

To: ALL MEMBERS OF SENATE

From: H. M. Evans  
Secretary of Senate  
and Registrar

Subject: THE ELLIS REPORT

Date: June 4, 1969

In view of the changes in membership on Senate, and the importance of the Ellis Report, a brief summary of the present situation may prove helpful. Attention is drawn to the procedures which were followed earlier under Paper S.217, a copy of which is provided herewith.

1. Senate has held two meetings on the Ellis Report - May 6 and May 9.
2. At these meetings Senate, following the procedures of Paper S.217, approved the following recommendations of the Ellis Report, summarized on Pages 3 and 4 of that document: 1, 2, 3, 4, 5, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22.

(Copies of the Ellis Report and of other pertinent papers have been provided earlier to all members of Senate, including new members).

3. Senate did not approve motions relating to Recommendations 6, 9, 12, 13, 20 of the Ellis Report (Discussion of Recommendation 23, in accordance with Paper S.217, will not be undertaken until disposition of all other recommendations is completed).
4. Following the last meeting of Senate on the Ellis Report, a small Working Group was convened to consider the recommendations not yet approved (excluding #23), namely 6, 9, 12, 13, 20.
5. Provided herewith are Papers arising from the meetings of the Working Group, as follows:
  - S.240-1 - Letter from the Chairman of the Working Group to the Chairman of Senate.
  - S.240-2 - Report of the Chairman of the Working Group.
  - S.240-3 through S.240-12 inclusive - Papers arising from the activities of the Working Group.
6. Attention is drawn to the Agenda for the Special Meeting to be held Monday, June 9, 1969. Please note also Paper S.240-1, Page 2, Item 7 - Aside from small editorial changes, written amendments to a section or a subsection which are complete in themselves and consistent with recommendations already adopted would be required and may be submitted in advance to the Secretary of Senate or may be submitted on the floor. These would pertain only to sections coming under discussion.

# SIMON FRASER UNIVERSITY

OFFICE OF THE  
VICE-PRESIDENT, ACADEMIC

PRESIDENT'S OFFICE  
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JUN 3 11 00 AM '69

3 June, 1969.

Acting President K. Strand,  
Chairman of Senate.

Dear Dr. Strand,

At the last Special Meeting of Senate on the Ellis Report, a small working group was charged with identifying areas of disagreement in and finding possible alternatives for those parts of the Ellis Report which the Senate had been unable to accept till then. Specifically these parts dealt with Recommendations 6, 9, 12, 13 and 20 on P.3, 4. It was understood that new versions that may result from deliberations of the working group would be complete in themselves and would not be in conflict with those Recommendations of the Ellis Report which had already been accepted.

The working group consisted of:

- Senator K. Burstein
- Senator L. Boland
- Senator D. Sullivan
- Senator S. Wong
- Dr. J.F. Ellis
- Mr. H. Evans
- Dr. D. Meakin and  
L. Srivastava, Chairman.

1. This group met three times, on May 16, 21 and 26. The meeting of May 21 was cancelled since only one senator besides the Chairman was present.

2. At the Chairman's request, Dr. J.F. Ellis had subdivided Recommendation 12 which deals with Admissions and Transfer (Part E) into several subtopics. These appear as Supplementary Papers A-G. Recommendation 13 dealt with Part F which has now been reworded in Supplementary Paper H. Recommendations 6 and 9 dealing with functions of the Admissions Board are combined and presented as a new Recommendation in Supplementary Paper I. For lack of time Recommendation 20 was not debated but a Notice of Motion covering that Recommendation appears in Paper J.

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3. All Supplementary Papers are accompanied by a Motion; some have Alternate and/or Additional Motions attached to them.

4. It will be clear from my Report that the working group achieved little unanimity on the Supplementary Papers. However, it must be emphasized that a lot of thought and debate has gone into these matters and that the papers as put forward are reasoned documents consistent with the spirit of the Ellis Report. They should not be taken as matters to be tabled or referred back to the working group.

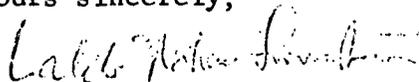
5. I am indicating the possible order in which the Supplementary Papers and Motions should be dealt with by the Senate. This order is recommended because certain consequences follow from adoption of one paper which are germane to the next:

Paper H, B, C, G, A, D, E, F, I, J.

6. I would suggest that copies of the Ellis Report, Minutes of the last two meetings and all papers appended here be passed to the Senators well in advance of the next meeting so that Senators are prepared to discuss these important matters with full knowledge of what has gone before and what is at hand.

7. I would further suggest that, aside from small editorial changes, written amendments to a section or subsection which are complete in themselves and consistent with Recommendations already adopted be required. These may be submitted to the Secretary of the Senate ahead of time or on the floor.

Yours sincerely,



L.M. Srivastava

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REPORT OF THE CHAIRMAN OF THE WORKING GROUP OF THE SENATE ON RECOMMENDATIONS

12, 13, 6, 9, 20 OF THE ELLIS REPORT

Supplementary Paper A (Recommendation 12)

(Re. Special Admissions, Sec. 1.3, P. 29-31)

A revised version of Sec. 1.3 is presented in Supplementary Paper A (Revised). An amendment to it is presented in Supplementary Paper A-1. Supplementary Paper A-2 departs from A and A-1 in several ways. It would be better to vote on A-2, A-1 and A (amended by substitution of A-1 or not) in that order.

Supplementary Paper B (Recommendation 12)

(Re. Maximum Transferable Credit)

The working group agrees with Supplementary Paper B.

