usually taken in the upper levels because of prerequisites and Calendar wording; and in Education is normally 30 upper division hours taken in the upper levels with provision for minor + minor = major.)
- C. Section C identifies that to qualify for a given major the normal current requirements for the major of the Department must be fulfilled (including credits, specified courses, grade points, etc.) and that the Faculty requirements for a given degree must be fulfilled, i.e. B.A., B.Sc., B.Ed., etc.
- D. Section D stipulates that for any degree, the requirements of the Faculty for that degree must be completed. It assumes that within a Faculty there is reasonable likelihood of a double major situation without requirement of extra credits needed for the degree (e.g. History/Geography). It permits of a double major situation across Faculties (e.g. Economics/Mathematics) requiring completion of the technical requirements for each independent department's major (as apart from the conditions of both Faculties) but completion of the full requirements of at least the one Faculty from which the degree will be obtained. If

a student fulfills requirements of more than one Faculty he can select whichever one of the degrees he desires.

- E. The notes set forth conditions allowing certain recognition of "content" without double credit recognition; advise students to observe most carefully the Faculty requirements and seek advice; allow the student to opt for a single major.
- F. The overall paper is designed to recognize current regulations but to set a condition of overall policy allowing for regulation changes within Faculties without necessity of immediately resubmitting these broad principles and regulations for immediate further change at Senate.

SIMON FRASER UNIVERSITY

S.72-92

MEMORANDUM

To

SENATE

From

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject

MAJOR-MINOR PROGRAMS

Date

JULY 17, 1972

Senate is requested to approve the introduction of Major-Minor Programs as set forth in Paper S.72-92:

- MOTION:
- A. "That Senate formally approve the introduction of major-minor programs with entry of both major and minor completed to appear on transcripts.
 - B. That the student electing a major-minor program be required to complete at least 28 hours of upper division courses in the subject in which a major is to be claimed and at least 14 - 18 hours of upper division credit in the subject in which a minor is to be claimed. (a) The subject matter to be taken for the major will be defined by the Department concerned subject to approval by the Faculty and by Senate, as in current practice.
(b) The subject matter to be taken for the minor, and the establishment of the number and nature of lower division requirements will be determined by the Department of the minor or the appropriate program committee in the Division of General Studies, subject to approval by the Faculty or Division and by Senate, as in current practice.

- C. That the student electing a major-minor program be required to complete (i) the lower division requirements for the major subject selected, and (ii) all other requirements of the department concerned in which he takes a major, and (iii) the lower division requirements and upper division requirements for the minor selected, and (iv) the requirements of the Faculty in which he will receive his degree.
- D. That upon successful completion of the program the Bachelor's Degree awarded will be determined according to the Faculty in which the major has been completed, with fulfillment of all requirements of the Faculty.

If the above motion is approved, the following motion will be made:

"That notes 1, 2, and 3 of Paper S.72-92 form part of the calendar entry:

1. For the requirement of at least 28 hours of upper division courses in the major subject and of 14-18 hours of upper division courses in the minor subject the student cannot use the same upper division course for formal credit toward both major and minor. One course might fulfill "content" requirements of two related areas but in such a case additional replacement credits in upper division work satisfactory to one of the Departments or program committees must be

taken in one of the subjects to fulfill overall credit requirements for the major plus minor.

At the lower division level a single course could fulfill both content and credit requirements as a prerequisite but no course can carry double credit value towards total credits needed for a degree.

However note that, in a number of combinations possible in the BA or BGS degrees at the lower division or upper division levels (since many usable courses for both of these degrees are offered through the Faculty of Arts), there are certain constraints on multiple usage of both lower and upper division courses.

2. Students are cautioned to refer carefully to overall requirements of the Faculties and Divisions of the University for degree requirements, as the requirements for a specific degree must be fulfilled. If in doubt seek advice from the Office of the Dean, or from Departmental Advisors, or from the Academic Advice Centre. Note that some Departments require specific prerequisite courses for entry to some upper level courses, and some Faculties require completion of a minimum number of upper division courses taken in the upper levels of study to fulfill degree conditions. Some Faculties require completion of a minimum number of credits within the Faculty to qualify for a degree.

In some instances, therefore, a student for a major-minor involving subjects in more than one Faculty or division may require more than 120 semester hours to fulfill the requirements of the General Degree with a major-minor.

3. A student who may have elected a major-minor degree program may change decision to graduate with a major only and may do so provided the normal requirements for the major and requirements for the Faculty concerned have been fulfilled. Notification of such changes should be filed with the Departments concerned and the Office of the Registrar."

SIMON FRASER UNIVERSITY

S.7292

MEMORANDUM

To SENATE

From I. MUGRIDGE, CHAIRMAN

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject MAJOR-MINOR PROGRAMS

Date JULY 17, 1972

The Senate Committee on Undergraduate Studies has approved the introduction of Major-Minor Programs, as set forth in SCUS 72-12, and recommends approval by Senate.

If the recommendation is approved, the Committee further recommends the inclusion of Notes 1, 2, and 3 to form part of the calendar entry.



I. Mugridge

SIMON FRASER UNIVERSITY

As amended and approved
by SCUS, July 10, 1972

MEMORANDUM

To ALL MEMBERS - SCUS

From H. M. EVANS, SECRETARY

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject MAJOR-MINOR PROGRAMS

Date AUGUST 30, 1971

RECOMMENDATIONS

- A. That Senate formally approve the introduction of major-minor programs with entry of both major and minor completed to appear on transcripts.
- B. That the student electing a major-minor program be required to complete at least 28 hours of upper division courses in the subject in which a major is to be claimed and at least 14-18 hours of upper division credit in the subject in which a minor is to be claimed. (a) The subject matter to be taken for the major will be defined by the Department concerned subject to approval by the Faculty and by Senate, as in current practice. (b) The subject matter to be taken for the minor, and the establishment of the number and nature of lower division requirements will be determined by the Department of the minor or the appropriate program committee in the Division of General Studies, subject to approval by the Faculty or Division and by Senate, as in current practice.
- C. That the student electing a major-minor program be required to complete (i) the lower division requirements for the major subject selected, and (ii) all other requirements of the department concerned in which he takes a major, and (iii) the lower division requirements and upper division requirements for the minor selected, and (iv) the requirements of the Faculty in which he will receive his degree.
- D. That upon successful completion of the program the Bachelor's Degree awarded will be determined according to the Faculty in which the major has been completed, with fulfillment of all requirements of the Faculty.

Note:

1. For the requirement of at least 28 hours of upper division courses in the major subject and of 14-18 hours of upper division courses in the minor subject the student cannot use the same upper division course for formal credit toward both major and minor. One course might fulfill "content" requirements of two related areas but in such a case additional replacement credits in upper division work satisfactory to one of the Departments or program committees must be taken in one of the subjects to fulfill overall credit requirements for the major plus minor. At the lower division level a single course could fulfill both content and credit requirements as a prerequisite but no course can carry double

credit value towards total credits needed for a degree. However note that, in a number of combinations possible in the BA or BGS degrees at the lower division or upper division levels (since many usable courses for both of these degrees are offered through the Faculty of Arts), there are certain constraints on multiple usage of both lower and upper division courses.

2. Students are cautioned to refer carefully to overall requirements of the Faculties and Divisions of the University for degree requirements, as the requirements for a specific degree must be fulfilled. If in doubt seek advice from the Office of the Dean, or from Departmental Advisors, or from the Academic Advice Centre. Note that some Departments require specific prerequisite courses for entry to some upper level courses, and some Faculties require completion of a minimum number of upper division courses taken in the upper levels of study to fulfill degree conditions. Some Faculties require completion of a minimum number of credits within the Faculty to qualify for a degree. In some instances, therefore, a student for a major-minor involving subjects in more than one Faculty or division may require more than 120 semester hours to fulfill the requirements of the General Degree with a major-minor.
3. A student who may have elected a major-minor degree program may change decision to graduate with a major only and may do so provided the normal requirements for the major and requirements for the Faculty concerned have been fulfilled. Notification of such changes should be filed with the Departments concerned and the Office of the Registrar.

Explanation and Implications of the above Recommendations

- A. Section A recognizes the provision for a major, for a minor, and for entry of both on transcripts.
- B. Section B sets the minimum conditions for a major and for a minor, and for the defining of the requirements for a given major and for a given minor, with no change in procedures already approved.
- C. Section C identifies that to qualify for a given major the normal current requirements for the major of the Department must be fulfilled (including credits, specified courses, grade points, etc.), and that similarly requirements as specified for the minor must be fulfilled, and that Faculty requirements for a given degree must be fulfilled, i.e. B.A., B.Sc., B.Ed., etc.
- D. Section D stipulates that for any degree the requirements of the Faculty must be met, with the degree dependent upon the Faculty in which the major has been completed. It assumes that within a Faculty there is reasonable likelihood of a major-minor situation without requirement of extra credits needed for the degree (e.g. Major History/Minor Geography). It permits of a major-minor situation across Faculties and Divisions (e.g. Economics/Mathematics, History/Canadian Studies) requiring completion of the technical requirements for the major and for the minor (as apart from the conditions of both Faculties) but completion of the full requirements of the Faculty from which the degree will be obtained.

- E. The notes set forth conditions allowing certain recognition of "content" without double credit recognition; advise students to observe carefully the Faculty or Division requirements and seek advice; allow the student to opt for a single major.
- F. The overall paper is designed to recognize current regulations but to set a condition of overall policy allowing for regulation changes within Faculties without necessity of immediately resubmitting these broad principles and regulations for immediate further change at Senate.

It recognizes that some combinations of major-minor could be immediately instituted as soon as a department defined a minor, with approval of Faculty and Senate.

The general paper on minors earlier approved by Senate makes no reference to the levels in which the upper division courses needed for a minor must be taken. The question could arise on submission of a recommendation to Senate covering a minor. The current regulations of the Faculty of Education stipulate requirements for its minors to be upper division courses taken in the upper levels. The requirements of the Division of General Studies do not call for this. Nothing in this paper restricts a Department or Faculty in terms of the recommendation it would make or has made to Senate on this topic. It will be obvious, however, that if there arise significantly varying requirements within a given Faculty, it will be essential that these be clearly delineated and that students and faculty be able to fully recognize the specific regulations or there will be innumerable cases of students anticipating use of an upper division course in a subject as useful for either major or minor credit in that subject, whereas it might be suitable for minor but not major solely because of the study level in which taken. Further it could be acceptable within the one Faculty or Division in which given for either purpose, but be applicable for no purpose because of the level in which taken if the degree is to be from another Faculty. Due cautioning of students would be essential.

This could be particularly true if a student, for example, embarked on a minor in Latin-American Studies but through exposure to courses of that program decided to change his major, or to change to major/major. Any of the upper division courses which would normally be acceptable toward the new major could not be credited toward the upper level requirements in Arts if they had been taken in the lower levels for the minor. The student would be well advised to have full assessment made to identify the manner in which his work to that point could be utilized.

SIMON FRASER UNIVERSITY

MEMORANDUM

S.73-122

ATTACHMENT VII

To SENATE - FOR INFORMATION

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject NEW COURSE PROPOSAL FORM AND
COVERING MEMORANDUM

Date OCTOBER 15, 1973

The Senate Committee on Undergraduate Studies approved the new Course Proposal Form and the covering memorandum attached.

Departments have been notified that this new form should be introduced for use immediately for any new proposals being initiated. It is not required, but preferred, that the new form be utilized for items which have cleared Departmental Committees but which are going forward to the Faculty Committees for consideration.

Senate, therefore, will be receiving some proposals on the old form and some on the new - with the new form to be fully in effect as quickly as is reasonable.

I. Mugridge

I. Mugridge

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: _____

Abbreviation Code: _____ Course Number: _____ Credit Hours: _____ Vector: _____

Title of Course: _____

Calendar Description of Course: _____

Nature of Course _____

Prerequisites (or special instructions): _____

What course (courses), if any, is being dropped from the calendar if this course is approved: _____

2. Scheduling

How frequently will the course be offered? _____

Semester in which the course will first be offered? _____

Which of your present faculty would be available to make the proposed offering possible? _____

3. Objectives of the Course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty _____

Staff _____

Library _____

Audio Visual _____

Space _____

Equipment _____

5. Approval

Date: _____

Department Chairman

Dean

Chairman, SCUS

SIMON FRASER UNIVERSITY

MEMORANDUM

To Department Chairmen,
Faculty Curriculum Committees, and
Deans of Faculties

Subject New Course Proposals

From I. Mugridge
Chairman
Senate Committee on Undergraduate
Studies
Date October 1, 1973

The Senate Committee on Undergraduate Studies offers the following information to departments and to Faculty Curriculum Committees in clarification of the new course proposal form. It should be emphasized that the information required is regarded as a minimum necessary for inclusion on the agenda of the Committee and that the Committee has authorized the Chairman and Secretary to examine in detail each new course proposal submitted with a view to determining whether the information provided meets these minimum requirements. Should they consider that these requirements have not been met, proposals will be returned to the relevant committee and department before they are included on the agenda of SCUS.

1. Calendar Information - this section should include the information exactly as it is intended for inclusion in the University Calendar. The "Calendar Description of the Course" should outline briefly the subject area to be covered in the course. "Nature of Course" refers to whether the course is lecture/tutorial, lecture/tutorial/lab, seminar, independent study, independent research, etc.
2. Scheduling - it should be borne in mind by departments submitting new courses that Senate regulations provide for an eight month lead time between the approval of a course and its first offering. Provision should therefore be made so that this rule may be observed; and where this is not possible departments should provide justification for a request that the rule be waived.

Indicate which of your present faculty would be available to make the proposed offering possible. If additional faculty will be required see item 4.

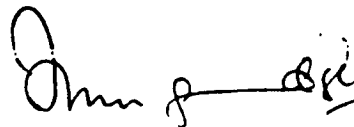
3. Objectives of the Course - the statement of the objectives of a proposed course should address itself to:

- a) a statement of the objectives of the course in itself. This statement should reflect those ends which the instructor of the course seeks to have his or her students acquire by the completion of the course.

This statement should be accompanied by an outline of the course, noting the major topics to be dealt

with, the relative emphasis which will be placed on each of the topics and a sample reading list.

- b) a statement of how the objectives and content of the course fit into the program in which the course is to be included.
 - c) a statement of the extent to which, if any, the objectives and content of the proposed course overlap with those of other courses already existing in the University.
4. Budgetary and Space Requirements - it is presumptive that departments proposing new courses will have received confirmation from the appropriate University authority that the necessary resources exist or that, in the case of courses where additional resources are required, they will be available by the time the course is offered.
5. Other Information - the departmental or Faculty curriculum committees may wish to provide comments on the action recommended by them. If so, these should be incorporated in a separate memorandum addressed to the Chairman, SCUS.



I. Mugridge

/ww/jb

SIMON FRASER UNIVERSITY

MEMORANDUM

S.71-130 and
S.71-130a

To SENATE

From B. G. WILSON

ATTACHMENT VIII

VICE-PRESIDENT, ACADEMIC

Subject CURRICULUM AND CALENDAR CHANGES
- FACULTY OF ARTS

Date NOVEMBER 25, 1971

- MOTION:
1. "That Senate refer the broad issues set forth in Papers S.71-130, 130a, and related issues, to the Senate Committee on Undergraduate Studies for its consideration and recommendations to Senate.
 2. That Senate now consider directly each of the current proposals from the Faculty of Arts submitted by the Senate Committee on Undergraduate Studies."

SIMON FRASER UNIVERSITY

S.71-130

MEMORANDUM

To SENATE

From B. G. WILSON

VICE-PRESIDENT, ACADEMIC

Subject CURRICULUM AND CALENDAR CHANGES
- FACULTY OF ARTS

Date NOVEMBER 25, 1971

The Senate Committee on Undergraduate Studies recently reviewed a large number of proposed curriculum and calendar changes proposed from the Faculty of Arts and encountered some difficulties. Attached is a report to me from the Chairman of the Committee raising a number of issues, and a further report from the Secretary requested by the Senate Agenda Committee.

The Committee has made specific recommendations concerning the submission on Archaeology, Economics and Commerce, and the Department of Modern Languages. It has also transmitted to Senate for Senate's direct action the submissions of Philosophy, Psychology and PSA. The two attached reports identify a number of reasons for the actions taken by the Committee following its considerations. It is to be noted that some of the issues raised apply to the submissions for which specific recommendations are made, and not only to those without specific recommendations. This was recognized by the Committee.

The Committee was established during the current year to consider Undergraduate submissions and to coordinate these. Its first meeting was held in June. A number of issues which have been raised have been with the University for some time, but without being directly considered. As suggested by the Committee, principles and policies are unclear in a number of areas. It is my view that it would be inappropriate to expect immediate resolution of each of the stated and related issues, and that due time is required for satisfactory resolution and coordination.

Senate could deal with the specific recommendations, and not consider those items for which specific recommendations have not been made by SCUS pending such recommendations. It will be noted that the recommendations have been approved by the Faculty of Arts - the only procedure which would have pertained prior to the establishment of SCUS. Alternatively Senate could consider each of the submissions, utilizing such information as provided by SCUS. The Committee could then be given broad charge to consider all items already approved by Senate including any new approvals now made, or to further consider those new items about which Senate may have doubt at this time and which it may refer to the Committee.

It is my intention to ensure that there is resolution as rapidly as possible of a number of the issues raised, to clarify policies to ensure that similar difficulties will be unlikely to be encountered in submissions for future years.

I recommend:

1. That Senate refer the broad issues set forth in Papers S.71-129, 129a, and related issues, to the Senate Committee on Undergraduate Studies for its consideration and recommendations to Senate.
2. That Senate now consider directly each of the current proposals from the Faculty of Arts submitted by the Senate Committee on Undergraduate Studies.

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. B.G. Wilson

Academic Vice-President

Subject CURRICULUM AND CALENDAR CHANGES
- FACULTY OF ARTS

From Dr. J. Chase, Chairman

Senate Committee on Undergraduate Studies

Date November 17th, 1971

The Senate Committee on Undergraduate Studies at its meeting on November 15th, 1971 considered recommended calendar revisions submitted by Departments in the Faculty of Arts and approved by the Faculty of Arts Curriculum Committee. In the course of its review, a series of issues were raised for which there are no corresponding University policies. In the absence of such policies, and given the time constraints confronting the Committee, the recommendations from the Departments of Philosophy, Psychology and Political Science, Sociology and Anthropology have been forwarded without action from the Committee to Senate for its consideration. While the Committee took specific action on the proposals submitted by the Departments of Archeology, Economics and Commerce and Modern Languages, the issues raised below should be considered applicable to these departments as well.

Issues Arising from Consideration of Calendar Revisions

1. Course Numbering - there is a total absence of stated University policy relating to the differences between courses at the 100, 200, 300 and 400 level. In the absence of policy, it is difficult if not impossible for any University body to rule on the merits of proposed numbering changes when there is no clear rationale offered for the changes proposed or when there are no criteria against which to evaluate a rationale when offered.

Several examples may suffice to demonstrate the nature of the problems involved:

Discontinue Ec/Com 235-3 and renumber as Ec/Com 332-3
Discontinue Ec/Com 236-3 and renumber as Ec/Com 333-3
Discontinue Ec/Com 380-3 and renumber as Ec/Com 280-3
Discontinue Ec/Com 323-5 and renumber as Ec/Com 223-5
Discontinue Phil. 205-3 and renumber as Phil. 341-3
Discontinue Phil. 208-3 and renumber as Phil. 344-3
Discontinue Psych.*220 and renumber as Psych. 302
Discontinue Psych.*230 and renumber as Psych. 303
Discontinue Psych.*240 and renumber as Psych. 304

* The rationale offered by the Psychology Department is that there is no real difference in the level of these 200 level courses as compared with the level of the 300 level courses.

2. Permission of Instructor - under the mail pre-registration system, the accomodation of the requirement of "permission of instructor" and/or "permission of the department" has been identified as a significant problem area. While a student who is currently on campus may seek approval of the instructor/department prior to the pre-registration procedure, this provision may cause some concern for students not on campus with potentially adverse results in enrollments in those particular courses.

While some departments have taken steps to specify their course requirements with maximum clarity, others continue to rely heavily on the use of permission of instructor/department.

For example:

Philosophy 150-3	at least 1 - 100 level course, or permission of instructor
Philosophy 203-3	Philosophy 100 or permission of instructor
Philosophy 210-3	Philosophy 110 or permission of instructor
Philosophy 250-3	Philosophy 150 or permission of instructor

For admission to its upper level seminars, the Department of Psychology proposes that a minimum of fifth level standing be required for admission and that in addition, admission to any upper level seminar require the permission of the instructor.

While the Committee believes there is some merit in retaining "permission of the instructor" for directed readings and directed studies courses, it is not convinced of the necessity of its utilization in other circumstances, e.g., the cases cited above.

3. Permission to Waive Requirements - both in the current calendar and in the calendar revisions proposed, numerous course descriptions continue to provide for either fulfillment of course pre-requisites or "permission of the instructor." University policy is silent on the general question of whether the instructor alone shall have the right to waive pre-requisites for the particular course which he or she is teaching although in practice this right has been acknowledged. Furthermore, can an instructor waive course pre-requisites only when "permission of instructor" is stipulated?
4. For Approval? For Information? By Whom? To Whom? - under present operating procedures of the Registrar, a change in title, major change in course description, or change in credit hours requires a new course number and approval of Senate. The rationale for this approach is that information on courses is contained in the University's calendar; because the calendar is the official publication of the University, significant changes thereto require approval of the University's Senate.

The recommended calendar revisions for the 1972/73 year contain the following kinds of changes:

- a) new course proposals
- b) changes in course pre-requisites
- c) major changes in course descriptions
- d) changes in course title
- e) changes in course credit hours
- f) changes in the general requirements for majors or honors in individual departments
- g) major changes in general calendar statements

Present procedures require that all of the above be submitted to the Senate Committee on Undergraduate Studies for review and then to Senate for approval. Because all of the above changes now are given equal consideration, it is extremely difficult for Faculty or University bodies external to the department to determine what substantive changes are being proposed and to assess in any meaningful way the impact of those changes.

We believe that evaluation of proposed curricular changes would be enhanced by clarifying:

- a) which curriculum changes require approval and by whom, and
- b) which curriculum changes can be submitted for information only and to whom

The Senate Committee on Undergraduate Studies is prepared to take up immediately each of the above issues and prepare recommendations for consideration by Senate. However, given deadlines for submission, approval and publication of calendar materials, there is insufficient time to both resolve the aforementioned issues and review in any meaningful way the submissions from the Faculty of Arts (it is understood that submissions from the Faculties of Science and Education will be forthcoming). Under these conditions, the Senate Committee on Undergraduate Studies agreed to request that the recommendations from the Faculty of Arts be submitted to Senate and to further request that they be accompanied by a copy of this letter to you.

John Chase

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATEFrom SECRETARYSENATE COMMITTEE ON UNDERGRADUATE STUDIESSubject CURRICULUM AND CALENDAR CHANGESDate NOVEMBER 25, 1971

- DEPARTMENT OF PHILOSOPHY
- DEPARTMENT OF PSYCHOLOGY
- DEPARTMENT OF PSA

The Senate Committee on Undergraduate Studies gave consideration to the submissions of the Department of Philosophy and of Psychology and noted that a number of issues raised to a limited degree in the discussions on the proposals from Archaeology, Economics and Commerce, and the Department of Modern Languages continued in these proposals, some were intensified and additional ones were observed.

Lengthy discussion was held to determine the most appropriate action to be taken. This discussion included:

1. Some consideration of earlier actions as taken by Senate, e.g. the numbering of courses, and lack of clear policy, as debated recently on Kinesiology, with approval of the submission then made; Philosophy 207-3 - Selected Topics which was approved by Senate some considerable time ago, but the concern of some of the members in providing selected topics at that level, now brought to attention by the renumbering system in Philosophy; the frequency of use of "permission of instructor," as exemplified in the Psychology submission as a requirement for admission to any upper level seminar, but already approved by Senate and appearing in the calendar as it does for many courses.
2. Some discussion of the matter of items which clearly must be placed before Senate and some which might not, but without clear delineation - resulting in large volume of materials difficult to follow, under time constraints, lacking clear policy.
3. The difficulty of identifying what clearly is policy, what might be policy because of precedent actions, or what might have been single action without policy implication.
4. A consideration of the terms of reference of the Committee, of which body appropriately would undertake to clarify a number of the issues raised, and desirability of clear charge from Senate to undertake study.

5. A concern that holding the material in attempt to consider and resolve all possible policy issues would constitute significant change in practices without reasonable notification of policies which might be applied - a change of rules in mid-flow.
6. The standard operating procedures of the Committee, as announced to the University, that if substantive changes were made or proposed by the Committee the item would be referred back to the initiating body for its acceptance of the changes, or for further modifications, but with the proviso that if the initiating body desired the original submission to go forward to Senate this would be done, with the Committee presenting its position with the submission and the initiating body adding to its submission any further data it desired. (The lack of clarity on policies would inhibit clear-cut statements.)
7. The lack of members in attendance from the Faculty of Arts to respond to questions of concern to the Committee, and the impossibility of scheduling a special meeting to provide for this prior to consideration of the material by the Senate Agenda Committee for presentation to the December meeting of Senate, as generally desired.

Following consideration of the above and other factors, the Committee agreed that all of the submissions received from the Faculty of Arts be sent forward to Senate for its consideration, with the Chairman of the Committee to write to the Vice-President, Academic identifying a number of the issues, notably those arising from lack of clear policies, and identifying the willingness of the Committee to take up the issues to make recommendations thereon to Senate. It was understood that resolution of a number of the issues would take considerable time, but that it was desirable that they be initiated quickly for resolution hopefully in time that similar issues would not arise in consideration of items for the 1973-74 calendar.

It was requested that copy of the communication from the Chairman to the Vice-President, Academic accompany the bulk submission of the Faculty of Arts proposals to Senate.

(This explanation is provided at the request of the Senate Agenda Committee.)

HME/rn

SIMON FRASER UNIVERSITY

MEMORANDUM

ATTACHMENT IX

To SENATE

From SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

Subject REPORT ON CURRICULAR ISSUES RELATING
TO UNDERGRADUATE EDUCATION

Date OCTOBER 18, 1973

Issue 1 - PROCEDURES FOR REVIEWING AND APPROVING CURRICULUM CHANGES

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That SCUS normally will consider the Faculty Curriculum Committees to be the major investigatory body in matters relating to curriculum and review.
- b) That the recommendations of Faculty Curriculum Committees be received by the Senate Committee on Undergraduate Studies except under four conditions.
 - i) The documentation of the course proposed or program change is inadequate, i.e. the answers on the course proposal form and supporting memoranda where appropriate do not indicate how the course fits into the program, is too vaguely worded, etc.
 - ii) There is a specific reason, such as course overlap with another department which has not been adequately dealt with by the Faculty Curriculum Committee. The difference from the first condition is that SCUS must state specifically the reason for referral, whereas under the first condition, it may simply refer by indicating areas of insufficient documentation.
 - iii) Where a Faculty Curriculum Committee is unable to resolve an issue, it should clearly state the nature of the problem and refer to SCUS for a recommendation which must then be approved by the department(s) and Faculty

Curriculum Committee(s) concerned. If the parties involved agree to disagree, then the issue accompanied by the alternative solutions will be forwarded to Senate for resolution.

- iv) Where Faculty Undergraduate Curriculum Committee proposals do not conform to Senate policy or to the department's previously stated policy."

Issue 2 - OVERLAP OF COURSE CONTENT BETWEEN COURSES OFFERED WITHIN A DEPARTMENT, WITHIN A FACULTY, ACROSS FACULTIES

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That, in all cases where overlap in course content exists, Faculty Curriculum Committees be charged with requiring jointly approved and justified course proposals to be submitted by the departments involved. Such charge to apply to both departments within a single Faculty and across Faculties.
- b) That, where a jointly approved course proposal is not forthcoming from the departments involved, the issue be referred by the departments involved, to the Faculty Curriculum Committee(s) for resolution.
- c) That, where an overlap in course content cannot be resolved at either the department or Faculty level, the issue be resolved by Senate upon the recommendation of the Senate Committee on Undergraduate Studies."

Issue 3 - PROLIFERATION OF COURSE OFFERINGS

MOTION: "That Senate approve, as set forth in S.73-125,

- a) At the time of internal or external departmental review, departments be required to review all of their course offerings

with a view to eliminating those no longer appropriate to the department's objectives.

- b) That justification for the continuance of any specific course offering may be requested, at any time, by the Faculty Undergraduate Curriculum Committee, the Senate Committee on Undergraduate Studies or Senate.
- c) That any course not offered within a six semester period be deleted from the Calendar unless adequate justification for retaining the course is presented to the Senate Committee on Undergraduate Studies and Senate. The Senate Committee on Undergraduate Studies to be charged each semester with reviewing course offerings under this ruling and making appropriate recommendations to Senate."

Issue 4 - USE OF DIRECTED READINGS, DIRECTED STUDIES AND DIRECTED RESEARCH COURSES

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That the offering of all directed reading, directed study and directed research courses offered within a department be approved by the Departmental Chairman.
- b) That the chairman's approval be based upon a submission by the instructor covering each of the following:-
 - 1) a statement of how the course is to be conducted
 - 2) a statement of how the student's performance will be assessed for grading purposes
 - 3) a written statement by the student justifying his need to take this particular course in lieu of one of the regular courses offered by the department.
- c) That the present practice of having Senate approve the establishment of directed research/readings/and study courses for departments but not the content of such courses be continued.

- d) As a general principle, that an instructor in a directed research/readings/or study course should expect to meet with his students singly or together for weekly consultation.
- e) That departmental and Faculty curriculum committees be charged with the task of standardizing the credit hours assigned to their directed research/readings/and study courses.
- f) That only upper level students (those who have completed at least 60 semester credit hours) be eligible to enrol in directed research/readings/and study courses.
- g) That all Faculties be required to recommend to Senate policies regarding the maximum number of such courses (or credit hours) a student must take for credit toward the degrees of that Faculty.
- h) That vector numbers for all directed research/readings/or study courses be deleted from both the University's Calendar and Course Guide.
- i) That directed research/readings/or study courses not be permitted as substitutes for either required courses or special topics courses."

Issue 5 - USE OF SPECIAL TOPICS COURSES

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That departments include in the University's Calendar and Course Guide a general statement to the effect that special topics courses are offered and that students should obtain further information from the department prior to registration.
(Note: This initial contact would give departments an opportunity to learn what special topics students want to see initiated and thus facilitate the introduction of special topics courses.)
- b) That, as general University guidelines, special topics courses should be utilized to:

- 1) fill a particular gap in a department's curriculum
 - 2) respond to student/faculty interests which are worthwhile at the moment but not necessarily of continuing relevance to a department's program
 - 3) experiment with a particular subject matter area before considering it for introduction into the regular curriculum.
- c) That all Faculties recommend policies to Senate regarding the maximum number of such courses (or credit hours) a student may include for credit toward the degrees of that Faculty.
 - d) That the present practice of having Senate approve the establishment of special topics courses for departments but not the contents of such courses be continued.
 - e) That the Chairman, on the advice of the Departmental Undergraduate Curriculum Committee, be charged with approving the content of all special topics courses offered.
 - f) That once each semester, Deans of Faculties report to Senate on topics covered under special topics, such report to include:
 - 1) the calendar description of each course offered, including the course number, credit hours, vector description, course description.
 - 2) a detailed description of the specific courses offered including the name of the responsible faculty member, a course outline and/or syllabus, a reading list, and method of instruction.
 - 3) the number of students enrolled in each course.
 - g) That special topics courses be regarded as regularly scheduled courses, i.e. that class meetings are held on a regular basis.
 - h) That vector patterns for special topics courses be deleted from the University Calendar and incorporated into the Course Guide.
 - i) As a guiding principle for special topics courses, that one contact hour be set equal to one credit hour.

- j) That where a department wishes to deviate from principle i) above, a justification for the variance must be provided to the Faculty and Senate Undergraduate Curriculum Committees and to Senate."

Issue 6 - COURSE/CONTACT HOUR RELATIONSHIP (FOR REGULARLY SCHEDULED COURSES* ONLY)

- * A regularly scheduled course is defined as a semester length course expected to be meeting for a predetermined total number of contact hours per week in lecture, tutorial, seminar or laboratory as approved by Senate.

MOTION: "That Senate approve, as set forth in S.73-125,
That the determination of the appropriate relationship between credit and contact hours rest with departmental undergraduate curriculum committees subject to the approval of Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate."

Issue 7 - USE OF VECTOR PATTERNS (FOR REGULARLY SCHEDULED COURSES)

- MOTION: "That Senate approve, as set forth in S.73-125,
- a) That all vector patterns be eliminated from University Calendars.
 - b) That each course description contained in University calendars be accompanied by an indication of the nature of the course, e.g. lecture/tutorial, lecture/tutorial/laboratory, seminar, etc.
 - c) That within the total number of contact hours assigned to a course, and subject to the approval of the departmental undergraduate curriculum committee, the Chairman be permitted to vary the vector pattern. Such vector patterns to reflect only the in-class requirements and the calendar description of the course.
 - d) That vector patterns for all regularly scheduled courses be included in Course Guides.

- e) That only departmental approval be required for all course vector patterns to be included in the Course Guide; departmental approval to be in writing and submitted to the Registrar."

Issue 8 - RELATIONSHIP BETWEEN CONTACT HOURS AND OUT-OF-CLASS PREPARATION TIME

MOTION: None.

Issue 9 - RETROACTIVITY OF CALENDAR CHANGES AS THEY AFFECT GRADUATION REQUIREMENTS

MOTION: "That Senate approve, as set forth in S.73-125,

Before or upon entering the final 60 credit hours (72 credit hours for the Honors program) students must make a formal Declaration of Major (or Honors) with this formal declaration to establish the requirements for graduation as indicated in the published Calendar in effect at the time of the declaration. A change of major or honors field will be deemed a new declaration."

Issue 10 - MORATORIUM ON CALENDAR CHANGES

MOTION: None.

Issue 11 - CRITERIA FOR NUMBERING COURSES

MOTION: "That Senate approve, as set forth in S.73-125,

That the following criteria be established as guidelines for

departments in determining the number levels to be assigned individual courses:

- 1) 000 level courses
- 2) 100 level courses - are designed to introduce students to a discipline at the University level; students will normally be expected to enrol in such courses during their first and second levels of University; such courses will not demand prerequisites at the University level although previous learning experiences in the discipline or related disciplines at the secondary school level may be recommended or required.
- 3) 200 level courses - assume either previous learning experiences in the discipline or related disciplines; both content and teaching level will be more advanced than courses offered at the 100 level; students will normally be expected to enrol in such courses during their third and fourth levels of University; pre- and co-requisites may be identified.
- 4) 300 level courses - assume a substantive amount of previous learning experiences in either the discipline or related disciplines; both content and teaching level will be more advanced than courses offered at the 200 level; students will normally be expected to enrol in such courses during their fifth and sixth levels of University; only in exceptional circumstances will courses offered at this level not have pre- and/or co-requisites associated with them.
- 5) 400 level courses - assume a substantive amount of previous learning experiences in either the discipline or related disciplines; both content and teaching level will be more advanced than courses offered at the 300 level; students will normally be expected to enrol in such courses during their seventh and eighth levels of University; pre-requisites will always be demanded for courses offered at this level."

Issue 12 - OPERATING PROCEDURES FOR WAIVING COURSE, DEPARTMENT AND FACULTY REQUIREMENTS

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That departmental chairmen be empowered in special cases to waive departmental regulations on the recommendation of the departmental undergraduate curriculum committee; that Deans of Faculties be empowered in special cases to waive Faculty regulations on the recommendation of Faculty undergraduate curriculum committees.
- b) That the primary criteria under which waivers may be granted be established as follows:
 - 1) where a student has been misadvised and can provide substantive evidence
 - 2) where a student can demonstrate to a department that he has formal training or background for which he did not receive direct course academic transfer credit. (The waiver does not include the granting of additional formal semester hours credit, but may remove the necessity of undertaking certain prescribed courses.)
 - 3) where departmental programs have changed and eliminated courses or otherwise substantially changed the graduation requirements affecting the student
 - 4) where a student has satisfied the spirit but not the letter of University, Faculty or departmental regulations.
- c) That departmental offices, in the case of departmental waivers, and dean's offices, in the case of Faculty waivers, maintain documentation on all waivers granted and advise in writing the department concerned, the student and the Registrar where affirmative action has been taken on a waiver request."

SIMON FRASER UNIVERSITY

S.73-125

MEMORANDUM

Senate

From.. Senate Committee on Undergraduate.....

Studies

Subject..... REPORT ON CURRICULAR ISSUES RELATING
TO UNDERGRADUATE EDUCATION

Date... October 18, 1973.....

The Senate Committee on Undergraduate Studies has approved the attached recommendations on a series of issues referred to it by the Vice-President, Academic. The process by which these recommendations was produced is described on pages 1 and 2 of the report.

It should be noted that all of the questions referred to the Committee have been dealt with in this report with one exception. That is item 9, the period and mechanism for dropping courses, which was discussed at length but deferred until full consideration has been given to a report on grading which is also before the Committee at this time.

The procedure adopted by S.C.U.S. in discussing this report was to consider and approve each item separately, following which the report as a whole was approved for transmission to Senate. In order to facilitate discussion, however, each recommendation has been made the subject of a separate Senate motion.



I. Mugridge

/mt

Encl.

REPORT TO

SENATE

FROM

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

REGARDING

CURRICULAR ISSUES RELATING TO UNDERGRADUATE EDUCATION

AT

SIMON FRASER UNIVERSITY

Dr. I. Mugridge
Chairman

BACKGROUND INFORMATION

CHARGE TO THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Pursuant to discussion with the Senate Committee on Undergraduate Studies and the Senate Undergraduate Appeals Board, Dr. B.G. Wilson, Academic Vice President, requested in March 1972, that the Senate Committee on Undergraduate Studies examine the following questions:

1. The relationship between credit and contact hours and the continued use of vector numbers.
2. The overlap of material between courses and between departments.
3. The proliferation of course offerings.
4. The use of directed studies courses, especially special topics courses and reading courses.
5. The procedures for reviewing curriculum changes and policies affecting retroactivity of curriculum changes especially the applicability of such changes to students who enrolled before they were made.
6. The criteria for numbering of courses.
7. The use of introductory courses at the 300 level for non-major students.
8. The mechanics for waiving course requirements.
9. The period and mechanism for dropping courses.

In response to Dr. Wilson's request, the Senate Committee on Undergraduate Studies appointed a Sub-Committee consisting of Professor I. Allen, Faculty of Education (Chairman); Professor H. Sharma, Faculty of Science; Professor J. Tietz, Faculty of Arts; and Dr. J. Chase, Academic Planner, to examine the issues raised by Dr. Wilson and report back to it at the earliest possible date.

Evidential Basis for the Report

To provide a basis for its recommendations, the Sub-Committee sought information on both present practice and alternatives to those practices. In this regard, it has:

1. met with members of the Registrar's Office staff and administrative representatives of the Dean's Office of each Faculty.
2. met with members of the joint Senate Committee on Undergraduate Studies/ Senate Undergraduate Appeals Board Sub-committee charged with examining and recommending on:
 - a) the academic probation system
 - b) evaluation mechanism(s) for students
 - c) specification of University standards relating to the significance of specific grades in terms of performance
 - d) graduation grade point average.
3. formulated a questionnaire based on the issues under review: within the Faculty of Science it was circulated to all departmental chairmen for written response; within the Faculty of Arts, Professor Tietz conducted personal interviews with each of the departmental chairmen; within the Faculty of Education and the Division of General Studies, personal interviews were conducted with each of the chairmen and directors by Professor Allen.
4. met with each of the student senators to seek their opinions on the issues identified in the questionnaire.
5. solicited opinions from the University community.

On the basis of its discussions with Deans, Departmental Chairmen, faculty members, students and administrative staff, the sub-committee of the Senate Committee on Undergraduate Studies offered a series of recommendations to the full Committee. Following discussion of this report with departments and within the Committee, the Senate Committee on Undergraduate Studies now makes the following recommendations to Senate.

1. Issue

PROCEDURES FOR REVIEWING AND APPROVING CURRICULUM CHANGES

Recommendations

- a) That SCUS normally will consider the Faculty Curriculum Committees to be the major investigatory body in matters relating to curriculum and review.
- b) That the recommendations of Faculty Curriculum Committees be received by the Senate Committee on Undergraduate Studies except under four conditions.
 - i) The documentation of the course proposed or program change is inadequate, i.e. the answers on the course proposal form and supporting memoranda where appropriate do not indicate how the course fits into the program, is too vaguely worded, etc.
 - ii) There is a specific reason, such as course overlap with another department which has not been adequately dealt with by the Faculty Curriculum Committee. The difference from the first condition is that SCUS must state specifically the reason for referral, whereas under the first condition, it may simply refer by indicating areas of insufficient documentation.
 - iii) Where a Faculty Curriculum Committee is unable to resolve an issue, it should clearly state the nature of the problem and refer to SCUS for a recommendation which must then be approved by the department(s) and Faculty Curriculum Committee(s) concerned. If the parties involved agree to disagree, then the issue accompanied by the alternative solutions will be forwarded to Senate for resolution.
 - iv) Where Faculty Undergraduate Curriculum Committee proposals do not conform to Senate policy or to the department's previously stated policy.

Rationale

Curriculum changes encompass:

- a) changes in departmental graduation requirements for major and honors students
- b) additions and deletions of course offerings
- c) changes in course content
- d) changes in course numbering
- e) changes in course credit assignments
- f) changes in course vector patterns
- g) changes in pre- and co- requisites for individual courses
- h) changes in Faculty graduation requirements
- i) editorial changes

With the exception of the latter, which are approved by the Registrar, the remaining curriculum changes wind a laborious route through departmental undergraduate curriculum committees, Faculty undergraduate curriculum committees, the Senate Committee on Undergraduate Studies and Senate. Since the role to be performed in the curriculum revision and review process of each committee and Senate have not been clearly delineated, unnecessary duplication and much time consuming effort occurs because each feels obligated to undertake a comprehensive review of all that has gone on before. These problems have been further compounded by the lack of a standardized format for submitting proposed curriculum changes for review.

We do not believe it is desirable to eliminate any of the review bodies from the review process. Rather, we believe that most difficulties can be minimized by clearly designating one body as being the major investigatory body in matters pertaining to curriculum and review. This body, we believe, should be the Faculty Curriculum Committees.

2. Issue

OVERLAP OF COURSE CONTENT BETWEEN COURSES OFFERED WITHIN A DEPARTMENT, -
WITHIN A FACULTY, ACROSS FACULTIES

Recommendations

- a) That, in all cases where overlap in course content exists, Faculty Curriculum Committees be charged with requiring jointly approved and justified course proposals to be submitted by the departments involved. Such charge to apply to both departments within a single Faculty and across Faculties.
- b) That, where a jointly approved course proposal is not forthcoming from the departments involved, the issue be referred by the departments involved, to the Faculty Curriculum Committee(s) for resolution
- c) That, where an overlap in course content cannot be resolved at either the department or Faculty level, the issue be resolved by Senate upon the recommendation of the Senate Committee on Undergraduate Studies.

Rationale

We agree that course content overlap may be justified in those instances where, depending on the focus and integrative framework of the lecturer, similar materials are approached in quite different fashion. In our review, we have found a number of existing areas where appreciable and, from our point of view, unjustified course content overlap exists.

We have no panacea for such problem areas. At a minimum, however, we believe it is essential that Faculty Curriculum Committees be charged with requiring jointly approved and justified course proposals from those departments where overlap in course content exists. Where the problem is not resolvable at the departmental or Faculty level, it will have to be resolved by Senate upon the recommendation of the Senate Committee on Undergraduate Studies.

3. Issue

PROLIFERATION OF COURSE OFFERINGS

Recommendations

- a) At the time of internal or external departmental review, departments

- be required to review all of their course offerings with a view to eliminating those no longer appropriate to the department's objectives.
- b) That justification for the continuance of any specific course offering may be requested, at any time, by the Faculty Undergraduate Curriculum Committee, the Senate Committee on Undergraduate Studies or Senate.
 - c) That any course not offered within a six semester period be deleted from the Calendar unless adequate justification for retaining the course is presented to the Senate Committee on Undergraduate Studies and Senate. The Senate Committee on Undergraduate Studies to be charged each semester with reviewing course offerings under this ruling and making appropriate recommendations to Senate.

Rationale

Most departments do review their programs yearly. While no department has a defined procedure for undertaking the review, such factors as changes in graduate school emphases, changes in the academic complexion of the department due to new hiring and replacement, student inputs, and interdisciplinary factors are considered by all departments. Even so, the number of individual undergraduate courses offered and taken between the fall semester 1965 and the fall semester 1972 was 1161. Considering only the period from Spring semester 1971 through the fall semester 1972, 266 of the 1161 courses have not been offered at all. It is on the basis of these statistics that we offer our recommendations for consideration.

4. Issue

USE OF DIRECTED READINGS, DIRECTED STUDIES AND DIRECTED RESEARCH COURSES

Recommendations

- a) That the offering of all directed reading, directed study and directed research courses offered within a department be approved by the Departmental Chairman.

- b) That the chairman's approval be based upon a submission by the instructor covering each of the following:-
- 1) a statement of how the course is to be conducted
 - 2) a statement of how the student's performance will be assessed for grading purposes
 - 3) a written statement by the student justifying his need to take this particular course in lieu of one of the regular courses offered by the department.
- c) That the present practice of having Senate approve the establishment of directed research/readings/and study courses for departments but not the content of such courses be continued.
- d) As a general principle, that an instructor in a directed research/readings/or study course should expect to meet with his students singly or together for weekly consultation.
- e) That departmental and Faculty curriculum committees be charged with the task of standardizing the credit hours assigned to their directed research/readings/and study courses.
- f) That only upper level students (those who have completed at least 60 semester credit hours) be eligible to enrol in directed research/readings/and study courses.
- g) That all Faculties be required to recommend to Senate policies regarding the maximum number of such courses (or credit hours) a student may take for credit toward the degrees of that Faculty.
- h) That vector numbers for all directed research/readings/or study courses be deleted from both the University's Calendar and Course Guide.
- i) That directed research/readings/or study courses not be permitted as substitutes for either required courses or special topics courses.

Rationale

Most departments offer such courses. While their purpose has never been formally defined, patterns of use have become established. These courses

are seen as (i) providing opportunities for students wanting either in-depth treatment of particular areas summarily covered in lecture or seminar courses, or new topics of mutual interest to students and faculty, (ii) being appropriate only for students enrolled in the upper levels, and (iii) being appropriate for groups of students as well as students working independently. The directed readings/studies/research labels have been utilized where the mode of operation is essentially one of reading or research or tutorial. Where lectures and more formal instruction are given, a special topics label is generally considered more appropriate.

Student contact hours vary considerably. Some departments require a one hour meeting per week for a three credit course, some two hours per week for a five credit course, and some simply leave it to the instructor and student to arrange an appropriate number of meetings.

There is no uniform relationship between credit and contact hours. However, general agreement exists that credit should be based on the amount of work required rather than on the amount of time spent with the instructor.

In some but not all departments, the topics of such courses must be approved usually by the departmental undergraduate curriculum committee.

Unfortunately, use of these courses has been subject to some abuse, the extent of which has been impossible to ascertain. However, it is clear that such courses have now become an almost integral part of the curriculum which was not the original intent. Furthermore, they have been used to substitute for required courses, contrary to Senate expectations. Together with the special topics courses, they are the only courses given in the University whose content does not require the approval of the department, Faculty, the Senate Committee on Undergraduate Studies or Senate.

We are convinced that such courses can be beneficial to both students and faculty, but we are equally convinced that each department should be obliged to develop protective mechanisms which will guard against the abuse of such

courses. To this end, we have made the above recommendations.

5. Issue

USE OF SPECIAL TOPICS COURSES

Recommendations

- a) That departments include in the University's Calendar and Course Guide a general statement to the effect that special topics courses are offered and that students should obtain further information from the department prior to registration. (Note: This initial contact would give departments an opportunity to learn what special topics students want to see initiated and thus facilitate the introduction of special topics courses.)
- b) That, as general University guidelines, special topics courses should be utilized to:
 - 1) fill a particular gap in a department's curriculum
 - 2) respond to student/faculty interests which are worthwhile at the moment but not necessarily of continuing relevance to a department's program
 - 3) experiment with a particular subject matter area before considering it for introduction into the regular curriculum.
- c) That all Faculties recommend policies to Senate regarding the maximum number of such courses (or credit hours) a student may include for credit toward the degrees of that Faculty.
- d) That the present practice of having Senate approve the establishment of special topics courses for departments but not the contents of such courses be continued.
- e) That the Chairman, on the advice of the Departmental Undergraduate Curriculum Committee, be charged with approving the content of all special topics courses offered.
- f) That once each semester, Deans of Faculties report to Senate on topics covered under special topics, such report to include:

- 1) the calendar description of each course offered, including the course number, credit hours, vector description, course description.
 - 2) a detailed description of the specific courses offered including the name of the responsible faculty member, a course outline and/or syllabus, a reading list, and method of instruction.
 - 3) the number of students enrolled in each course.
- g) That special topics courses be regarded as regularly scheduled courses, i.e. that class meetings are held on a regular basis.
- h) That vector patterns for special topics courses be deleted from the University Calendar and incorporated into the Course Guide.
- i) As a guiding principle for special topics courses, that one contact hour be set equal to one credit hour.
- j) That where a department wishes to deviate from principle i) above, a justification for the variance must be provided to the Faculty and Senate Undergraduate Curriculum Committees and to Senate.

Rationale

Special topics courses are currently offered by departments in all four Faculties.

Some departments determine special topics courses on petition of students to the Departmental Undergraduate Curriculum Committee; others on the basis of faculty preference again with the approval of the Departmental Undergraduate Curriculum Committee. In general, topics are approved which fill a particular gap in the department's curriculum or which suit student/faculty interests which are worthwhile at the moment but not necessarily of continuing relevance to the department's program.

Staffing practices vary. In some cases, it is by the faculty member proposing the course and is considered as part of his regular teaching load. In other cases, staffing is on a surplus basis, while in still other cases, special topics courses are taken as teaching overloads by members of regular faculty.

Special topics courses become part of the regular curriculum only if successfully offered at least once and are judged to be central enough to the department's curriculum to be recommended to Senate as a regular course offering by the department's undergraduate curriculum committee. Notice of special topics courses is provided to students in a variety of ways -- Course Guide, departmental Student Guides, and public advertising both in the Peak and via posters and notices.

Like directed research/studies/and reading courses, the establishment of such courses is approved by Senate but not the actual content.

We have uncovered no evidence that such courses are being abused by any department of the University. At the same time, we note that some of the special topics courses have been subdivided, thus having the effect of greatly increasing the number of such courses which can be offered by a particular department or Faculty. We believe that this practice is contrary to the intent of Senate and should not be permitted.

We have carefully considered whether or not to recommend that approval of the content of special topics courses be handled in the same way as for regularly scheduled courses of the University. Because a given special topic is normally offered only once, we believe that responsibility for approving the content of particular offerings should rest with departmental chairmen. To guard against possible abuse, we have recommended that each department, through the Faculty Dean, report each semester to Senate on its offerings. In this way, Senate can maintain control without individually approving the content of each course offered.

6. Issue

COURSE/CONTACT HOUR RELATIONSHIP (FOR REGULARLY SCHEDULED COURSES* ONLY)

* A regularly scheduled course is defined as a semester length course expected to be meeting for a predetermined total number of contact hours per week in lecture, tutorial, seminar or laboratory as approved by Senate.

Recommendation

1. That the determination of the appropriate relationship between credit and contact hours rest with departmental undergraduate curriculum committees subject to the approval of Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate.

Rationale

For both lower and upper division courses within the Faculty of Education, contact hours generally equal credit hours. This relationship applies irrespective of whether the contact hour is in lecture, tutorial, seminar or laboratory.

Within the Faculty of Interdisciplinary Studies, practices differ. In Communication Studies, a one-to-one relationship generally exists although laboratory and tutorial contact hours in excess of credit hours are sometimes required for upper division courses. In Kinesiology, lower division courses operate on a one-to-one basis but the amount of contact time per credit hour increases with upper division courses. In other areas of the Faculty of Interdisciplinary Studies, the relationship depends primarily on the amount of outside class work required although follow-up is weak. For lower division courses offered by the Faculty of Arts, contact hours equal credit hours. This is true irrespective of whether the contact hour is in lecture, tutorial, seminar or laboratory. The only identified exceptions to this policy are Commerce 223-5 and three or four D.M.L. four credit language courses. Credit for upper division courses offered by the Faculty of Arts is either two, three or five hours. For both the two and three credit hour upper division courses, two laboratory hours equal one hour of credit while one hour of tutorial, seminar or lecture equals one credit hour.

The major point of variation within the Faculty of Arts is that different departments, and sometimes different courses within the same department,

do not require the same amount of in-class time for a five credit hour course. Some require five hours of in-class time, others three. So far as it has been possible to establish, no seminar meets for less than three hours per week* although two departments sometimes allow a seminar to meet two hours per week provided the faculty member sets aside a fixed time for individual instruction for each enrollee in the seminar, usually one hour per student. In general, most departments in the Faculty of Arts give five hours of credit for three hours of in-class seminar work.

All departments in the Faculty of Science equate one credit hour to one lecture hour. Tutorial contact hours are not counted. Practice varies regarding laboratory hours. The Department of Chemistry sets one credit hour equal to two laboratory hours. In the Department of Biological Sciences, the relationship is one to three. In the Department of Physics, one credit hour equals two laboratory hours, three credit hours equal four laboratory hours and four credit hours equal six laboratory hours.

While departments recognized the need for University standards in this area, there was no unanimity as to a proposed standard. The options expressed were:

- a) relate credit hours solely to lecture hours taught
- b) one-to-one relationship for non-laboratory courses with courses involving laboratory work requiring a greater number of contact hours per hour of credit
- c) relating credit hours to the amount of outside work required
- d) relating credit hours to the amount of both in-class and out-of-class time required for the course
- e) relating credit hours to difficulty of materials encompassed by the course
- f) one-to-one relationship for all lower division courses. For upper division courses, no less than two contact hours for a two credit hour, no less than three contact hours for a three credit course, and no less than four contact hours for a five credit course. No distinction to be made between lecture, tutorial, seminar or laboratory contact hours.

The difficulty with option (a) is that it forces all courses to be offered on a lecture basis since the proposal would provide no credit for seminar courses. Options (c), (d) and (e) would be difficult, if not impossible, to legislate because of the lack of definitive norms against which to measure either the amount of outside work spent on the course or the difficulty of course materials. Moreover, the amount of time spent by individual students on a given course is as much a function of the student's interest and ability as it is class assignments or difficulty of course material. Thus, only options (b) and (f) appeared to merit further consideration.

Implementation of either alternative (b) or (f) or some combination thereof would require a major reorganization of the curriculum in both the Faculty of Arts and the Faculty of Science. While there was no disagreement with the principle that a relationship between credit and contact hours is desirable in an ad novum situation, the Committee is convinced that the costs involved in a major restructuring of the present curriculum of two Faculties far outweigh the benefits to be derived from implementation of a University or even Faculty-wide credit/contact hour relationship.

Our recommendation, therefore, is that the determination of the credit/contact hour relationship for particular courses be left to the discretion of departments proposing the course; departments should, however, be prepared to justify their recommendations before Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate.

7. Issue

USE OF VECTOR PATTERNS (FOR REGULARLY SCHEDULED COURSES)

Recommendations

- a) That all vector patterns be eliminated from University Calendars
- b) That each course description contained in University calendars be accompanied by an indication of the nature of the course, e.g. lecture/

tutorial, lecture/tutorial /laboratory, seminar, etc.

- c) That within the total number of contact hours assigned to a course, and subject to the approval of the departmental undergraduate curriculum committee, the Chairman be permitted to vary the vector pattern. Such vector patterns to reflect only the in-class requirements and the calendar description of the course.
- d) That vector patterns for all regularly scheduled courses be included in Course Guides.
- e) That only departmental approval be required for all course vector patterns to be included in the Course Guide; departmental approval to be in writing and submitted to the Registrar.

Rationale

There is considerable confusion regarding vector patterns. This is attributable to the multiple uses for which they are currently utilized. In some cases vector patterns indicate the lecture, tutorial, laboratory pattern of a course. Others utilize the first vector number to indicate the amount of outside work required. Seminars present special problems with some departments indicating vector patterns of 0-5-0 and others the vector 2-3-0. There is agreement, however, that current vector patterns:

- a) often do not bear any relationship to either the contact hours of the course or the credit hours assigned to it.
- b) need not reflect the way in which the course is actually taught.
- c) will vary from semester to semester for individual courses dependent upon the instructor
- d) serve no useful purpose in the University's Calendar
- e) would be of assistance to students if placed in the Course Guide provided they carried a consistent meaning.

Because teaching method and content influence students' choice of courses, it is reasonable to expect that accurate information on both will be supplied to

students in advance of the course. We recognize that individual faculty members will vary in their teaching approach to the same course and that the once-a-year publication of the University's Calendar does not provide an opportunity to reflect these semester changes. Furthermore, the University's Calendar is a statement of general policies and principles and we find little justification for the continued inclusion in it of vector patterns. Because the Calendar is used to determine transfer credit for students enrolling at other universities who have taken courses at this University and because it is a general guide for students taking courses at Simon Fraser, we have recommended that each course description contained in the Calendar be accompanied by a general description of the manner in which the course will be taught. Since the Course Guide provides information on individual semester course offerings, we believe that it is the appropriate place in which to incorporate course vector patterns.

8. Issue

RELATIONSHIP BETWEEN CONTACT HOURS AND OUT-OF-CLASS PREPARATION TIME

Recommendation

None

Rationale

Present practice varies. Two departments indicated approximately three to four hours of outside preparation for each contact hour in lower division courses; three departments indicated two hours for every weekly contact hour for all courses. One department indicated three hours per week of outside preparation for each semester hour of credit.

As previously noted, out-of-class effort on the part of students is as much a function of their interest and innate ability as it is the amount of work required or the difficulty of the assignment. Furthermore, while the University theoretically has some responsibility to ensure that the amount of outside class work demanded by individual course instructors is reasonable, there is

no practical way in which it can exercise its responsibility. Therefore, while the Committee recognizes that a principle or guideline would be desirable, it is not prepared to recommend that which cannot be enforced.

9. Issue

RETROACTIVITY OF CALENDAR CHANGES AS THEY AFFECT GRADUATION REQUIREMENTS

Recommendation

Before or upon entering the final 60 credit hours (72 credit hours for the Honors program) students must make a formal Declaration of Major (or Honors) with this formal declaration to establish the requirements for graduation as indicated in the published Calendar in effect at the time of declaration. A change of major or honors field will be deemed a new declaration.

Rationale

Within the Faculty of Arts, students must make a formal Declaration of Major and this formal declaration establishes the exact requirements for graduation as indicated in the published Calendar in effect at the time of declaration. A change of major is deemed to be a new declaration. A declaration of a major is valid for five calendar years.

Both the Faculty of Education and the Faculty of Science are silent as to the effect of Calendar changes on graduation requirement.

University opinion is divided on what policy ought to apply. Some believe that a student should be able to graduate under the requirements of any calendar published during the period in which he is enrolled at Simon Fraser. They argue that the graduation requirements contained in all calendars are subject to Senate approval and students might reasonably be expected to have made program decisions on the basis of any of the Calendars to which they were subject. The disadvantages of this approach are twofold. First, it complicates both academic advising and departmental and Faculty Curriculum Committees' consideration of whether individual students have fulfilled graduation requirements. Second, and more serious, is that substantial numbers of students take considerably

longer than four or five years to fulfill graduation requirements. If such a policy were enacted, it would permit students to graduate under regulations no longer deemed appropriate or desirable.

Others believe that the Calendar governing the student should be the one in force at the time of the students' major or honors declaration. Furthermore, it is generally agreed that a student changing from a major to an honors program (or vice versa) within the same department should not be considered as changing the calendar governing him. It should be the one in force at the time of his first declaration in the department. The reason for this is that the major student takes many of the same courses as does the honors student and has to fulfill many of the same requirements. He has fitted himself into a pattern which contains upper division work for both majors and honors students as described in the Calendar of his declaration. This is the pattern he should stick with since, for the most part, changes from major to honors programs (and vice versa) will involve upper level students and should not commit them to what sometimes is a totally different set of regulations.

The advantages of this approach are:

- a) it facilitates the task of both academic advising and Departmental and Faculty Curriculum Committees who must review the work performed by individual students before recommending them for degrees and,
- b) the student is able to build a degree program on the graduation requirements contained in a specific calendar.

The primary disadvantage of this approach is that:

- a) majors of students may be, and often are, changed several times prior to graduation in each of which instances, the requirements for graduation may change.

We see advantages to both approaches. However, given the extent to which departmental and Faculty graduation requirements have changed since the inception of the University, we are more inclined toward the latter than the former approach.

10. Issue

MORATORIUM ON CALENDAR CHANGES

Recommendations

None

Over the past six years, the program requirements and course offerings of many departments have changed frequently. This situation poses a number of difficulties for students and for other departments whose programs interact with those which are revised. Furthermore, it appears to us that because departments have been changing their programs so rapidly, there has often been insufficient time to obtain adequate assessments of the strength and weaknesses of their existing programs.

For these reasons, we believe it would be desirable to impose a two year moratorium whenever a Faculty or department has made substantial revisions to its undergraduate curriculum. This moratorium is the minimum time span that would be permitted to pass in order to allow adequate assessment of the implications of the changes on both students and other departments.

We are not prepared, however, to offer this as a formal recommendation for the following reasons. First, if an action taken has proven unworkable, it should be corrected at the earliest possible date. Second, the introduction of new programs clearly demand that opportunities be provided to them for experimentation. Third, and probably most important, we were unable to agree on a workable definition of "substantial revisions to its undergraduate curriculum". In the absence of such a definition, we foresaw endless and what appears to us to be, unjustified debate over whether or not proposed curriculum changes could be introduced for consideration. For these reasons, we can only suggest that Faculties and departments provide sufficient time to pass that previously introduced curriculum changes may be adequately assessed.

11. Issue

CRITERIA FOR NUMBERING COURSES

Recommendations

- a) That the following criteria be established as guidelines for departments in determining the number levels to be assigned individual courses:
 - 1) 000 level courses
 - 2) 100 level courses -- are designed to introduce students to a discipline at the University level; students will normally be expected to enrol in such courses during their first and second levels of University; such courses will not demand prerequisites at the University level although previous learning experiences in the discipline or related disciplines at the secondary school level may be recommended or required.
 - 3) 200 level courses -- assume either previous learning experiences in the discipline or related disciplines; both content and teaching level will be more advanced than courses offered at the 100 level; students will normally be expected to enrol in such courses during their third and fourth levels of University; pre- and co-requisites may be identified.
 - 4) 300 level courses -- assume a substantive amount of previous learning experiences in either the discipline or related disciplines; both content and teaching level will be more advanced than courses offered at the 200 level; students will normally be expected to enrol in such courses during their fifth and sixth levels of University; only in exceptional circumstances will courses offered at this level not have pre- and/or co-requisites associated with them.
 - 5) 400 level courses -- assume a substantive amount of previous learning experiences in either the discipline or related disciplines; both content and teaching level will be more advanced than courses offered at the 300 level; students will normally be expected to enrol in such courses during their seventh and eighth levels of University; pre-requisites will always be demanded for courses offered at this level.

Rationale

Currently, there are no University guidelines available for determining the appropriate numerical level, i.e. 100, 200, 300 or 400 to be assigned individual courses. Lacking such guidelines, departments have had to use their own discretion with the result that differences in numbering philosophy have become apparent producing both endless and fruitless debate in Faculty Curriculum Committees, the Senate, Committee on Undergraduate Studies and Senate. To minimize the debate relating to numbering changes, we have recommended a set of criteria to be utilized in establishing numbers for individual courses. It should be understood that adoption of these guidelines does not carry with it a commitment that all departments adopt a 100, 200, 300, 400 course numbering policy. For example, the Department of English has no 300 level courses. Such deviations from the recommendations should be permitted provided they are acceptable to the Faculty Curriculum Committee, Senate Committee on Undergraduate Studies and Senate.

12. Issue

OPERATING PROCEDURES FOR WAIVING COURSE, DEPARTMENT AND FACULTY REQUIREMENTS

Recommendations

- a) That departmental chairmen be empowered in special cases to waive departmental regulations on the recommendation of the departmental undergraduate curriculum committee; that Deans of Faculties be empowered in special cases to waive Faculty regulations on the recommendation of Faculty undergraduate curriculum committees.
- b) That the primary criteria under which waivers may be granted be established as follows:
 - 1) where a student has been misadvised and can provide substantive evidence
 - 2) where a student can demonstrate to a department that he has formal training or background for which he did not receive direct course academic transfer credit. (The waiver does not include the granting of additional formal semester hours credit, but may remove the necessity of undertaking certain prescribed courses.)

- 3) where departmental programs have changed and eliminated courses or otherwise substantially changed the graduation requirements affecting the student.
 - 4) where a student has satisfied the spirit but not the letter of University, Faculty or departmental regulations.
- c) That departmental offices, in the case of departmental waivers, and dean's offices, in the case of Faculty waivers, maintain documentation on all waivers granted and advise in writing the department concerned, the student and the Registrar where affirmative action has been taken on a waiver request.

Rationale

Practice varies throughout the University particularly as regards departmental regulations. In some cases, departments retain the right to waive their own regulations through their undergraduate curriculum committees. In other cases, dean's approval is required. Dean's waivers are generally not given without a favorable department recommendation though a favorable departmental recommendation might be refused.

The criteria for granting waivers also varies. In some departments and Faculties, the criteria vary but the general principle followed is that they will be given only to very good students in exceptional circumstances. Other departments and Faculties are more lenient on the grounds that many departmental and Faculty requirements have changed substantially each year of the last six years with the result that students have been misadvised and regulations have been adopted the implications of which for individual students have not been fully understood. Under such conditions it is agreed that it is patently unfair to apply these regulations to students simply because they are the existing University regulations.

Documentation practices also vary. In some cases, documentation is maintained by the Department for its own majors and honors students, in other cases

by the Dean's offices and in still others, by both. Clearly there is insufficient communication with the Registrar's Office for the purpose of formally recording the approved waiver.

We are of the opinion that there should be relatively few instances in which waivers are granted. We recognize, however, that such cases occur and that provision needs to be made for them in the context of University policy. To ensure as much consistency as possible in the granting of waivers across the University, we believe that only departmental chairmen should be empowered to waive departmental regulations and deans to waive Faculty regulations, upon the recommendation of departmental undergraduate curriculum committees and Faculty undergraduate curriculum committees respectively. We do not envision however, that all individual cases will have to go before departmental or Faculty curriculum committees since it is expected that case law principles can be developed to provide general operating guidelines for departmental chairmen and deans.

We believe it is essential that such waivers be formally recorded and have, therefore, recommended that where affirmative action is taken on a waiver request, the departmental chairman or dean concerned advise in writing the student and the Registrar of the action taken.

SIMON FRASER UNIVERSITY

S.74

MEMORANDUM

ATTACHMENT X

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject FURTHER REPORT - CURRICULUM ISSUES
RELATING TO UNDERGRADUATE EDUCATION

Date FEBRUARY 11, 1974

Issue 1. PROCEDURES FOR REVIEWING AND APPROVING CURRICULUM CHANGES

MOTION: "That Senate approve, as set forth in S.74-

- a) That SCUS normally will consider the Faculty Curriculum Committees to be the major investigatory body in matters relating to curriculum and review.
- b) That the recommendations of Faculty Curriculum Committees as approved by the relevant Faculty will be returned to the Faculty after consideration by the Senate Committee on Undergraduate Studies if one or more of the following conditions obtain.
 - i) The documentation of the course proposed or program change is inadequate, i.e. the answers on the course proposal form and supporting memoranda where appropriate do not indicate how the course fits into the program, is too vaguely worded, etc.
 - ii) There is a specific reason, such as course overlap with another department, which has not been adequately dealt with by the Faculty Curriculum Committee. The difference from the first condition is that SCUS must state specifically the reason for referral, whereas under the first condition, it may simply refer by indicating areas of insufficient documentation.
 - iii) Where a Faculty Curriculum Committee is unable to resolve an issue, it should clearly state the nature of the problem and refer to SCUS for a recommendation which must then be approved by the department(s) and Faculty Curriculum Committee(s) concerned. If the parties involved agree to disagree, then the issue accompanied by the alternative solution will be forwarded to Senate for resolution.
 - iv) Where Faculty Curriculum Committee proposals

do not conform to Senate policy or to the department's previously stated policy."

Issue 4. USE OF DIRECTED READINGS/DIRECTED STUDIES AND DIRECTED RESEARCH COURSES

MOTION: "That Senate approve, as set forth in S.74-

- a) That each offering of a direct reading, directed study or directed research course within a department require the approval of the Departmental Chairman.
- b) That the chairman's approval be based upon a submission by the instructor covering each of the following:
 1. a description of the content of the course
 2. a statement of how the course is to be conducted
 3. an assessment of the relation between workload and credit hours assigned to the course
 4. a statement of how the student's performance will be assessed for grading purposes
 5. a written statement justifying the need for the particular course rather than one of the regular courses offered by the department.
- c) That the present practice of having Senate approve the establishment of directed research/readings/and study courses for departments but not the content of such courses be continued.
- d) As a general principle, that an instructor in a directed research/readings/or study course should expect to meet with his students at least weekly.
- e) That vector numbers for all directed research/readings/or study courses be deleted from both the University's Calendar and Course Guide.
- f) That directed research/readings/or study courses not be permitted (except under the circumstances provided in Senate paper S.73-125, Issue 12, Motion C) as substitutes for either required courses or special topics courses."

Issue 6. COURSE/CONTACT HOUR RELATIONSHIP (FOR REGULARLY SCHEDULED COURSES ONLY)

**A regularly scheduled course is defined as a semester length course expected to be meeting for a predetermined number of contact hours per week in lecture, tutorial, seminar or laboratory as approved by Senate.*

MOTION: "That Senate approve, as set forth in S.74-

1. That the determination of the appropriate relationship between credit and contact hours rest with departmental undergraduate curriculum committees subject to the approval of Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate."

If Motion 1 is passed,

"That Senate approve, as set forth in S.74-

2. That motion i) of Issue 5 - Use of Special Topics Courses - contained in S.73-125 and approved at the November 1973 meeting of Senate: 'As a guiding principle for special topics courses, that one contact hour be set equal to one credit hour' be deleted."

Issue 7. USE OF VECTOR PATTERNS (FOR REGULARLY SCHEDULED COURSES)

MOTION: "That Senate approve, as set forth in S.74-

- a) That all vector patterns be eliminated from the University Calendar.
- b) That each course description contained in the University Calendar be accompanied by an indication of the nature of the course, e.g. lecture/tutorial, lecture/tutorial/laboratory, seminar, etc.
- c) That, within the total number of contact hours assigned to a course, and subject to the approval of the departmental undergraduate curricula committee, the Chairman be permitted to vary the vector pattern. Such vector patterns to reflect only the class requirements and the calendar description of the course.
- d) That vector patterns for all regularly scheduled courses be

Included in the Course Guide; Departmental approval will be in writing and submitted to the Registrar."

Issue 11. CRITERIA FOR NUMBERING COURSES (EXCLUDING DIRECTED RESEARCH, READINGS AND STUDY COURSES AND SPECIAL TOPICS COURSES)

MOTION: "That Senate approve, as set forth in S.74-

- a) That the following criteria be established as guidelines for departments in determining the number division to be assigned individual courses.

000 division courses are credit or non-credit courses of a general nature designed to introduce a student to a broad area of learning. Such courses are designed to provoke thought and to stimulate a desire for further exploration of the field(s). They may be disciplinary or inter-disciplinary in nature. Such courses are open to all students and do not carry pre- or co-requisites."

SIMON FRASER UNIVERSITY

S.74.43

MEMORANDUM

To: Senate	From: Senate Committee on Undergraduate Studies
Subject: Further Report - Curricular Issues Relating to Undergraduate Education	Date: 11 February, 1974

The Senate Committee on Undergraduate Studies submitted its initial report on curricular issues related to undergraduate education to the November meeting of Senate. These recommendations were contained in Paper S.73-125. At that meeting, Senate approved the majority of the recommendations of SCUS; and, for the information of Senators, a copy of S.73-125, as amended at the November 5th meeting of Senate, is attached.

The following issues were referred back to the Senate Committee on Undergraduate Studies:

- Issue 1 - Procedures for Reviewing and Approving Curriculum Changes
- Issue 4 - Use of Directed Readings, Directed Studies and Directed Research Courses
- Issue 6 - Course/Contact hour relationship (for regularly-scheduled courses only)
- Issue 7 - Use of Vector Patterns (for regularly-scheduled courses only)
- Issue 11 - Criteria for Numbering Courses (Item 1 concerning 000 courses only).

The Senate Committee on Undergraduate Studies has now reconsidered these items and now transmits them to Senate for its reconsideration.

I. Mugridge
I. Mugridge
Chairman

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att.

Issue 1 - PROCEDURES FOR REVIEWING AND APPROVING CURRICULUM CHANGES

MOTION: "That Senate approve,

- a) That SCUS normally will consider the Faculty Curriculum Committees to be the major investigatory body in matters relating to curriculum and review.
- b) That the recommendations of Faculty Curriculum Committees as approved by the relevant Faculty will be returned to the Faculty after consideration by the Senate Committee on Undergraduate Studies if one or more of the following conditions obtain.
 - i) The documentation of the course proposed or program change is inadequate, i.e. the answers on the course proposal form and supporting memoranda where appropriate do not indicate how the course fits into the program, is too vaguely worded, etc.
 - ii) There is a specific reason, such as course overlap with another department, which has not been adequately dealt with by the Faculty Curriculum Committee. The difference from the first condition is that SCUS must state specifically the reason for referral, whereas under the first condition, it may simply refer by indicating areas of insufficient documentation.
 - iii) Where a Faculty Curriculum Committee is unable to resolve an issue, it should clearly state the nature of the problem and refer to SCUS for a recommendation which must then be approved by the department(s) and Faculty Curriculum Committee(s) concerned. If the parties involved agree to disagree, then the issue accompanied by the alternative solutions will be forwarded to Senate for resolution.

/.....

- iv) Where Faculty Undergraduate Curriculum Committee proposals do not conform to Senate policy or to the department's previously stated policy."

Rationale

Curriculum changes are defined as:

- a) changes in departmental graduation requirements for major and honors students
- b) additions and deletions of course offerings
- c) changes in course content
- d) changes in course numbering
- e) changes in course credit assignments
- f) changes in course vector patterns
- g) changes in pre- and co- requisites for individual courses
- h) changes in Faculty graduation requirements
- i) editorial changes

With the exception of the latter, which may be approved by the Registrar, curriculum changes follow a lengthy route through departmental undergraduate curriculum committees, departments, faculty undergraduate curriculum committees, faculties, the Senate Committee on Undergraduate Studies and Senate. Since the role of each committee and Senate in the curriculum revision and review process has not been clearly delineated, unnecessary duplication and much time consuming effort occurs because each feels obliged to undertake a comprehensive review of all that has gone before. These problems have been further compounded by the lack of a standardized form for submitting proposed curriculum changes for review.

We do not believe it is desirable to eliminate any of the review bodies from the process. Rather, we believe that many difficulties can be minimized by clearly designating one body as being the major investigatory body in matters of curriculum revision and review. This body, we believe, should be the Faculty Curriculum Committees.

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Issue 4. USE OF DIRECTED READINGS/DIRECTED STUDIES AND DIRECTED RESEARCH COURSES

MOTION: "That Senate approve,

- a) That each offering of a directed reading, directed study or directed research course within a department require the approval of the Departmental Chairman.
- b) That the chairman's approval be based upon a submission by the instructor covering each of the following:
 - 1. a description of the content of the course
 - 2. a statement of how the course is to be conducted
 - 3. an assessment of the relation between workload and credit hours assigned to the course
 - 4. a statement of how the student's performance will be assessed for grading purposes
 - 5. a written statement justifying the need for the particular course rather than one of the regular courses offered by the department.
- c) That the present practice of having Senate approve the establishment of directed research/readings/and study courses for departments but not the content of such courses be continued.
- d) As a general principle, that an instructor in a directed research/readings/or study course should expect to meet with his students at least weekly.
- e) That vector numbers for all directed research/readings/or study courses be deleted from both the University's Calendar and Course Guide.
- f) That directed research/readings/or study courses not be permitted (except under the circumstances provided in Senate paper S.73-125, Issue 12, Motion C) as substitutes for either required courses or special topics courses."

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Rationale

Most departments offer such courses. While their purpose has never been formally defined, patterns of use have become established. These courses are seen as (i) providing opportunities for students wanting either indepth treatment of particular areas summarily covered in lecture or seminar courses, or topics of mutual interest to students and faculty not covered by formal courses, and (ii) being appropriate for groups of students as well as students working independently. The directed reading/studies/research labels have generally been used where the mode of operation is essentially one of individual research or tutorial. Where lectures and more formal instruction are given, a special topics label is generally considered more appropriate.

Student contact hours vary considerably. Some departments require a one hour meeting per week for a three credit course; some two hours per week for a five credit course; and some simply leave it to the instructor and student to arrange an appropriate number of meetings.

There is no uniform relationship between credit and contact hours. However, general agreement exists that credit should be based on the amount of work required rather than on the amount of time spent with the instructor. In some but not all departments, the topics of such courses must be approved usually by the departmental undergraduate curriculum committee or the chairman. Unfortunately, use of these courses has been subject to some abuse, the extent of which it has been impossible to ascertain. However, it is clear that such courses have often become an almost integral part of some departmental curricula though this was not the original intent. Furthermore, they have been used to substitute for required courses; and this is contrary to Senate's expectations. Together with the special topics courses, they are the only courses given in the University whose content does not require the approval of the department, Faculty, the Senate Committee on Undergraduate Studies and Senate. We are convinced that such courses can be beneficial to both students and faculty, but we are equally convinced that each department should be obliged to develop protective mechanisms which will guard against their abuse.

RATIONALE (continued)

In its initial report to Senate on this issue, the Committee on Undergraduate Studies recommended that: (i) departments and Faculties seek to standardize the credit hours assigned to directed research/readings/and study courses; (ii) Faculties establish limits on the number of such courses or credit hours a student may take for credit toward the degree of that Faculty; and (iii) only upper level students be permitted to enrol in such courses.

Upon reconsideration, it is our opinion that standardization of credit hours assigned to direct research/reading and study courses is neither desirable nor possible. Because of the nature of such courses, the workload will vary according to what the instructor and the student seek to accomplish. For these reasons we have recommended that the approval of the departmental chairman for each such course offering be required and that this approval be based partly upon an assessment of the relation between workload and the credit assigned. Regarding limits on the number of such courses or credit hours which a student may take for credit toward his degree, the Committee is of the opinion that, providing the practice is not abused, a student may receive a better education more closely related to his own interests, through maximizing his use of such courses than might be obtained through enrolling simply in regularly scheduled courses. To prevent abuse however, the Committee continues to recommend that directed research/readings/or study courses not be permitted, except under the circumstances specified in S.73.125, Issue 12, Motion C, as substitutes for either required courses or special topics courses.

As noted, directed research/readings and study courses provide opportunities for students wanting in-depth treatment of particular areas summarily covered in lecture or seminar courses, or new topics of mutual interest to students and faculty. While students who have previously been exposed to the area through regularly scheduled courses will be the prime beneficiaries of such courses, it seemed to the Committee to be unduly restrictive to limit enrolment to upper level students. Further, since enrolment in such courses normally requires the approval of the instructor, and if these proposals are adopted, of the department chairman-adequate safeguards exist to ensure that only those who would truly benefit from such a course are admitted.

Issue 6. COURSE/CONTACT HOUR RELATIONSHIP (FOR REGULARLY SCHEDULED COURSES* ONLY)

**A regularly scheduled course is defined as a semester length course expected to be meeting for a predetermined number of contact hours per week in lecture, tutorial, seminar or laboratory as approved by Senate.*

MOTION:

1. That the determination of the appropriate relationship between credit and contact hours rest with departmental undergraduate curriculum committees subject to the approval of Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate.

If Motion 1 is passed.

2. That motion 1) of Issue 5 - Use of Special Topics Courses - contained in S.73-125 and approved at the November 1973 meeting of Senate:
"As a guiding principle for special topics courses, that one contact hour be set equal to one credit hour" be deleted.

Rationale

a. Motion 1

Lower and upper division courses in the Faculty of Education, contact hours generally equal credit hours. This relationship applies irrespective of whether the contact hour is in lecture, tutorial, seminar or laboratory form.

In the Faculty of Interdisciplinary Studies, practices vary from department to department. In Communication Studies, a one-to-one relationship generally exists although laboratory and tutorial contact hours in excess of credit hours are sometimes required for upper division courses. In Kinesiology, lower division courses operate on a one-to-one basis but the amount of contact time per credit hour increases with upper division courses. In other areas of the Faculty of Interdisciplinary Studies, the relationship depends primarily on the amount of outside class work required.

Rationale (continued)

For lower division courses offered by the Faculty of Arts, contact hours equal credit hours. This is true whether the contact hour is in lecture, tutorial, seminar or laboratory form. The only identified exceptions to this policy are Commerce 223-5 and three or four D.M.L. four credit language courses. Credit for upper division courses offered by the Faculty of Arts is either two, three or five hours. For both the two and three credit hour upper division courses, two laboratory hours equal one hour of credit while one hour of tutorial, seminar or lecture equals one credit hour. The major point of variation within the Faculty of Arts is that different departments, and sometimes different courses within the same department, do not require the same amount of class time for a five credit hour course. Some require five hours of class time, others three. So far as it has been possible to establish, no seminar meets for less than three hours per week although two departments sometimes allow a seminar to meet two hours per week provided the faculty member sets aside a fixed time for individual instruction for each member of the seminar, usually one hour per student. In general, most departments in the Faculty of Arts give five hours of credit for three hours of class seminar work.

All departments in the Faculty of Science equate one credit hour with one lecture hour. Tutorial contact hours are not counted. Practice varies regarding laboratory hours. The Department of Chemistry sets one credit hour equal to two laboratory hours. In the Department of Biological Sciences, the relationship is one to three. In the Department of Physics, one credit hour equals two laboratory hours, three credit hours equal four laboratory hours and four credit hours equal six laboratory hours.

While departments recognized the need for University standards in this area, there was no agreement on such a standard. The options expressed were:

- a) relating credit hours solely to lecture hours taught
- b) one-to-one relationship for non-laboratory courses with courses involving laboratory work requiring a greater number of contact hours per hour of credit

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- c) relating credit hours to the amount of outside work required
- d) relating credit hours to the amount of both class and out-of-class time required for the course
- e) relating credit hours to difficulty of materials encompassed by the course
- f) one-to-one relationship for all lower division courses. For upper division courses, no less than two contact hours for a two credit hour course, no less than three contact hours for a three credit course, and no less than four contact hours for a five credit course. No distinction to be made between lecture, tutorial, seminar or laboratory contact hours.

The difficulty with option (a) is that it forces all courses to be offered on a lecture basis since the proposal would provide no credit for seminar courses. Options (c), (d) and (e) would be difficult, if not impossible, to legislate because of the lack of defined norms against which to measure either the amount of outside work spent on the course or the difficulty of course materials. Moreover, the amount of time spent by individual students on a given course is as much a function of the student's interest and ability as it is of class assignments or the difficulty of course material. Thus, only options (b) and (f) appeared to merit further consideration.

Implementation of either alternative (b) or (f) or some combination thereof would require a major reorganization of the curriculum in both the Faculty of Arts and the Faculty of Science. While there was no disagreement with the principle that a defined relationship between credit and contact hours is desirable in a new situation, the Committee is convinced that the costs involved in a major restructuring of the present curriculum of two Faculties far outweigh the benefits to be derived from implementation of a University or even Faculty-wide credit/contact hour relationship. Our recommendation, therefore, is that the determination of the credit/contact hour relationship for particular courses be left to the discretion of departments proposing the course. Departments must,

.....9

however, be prepared to justify their recommendations before Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate.

b. Motion 2

Since special topics courses are regarded as regularly scheduled courses, the Committee recommends that the policy regarding the appropriate relationship between credit and contact hours be the same for both regularly scheduled and special topics courses.

Upon reconsideration, the Committee is convinced that the policy recommended for regularly scheduled courses is the most appropriate and, therefore, recommends the substitution contained in the above recommendations.

Issue 7 USE OF VECTOR PATTERNS (FOR REGULARLY SCHEDULED COURSES)

MOTION

- a) That all vector patterns be eliminated from the University Calendar.
- b) That each course description contained in the University Calendar be accompanied by an indication of the nature of the course, e.g. lecture/tutorial, lecture/tutorial/laboratory, seminar, etc.
- c) That, within the total number of contact hours assigned to a course, and subject to the approval of the departmental undergraduate curriculum committee, the Chairman be permitted to vary the vector pattern. Such vector patterns to reflect only the class requirements and the calendar description of the course.
- d) That vector patterns for all regularly scheduled courses be included in the Course Guide; Departmental approval will be in writing and submitted to the Registrar.

Rationale

There is considerable confusion about vector patterns. This is attributable to the many uses to which they are currently put. For some courses, vector numbers indicate the lecture, tutorial, laboratory pattern, while others use the first vector number to indicate the amount of outside work required. Seminars present special problems with some departments indicating vector patterns of 0-5-0 and others the vector 2-3-0. There is agreement, however, that current vector patterns:

- a) often do not bear any relationship to either the contact hours of the course or the credit hours assigned to it.
- b) need not reflect the way in which the course is actually taught.
- c) will vary from semester to semester for individual courses dependent upon the instructor.
- d) serve no useful purpose in the University's Calendar

.....11

- e) would be of assistance to students if placed in the Course Guide provided they carried a consistent meaning.

Because teaching method and content often influence students' choice of courses, it is reasonable to expect that accurate information on both will be supplied to students in advance of the course. We recognize that individual faculty members will vary in their approach to the same course and that the annual publication of the University's Calendar cannot therefore reflect these semester changes. Furthermore, the University's Calendar is a statement of general policies and principles and we find little justification for the continued inclusion in it of vector patterns. Because the Calendar is used to determine transfer credit for students enrolling at other universities who have taken courses at this University and because it is a general guide for students taking courses at Simon Fraser, we have recommended that each course description contained in the Calendar be accompanied by a general description of the manner in which the course will be taught. Since the Course Guide provides information on individual semester course offerings, we believe that it is the most appropriate place in which to incorporate course vector patterns.

Issue 11. CRITERIA FOR NUMBERING COURSES (EXCLUDING DIRECTED RESEARCH, READINGS AND STUDY COURSES AND SPECIAL TOPICS COURSES)

Motion: a) That the following criteria be established as guidelines for departments in determining the number division to be assigned individual courses.

000 division courses are credit or non-credit courses of a general nature designed to introduce a student to a broad area of learning. Such courses are designed to provoke thought and to stimulate a desire for further exploration of the field (s). They may be disciplinary or inter-disciplinary in nature. Such courses are open to all students and do not carry pre- or co-requisites.

Rationale

Currently, there are no University guidelines available for determining the appropriate numerical division, i.e. 100, 200, 300, or 400 to be assigned individual courses. Lacking such guidelines, departments have had to use their own discretion with the result that differences in numbering philosophy have become apparent producing both endless and fruitless debate in Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate. To minimize the debate relating to numbering changes, we have recommended a set of criteria to be utilized in establishing numbers for individual courses. It should be understood that adoption of these guidelines does not carry with it a commitment that all departments adopt a 100, 200, 300, 400 course numbering policy. For example, the Department of English has no 300 division courses. Such deviations from the recommendations should be permitted provided they are acceptable to the Faculty Curriculum Committee, Senate Committee on Undergraduate Studies and Senate.

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON
UNDERGRADUATE
STUDIES

Subject REPORT ON CURRICULAR ISSUES RELATING
TO UNDERGRADUATE EDUCATION

Date OCTOBER 18, 1973

S.73-125

Motions as amended approved by Senate at its meeting of Nov. 1973.

NOTE: The statements of rationale are extracted from the support paper and not a part of the formal motion.

Issue 2 - OVERLAP OF COURSE CONTENT BETWEEN COURSES OFFERED WITHIN A DEPARTMENT, WITHIN A FACULTY, ACROSS FACULTIES

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That, in all cases where overlap in course content exists, Faculty Curriculum Committees be charged with requiring jointly approved and justified course proposals to be submitted by the departments involved. Such charge to apply to both departments within a single Faculty and across Faculties.
- b) That, where a jointly approved course proposal is not forthcoming from the departments involved, the issue be referred by the departments involved, to the Faculty Curriculum Committee(s) for resolution.
- c) That, where an overlap in course content cannot be resolved at either the department or Faculty level, the issue be resolved by Senate upon the recommendation of the Senate Committee on Undergraduate Studies."

Rationale

We agree that course content overlap may be justified in those instances where, depending on the focus and integrative framework of the lecturer, similar materials are approached in quite different fashion. In our review, we have found a number of existing areas where appreciable and, from our point of view, unjustified course content overlap exists. We have no panacea for such problem areas. At a minimum, however, we believe it is essential that Faculty curriculum Committees be charged with requiring jointly approved and justified course proposals from those departments where overlap in course content exists. Where the problem is not resolvable at the departmental or Faculty level, it will have to be resolved by Senate upon the recommendation of the Senate Committee on Undergraduate Studies.

Issue 3 - PROLIFERATION OF COURSE OFFERINGS

MOTION: "That Senate approve, as set forth in S.73-125,

- a) At the time of internal or external departmental review, departments be required to review all of their course offer-

ings with a view to eliminating those no longer appropriate to the department's objectives.

- b) That justification for the continuance of any specific course offering may be requested, at any time, by the Faculty Undergraduate Curriculum Committee, the Senate Committee on Undergraduate Studies or Senate.
- c) That any course not offered within a six semester period be deleted from the Calendar unless adequate justification for retaining the course is presented to the Senate Committee on Undergraduate Studies and Senate. The Senate Committee on Undergraduate Studies to be charged each semester with reviewing course offerings under this ruling and making appropriate recommendations to Senate."

Rationale

Most departments do review their programs yearly. While no department has a defined procedure for undertaking the review, such factors as changes in graduate school emphases, changes in the academic complexion of the department due to new hiring and replacement, student inputs, and interdisciplinary factors are considered by all department. Even so, the number of individual undergraduate courses offered and taken between the fall semester 1965 and the fall semester 1972 was 1161. Considering only the period from Spring semester 1971 through the fall semester 1972, 266 of the 1161 courses have not been offered at all. It is on the basis of these statistics that we offer our recommendations for consideration.

Issue 5 - USE OF SPECIAL TOPICS COURSES

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That departments include in the University's Calendar and Course Guide a general statement to the effect that special topics courses are offered and that students should obtain further information from the department prior to registration.

(Note: This initial contact would give departments an opportunity to learn what special topics students want to see initiated and thus facilitate the introduction of special topics courses.)

- b) That, as general University guidelines, special topics courses should be utilized to:
 - 1) fill a particular gap in a department's curriculum
 - 2) respond to student/faculty interests which are worthwhile at the moment but not necessarily of continuing relevance to a department's program
 - 3) experiment with a particular subject matter area before

considering it for introduction into the regular curriculum.

- c) That all Faculties recommend policies to Senate regarding the maximum number of such courses (or credit hours) a student may include for credit toward the degrees of that Faculty.
- d) That the present practice of having Senate approve the establishment of special topics courses for departments but not the contents of such courses be continued.
- e) That the Chairman, on the advice of the Departmental Undergraduate Curriculum Committee, be charged with approving the content of all special topics courses offered.
- f) That once each semester, Deans of Faculties report to Senate on topics covered under special topics, such report to include:
 - 1) the calendar description of each course offered, including the course number, credit hours, vector description, course description.
 - 2) a detailed description of the specific courses offered including the name of the responsible faculty member, a course outline and/or syllabus, a reading list, and method of instruction.
 - 3) the number of students enrolled in each course.
- g) That special topics courses be regarded as regularly scheduled courses, i.e. that class meetings are held on a regular basis.
- h) That vector patterns for special topics courses be deleted from the University Calendar and incorporated into the Course Guide.
- i) As a guiding principle for special topics courses, that one contact hour be set equal to one credit hour.
- j) That where a department wishes to deviate from principle i) above, a justification for the variance must be provided to the Faculty and Senate Undergraduate Curriculum Committees and to Senate."

Rationale

Special topics courses are currently offered by departments in all four Faculties.

Some departments determine special topics courses on petition of students to the Departmental Undergraduate Curriculum Committee; others on the basis of faculty preference again with the approval of the Departmental

Undergraduate Curriculum Committee. In general, topics are approved which fill a particular gap in the department's curriculum or which suit student/faculty interests which are worthwhile at the moment but not necessarily of continuing relevance to the department's program.

Staffing practices vary. In some cases, it is by the faculty member proposing the course and is considered as part of his regular teaching load. In other cases, staffing is on a surplus basis, while in still other cases, special topics courses are taken as teaching overloads by members of regular faculty.

Special topics courses become part of the regular curriculum only if successfully offered at least once and are judged to be central enough to the department's curriculum to be recommended to Senate as a regular course offering by the department's undergraduate curriculum committee. Notice of special topics courses is provided to students in a variety of ways - Course Guide, departmental Student Guides, and public advertising both in the Peak and via posters and notices.

Like directed research/studies/and reading courses, the establishment of such courses is approved by Senate but not the actual content.

We have uncovered no evidence that such courses are being abused by any department of the University. At the same time, we note that some of the special topics courses have been subdivided, thus having the effect of greatly increasing the number of such courses which can be offered by a particular department or Faculty. We believe that this practice is contrary to the intent of Senate and should not be permitted.

We have carefully considered whether or not to recommend that approval of the content of special topics courses be handled in the same way as for regularly scheduled courses of the University. Because a given special topic is normally offered only once, we believe that responsibility for approving the content of particular offerings should rest with departmental chairmen. To guard against possible abuse, we have recommended that each department, through the Faculty Dean, report each semester to Senate on its offerings. In this way, Senate can maintain control without individually approving the content of each course offered.

Issue 8 - RELATIONSHIP BETWEEN CONTACT HOURS AND OUT-OF-CLASS PREPARATION TIME

MOTION: None.

Rationale

Present practice varies. Two departments indicated approximately three to four hours of outside preparation for each contact hour in lower division courses; three departments indicated two hours for every weekly contact hour for all courses. One department indicated three hours per week of outside preparation for each semester hour of credit.

As previously noted, out-of-class effort on the part of students is as much a function of their interest and innate ability as it is the amount of work required or the difficulty of the assignment. Furthermore, while the University theoretically has some responsibility to ensure that the amount of outside class work demanded by individual course instructors is reasonable, there is no practical way in which it can exercise its responsibility. Therefore, while the Committee recognizes that a principle or guideline would be desirable, it is not prepared to recommend that which cannot be enforced.

Issue 9 - RETROACTIVITY OF CALENDAR CHANGES AS THEY AFFECT GRADUATION REQUIREMENTS

MOTION: "That Senate approve, as set forth in S.73-125,

Before or upon entering the final 60 credit hours (72 credit hours for the Honors program) students must make a formal Declaration of Major (or Honors) with this formal declaration to establish the requirements for graduation as indicated in the published Calendar in effect at the time of the declaration or future calendars at the student's discretion. A change of major or honors field will be deemed a new declaration."

Rationale

Within the Faculty of Arts, students must make a formal Declaration of Major and this formal declaration establishes the exact requirements for graduation as indicated in the published Calendar in effect at the time of declaration. A change of major is deemed to be a new declaration. A declaration of a major is valid for five calendar years.

Both the Faculty of Education and the Faculty of Science are silent as to the effect of Calendar changes on graduation requirement.

University opinion is divided on what policy ought to apply. Some believe that a student should be able to graduate under the requirements of any calendar published during the period in which he is enrolled at Simon Fraser. They argue that the graduation requirements contained in all calendars are subject to Senate approval and students might reasonably be expected to have made program decisions on the basis of any of the Calendars to which they were subject. The disadvantages of this approach are twofold. First, it complicates both academic advising and departmental and Faculty Curriculum Committees' consideration of whether individual students have fulfilled graduation requirements. Second, and more serious, is that substantial numbers of students take considerably longer than four or five years to fulfill graduation requirements. If such a policy were enacted, it would permit students to graduate under regulations no longer deemed appropriate or desirable.

Others believe that the Calendar governing the student should be the one in force at the time of the students' major or honors declaration. Furthermore, it is generally agreed that a student changing from a major to an honors program (or vice versa) within the same department should not be considered as changing the calendar governing him. It should be the one in force at the time

of his first declaration in the department. The reason for this is that the major student takes many of the same courses as does the honors student and has to fulfill many of the same requirements. He has fitted himself into a pattern which contains upper division work for both majors and honors students as described in the Calendar of his declaration. This is the pattern he should stick with since, for the most part, changes from major to honors programs (and vice versa) will involve upper level students and should not commit them to what sometimes is a totally different set of regulations.

The advantages of this approach are:

- a) it facilitates the task of both academic advising and Departmental and Faculty Curriculum Committees who must review the work performed by individual students before recommending them for degrees and,
- b) the student is able to build a degree program on the graduation requirements contained in a specific calendar.

The primary disadvantage of this approach is that:

- a) majors of students may be, and often are, changed several times prior to graduation in each of which instances, the requirements for graduation may change.

We see advantages to both approaches. However, given the extent to which departmental and Faculty graduation requirements have changed since the inception of the University, we are more inclined toward the latter than the former approach

Issue 10 - MORATORIUM ON CALENDAR CHANGES

MOTION: None.

Rationale

Over the past six years, the program requirements and course offerings of many departments have changed frequently. This situation poses a number of difficulties for students and for other departments whose programs interact with those which are revised. Furthermore, it appears to us that because departments have been changing their programs so rapidly, there has often been insufficient time to obtain adequate assessments of the strength and weaknesses of their existing programs.

For these reasons, we believe it would be desirable to impose a two year moratorium whenever a Faculty or department has made substantial revisions to its undergraduate curriculum. This moratorium is the minimum time span that would be permitted to pass in order to allow adequate assessment of the implications of the changes on both students and other departments.

We are not prepared, however, to offer this as a formal recommendation for the following reasons. First, if an action taken has proven unworkable, it should be corrected at the earliest possible date. Second, the introduction of

new programs clearly demands that opportunities be provided to them for experimentation. Third, and probably most important, we were unable to agree on a workable definition of "substantial revisions to its undergraduate curriculum." In the absence of such a definition, we foresaw endless and what appears to us to be, unjustified debate over whether or not proposed curriculum changes could be introduced for consideration. For these reasons, we can only suggest that Faculties and departments provide sufficient time to pass that previously introduced curriculum changes may be adequately assessed.

Issue 11 - CRITERIA FOR NUMBERING COURSES

MOTION: "That Senate approve, as set forth in S.73-125,

That the following criteria be established as guidelines for departments in determining the number levels to be assigned individual courses:

- 2) 100 division courses - are designed to introduce students to a discipline at the University level of study; students will normally be expected to enrol in such courses during their first and second levels of University; such courses will not demand prerequisites at the University level of study although previous learning experiences in the discipline or related disciplines at the secondary school level may be recommended or required.
- 3) 200 division courses - assume either previous learning experiences in the discipline or related disciplines; both content and teaching level will be more advanced than courses offered at the 100 division; students will normally be expected to enrol in such courses during their third and fourth levels of University; pre- and co-requisites may be identified.
- 4) 300 division courses - assume a substantive amount of previous learning experiences in either the discipline or related disciplines; both content and teaching level will be more advanced than for courses offered at the 200 division; students will normally be expected to enrol in such courses during their fifth and sixth levels of University; only in exceptional circumstances will these courses offered not have pre- and/or co- requisites associated with them.
- 5) 400 division courses - assume a substantive amount of previous learning experiences in either the discipline or related disciplines; both content and teaching level will be more advanced than for courses offered at the 300 division; students will normally be expected to enrol in such courses during their seventh and eighth levels of University; only in exceptional circumstances will these courses not have pre- and/or co- requisites associated with them.

Rationale

Currently, there are no University guidelines available for determining the appropriate numerical level, i.e. 100, 200, 300 or 400 to be assigned individual courses. Lacking such guidelines, departments have had to use their own discretion with the result that differences in numbering philosophy have become apparent producing both endless and fruitless debate in Faculty Curriculum Committees, the Senate Committee on Undergraduate Studies and Senate. To minimize the debate relating to numbering changes, we have recommended a set of criteria to be utilized in establishing numbers for individual courses. It should be understood that adoption of these guidelines does not carry with it a commitment that all departments adopt a 100, 200, 300, 400 course numbering policy. For example, the Department of English has no 300 division courses. Such deviations from the recommendations should be permitted provided they are acceptable to the Faculty Curriculum Committee, Senate Committee on Undergraduate Studies and Senate.

Issue 12 - OPERATING PROCEDURES FOR WAIVING COURSE, DEPARTMENT AND FACULTY REQUIREMENTS

MOTION: "That Senate approve, as set forth in S.73-125,

- a) That departmental chairmen be empowered in special cases to waive departmental regulations on the recommendation of the departmental undergraduate curriculum committee; that Deans of Faculties be empowered in special cases to waive Faculty regulations on the recommendation of Faculty undergraduate curriculum committees.
- b) That the primary criteria under which waivers may be granted be established as follows:
 - 1) where a student has been misadvised and can provide substantive evidence
 - 2) where a student can demonstrate to a department that he has formal training or background for which he did not receive direct course academic transfer credit. (The waiver does not include the granting of additional formal semester hours credit, but may remove the necessity of undertaking certain prescribed courses.)
 - 3) where departmental programs have changed and eliminated courses or otherwise substantially changed the graduation requirements affecting the student
 - 4) where a student has satisfied the spirit but not the letter of University, Faculty or departmental regulations.
- c) That departmental chairmen be empowered in cases where the unavailability of required course offerings might cause undue delay to graduation to allow substitution of directed study/research/reading courses.

- d) That departmental offices, in the case of departmental waivers, and dean's offices, in the case of Faculty waivers, maintain documentation on all waivers granted and advise in writing the department concerned, the student and the Registrar where affirmative action has been taken on a waiver request.
- e) That the Registrar report to Senate all cases of departmental waivers and Faculty waivers on a semester basis.

Rationale

Practice varies throughout the University particularly as regards departmental regulations. In some cases, departments retain the right to waive their own regulations through their undergraduate curriculum committees. In other cases, dean's approval is required. Dean's waivers are generally not given without a favorable department recommendation though a favorable departmental recommendation might be refused.

The criteria for granting waivers also varies. In some departments and Faculties, the criteria vary but the general principle followed is that they will be given only to very good students in exceptional circumstances. Other departments and Faculties are more lenient on the grounds that many departmental and Faculty requirements have changed substantially each year of the last six years with the result that students have been misadvised and regulations have been adopted, the implications of which for individual students have not been fully understood. Under such conditions it is agreed that it is patently unfair to apply these regulations to students simply because they are the existing University regulations.

Documentation practices also vary. In some cases, documentation is maintained by the Department for its own majors and honors students, in other cases by the Dean's offices and in still others, by both. Clearly there is insufficient communication with the Registrar's Office for the purpose of formally recording the approved waiver.

We are of the opinion that there should be relatively few instances in which waivers are granted. We recognize, however, that such cases occur and that provision needs to be made for them in the context of University policy. To ensure as much consistency as possible in the granting of waivers across the University, we believe that only departmental chairmen should be empowered to waive departmental regulations and deans to waive Faculty regulations, upon the recommendation of departmental undergraduate curriculum committees and Faculty undergraduate curriculum committees respectively. We do not envision however, that all individual cases will have to go before departmental or Faculty curriculum committees since it is expected that case law principles can be developed to provide general operating guidelines for departmental chairmen and deans.

We believe it is essential that such waivers be formally recorded and have, therefore, recommended that where affirmative action is taken on a waiver request, the departmental chairman or dean concerned advise in writing the student and the Registrar of the action taken.

INFORMATION ON PREVIOUS MATERIAL

At its meeting of November 5, 1973, Senate approved the previous motions. Note that the rationale statements are extracted from the support paper and do not form a part of the motion approved.

The following items, which formed a part of the paper as originally submitted, have been referred back to the Senate Committee on Undergraduate Studies for further consideration:

- Issue 1 - Procedures for Reviewing and Approving Curriculum Changes
- Issue 4 - Use of Directed Readings, Directed Studies and Directed Research Courses
- Issue 6 - Course contact hour relationship (for regularly scheduled courses only)
- Issue 7 - Use of vector patterns (for regularly scheduled courses)
- Issue 11 - Criteria for numbering courses (Item 1 concerning 000 courses only)

MINUTES OF MEETING OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES
HELD MONDAY, APRIL 10, 1972, ROOM 6106 AQ, 1:30 P.M.

PRESENT:

J. Chase

Chairman

J. S. Barlow

R. C. Brown

N. J. Lincoln (representing D. H. Sullivan)

L. Prock

D. L. Sharma

J. H. Tietz (representing R. Saunders)

E. J. Wells

B. G. Wilson

H. M. Evans

Secretary

R. Norsworthy

Recording Secretary

1. APPROVAL OF MINUTES

The minutes of the Committee's meeting of March 13, 1972 were approved as distributed.

2. BUSINESS ARISING FROM THE MINUTES

i) Joint SCUS/SUAB Committee - for information, SCUS 72-3

The Committee considered SCUS 72-3, which consisted of letters from D. Meakin, Secretary of the Senate Undergraduate Admissions Board and from J. Chase, Chairman of the Senate Committee on Undergraduate Studies, to the Academic Vice-President.

Following discussion it was agreed that of the 16 items listed in the memorandum from J. Chase items 3, 4, 5 and 15 should be considered by the Joint SCUS/SUAB Committee, with the other items to be considered by the SCUS Working Committee.

Dr. Wilson indicated that J. Hutchinson had been appointed to the Joint Committee as the representative from SUAB. The SCUS Committee nominated E. Wells, who accepted appointment, as the SCUS representative on the Committee.

ii) Appointment of SCUS Working Committee

J. Chase indicated that he had written to the Deans of the three Faculties for them to indicate which of their SCUS representatives they wished to sit on the SCUS Working Committee.

3. ADDITION TO APPROVED LIST OF COURSES

i) Africa/Middle East Studies Program, SCUS 72-4

Moved by R. Brown, seconded by N. Lincoln,

Dr. B.C. Wilson
Vice-President Academic

3-4-7
John S. Chase, Chairman
Senate Committee on Undergraduate Studies
March 14th, 1972

The Senate Committee on Undergraduate Studies at its meeting on March 13th, 1972 considered your memorandum of February 14th, 1972 regarding the establishment of a joint task force to consider the topics identified in the aforementioned memorandum.

The Committee identified the following items which require examination from a university perspective:

1. Relationship between credit and contact hours
2. Continued use of vector patterns
- 3. Academic probation system
- 4. Evaluation mechanism(s) for ~~all~~ students
- 5. Specification of the University's standard relating to the significance of specific grades in terms of performance
6. Overlap of materials between courses
7. Overlap of materials between departments
8. Proliferation of course offerings
9. Use of directed studies courses
10. Procedures for reviewing curriculum changes
 - a. retroactivity of such changes
 - b. applicability of such changes to students whose entrance to the University preceded such changes
11. The numbering of course offerings
12. Authorization to waive course/departamental requirements
13. Use of seminars, reading courses, special topics courses, etc.
14. Use of introductory courses at the 300 level for non-majors
- 15. Graduation GPA
16. Simplification of university wide policies and procedures

Of the above sixteen items, the first nine are those referred to in your memorandum of February 14th. The remaining items are those that have either been identified by the Committee as requiring examination or the Committee has been directly charged by Senate with examining the issue and providing appropriate recommendations.

The Committee is in agreement with you that the above issues are all inter-related. However, after examining the terms of reference of both the Senate Committee on Undergraduate Studies and the Senate Undergraduate Appeals Board, the Committee is of the opinion that the primary responsibility for most of the above issues fall within the terms of reference of the Senate Committee on Undergraduate Studies and can be considered in only a peripheral way to come within the terms of reference of the Senate Undergraduate Appeals Board.

For the above reasons, the Senate Committee on Undergraduate Studies proposes to establish a sub-committee to examine the above sixteen issues and such other issues that arise in the course of discussions with representatives of departmental and faculty curriculum committees. The composition of the sub-committee will consist of one representative from each of the three faculties drawn from the Senate Committee on Undergraduate Studies, Mr. Keith Gilbert, and myself as Chairman. I am charged by the Committee with consulting with the Deans of Faculties of Arts, Science and Education on the appointment of an individual to this sub-committee drawn from the existing membership of SCUS. It will be understood that once appointed to the Committee, the individual will remain on it until its task is completed. Mr. Gilbert will remain on the Committee in a caretaker capacity until the end of May. At that time, with the appointment of new student senators, he will be replaced by another student.

Assuming that this approach is acceptable, the working sub-committee of SCUS will begin its tasks immediately.

133

cc: D. Mackin, Secretary SCUB