Supplementary Paper C (Recommendation 12)

(Re. Credit Transfer for D. Grade)

Two clear-cut alternatives are prescribed in Motions C and C-1. Other alternatives which allow all D's or limit the number of transferable D's are possible, but the working group is not presenting them.

Depending on how Senate votes on this motion, changes may or may not be made in Supplementary Paper G.

Supplementary Paper D (Recommendation 12)

(Re. Senior Matriculation and 'A' Levels)

The working group accepted paper D as written, but requested that the amendments offered by the Senate Committee on Undergraduate Admissions and Standings (SCUAS) be included when submitted to Senate.

Relevant parts of the SCUAS report, which have not already been included elsewhere in revised versions by Dr. J. F. Ellis, are attached as paper D-1.

Senate should vote on each item of D-1 and then on Motion D. Senate should be aware that amendments proposed in D-1, if passed, will alter the basic philosophy behind the Ellis Report as outlined in Supplementary Paper D and partly E.

Supplementary Paper E (Recommendation 12)

(Re. P. 24-34, Admissions and Transfer)

The working group accepted the paper as written.

Supplementary Paper F (Recommendation 12)

(Re. G.P.A.s needed for Admission)

The working group agreed in principle with the relative weighting (percentages or G.P.A.s) presented in paper F which favours B.C. students over others.

It disagreed, however, on the actual percentages or G.P.A.s. Two motions are presented. Dr. Ellis' proposal (Motion F) advocates a more lenient admissions requirement than Professor Sullivan's proposal (Motion F-1).

N.B. Whatever the percentages or G.P.A.s adopted by the Senate, they will be substituted at appropriate places in the Admissions and Transfer section (Part E P.23-34) of Ellis Report.

Supplementary Paper G (Recommendation 12)

(Re. Statement on Admissions and Transfer P. 24-34)

Depending on how Senate has voted on Supplementary Motion C, the last sentence in paragraph 1 of the Note on Supplementary Paper G will either stand or be deleted.

The Senate should vote on the Addendum to Supplementary Paper G (Motion G-1 by Professor D. Sullivan and Motion G-2 by Professor K. Burstein) and then on the Supplementary Paper G (Motion by Dr. J. F. Ellis) as amended or not.

Supplementary Paper H (Recommendation 13)

(Re. Statement on Continuance, Withdrawal and Readmission, P.36)

Two statements (Supplementary Paper H and H-1) are presented as revised versions of P.36 in the Ellis Report.

Paper H-1 has the support of most members in the working group.

If the Senate prefers the wording in paper H-1, they should

vote against the Motion H and put forward a new motion upholding paper H-1.

Senators should note that #6-9 in Supplementary Paper H are identical to #4-7 in Supplementary Paper H-1 except for small changes in #4 (ADDITION: and may not repeat courses in which he has received a grade of C minus or better) and #5 (line 1 - Delete: may; substitute: will).

Supplementary Paper I (Recommendations 6 and 9)

(Re. Role of Admissions Board in transfer credit and advanced standing, Part C)

The working group came to no precise agreement on this matter. Three alternate motions (Papers I, I-1, and I-2) are presented to the Senate.

Supplementary Paper J (Recommendation 20)

(Re. Implementation of Ellis Report)

For lack of time the working group could not debate this motion. It is presented to the Senate as an alternate to Recommendation 20 in the Ellis Report. Other motions may be possible.

MOTION A.

Proposed by Dr. J. F. Ellis

That Senate approve the rewording of 1.3, pages 29-31,  
under Recommendation 12, Part E as given in the paper  
entitled "Supplementary Paper A"(Revised)

(Re. Special Admissions, Sec. 1.3, P. 29-31)

Supplementary Paper A (Revised)

## Admissions and Standings - A Suggested Policy

Rewording of Pages 29-31, Section 1.3 Special Admissions (Recommendation 12)

## 1.3 Special Admissions

The university is interested in extending university level learning opportunities to citizens of this province who may not qualify under the normal categories of admission providing always that the number of such persons admitted is subject to limitation in accordance with the availability of university resources. At present the university offers three types of special entry - Early Admission, Early Entry and Mature Entry.

1.31 Early Admission is designed for students on the Academic-Technical Program who are recommended by their schools following their Grade 12 Easter examinations.

1.311 An applicant must have demonstrated his ability by exceptional academic records (average of 80% or better) and have shown mature intellectual development to such an extent that he would profit from admission to the university without first securing Grade 12 standing.

1.312 Admission under this category is at the discretion of the Admissions Board. Inquiries regarding admission under this category should be directed to the Registrar.

1.32 Early Entry is designed for students who have completed Grade 11 on the Academic-Technical Program. Sections 1.311 and 1.312 also apply to this category of admission.

1.33 Mature Student Entry

1.331 A person who is twenty-five years of age or more or would reach that age during his first semester in attendance if he were admitted to the university, and who is not eligible for admission under another category may apply for admission.

1.332 Admission under this category is at the discretion of the Admissions Board. The Admissions Board must be satisfied that the applicant has sufficiently clear objectives in mind that he is likely to profit from university studies. The Admissions Board may, at its discretion require applicants to take appropriate tests. Inquiries regarding admission under this category should be directed to the Registrar.

ALTERNATE MOTION

Proposed by Professor D. Sullivan

Amendment to Supplementary Paper A (Revised)

Rewording of Pages 29-31, Section 1.3, Special Admissions (Recommendation 12)

1.332 Replace the second sentence which reads: "The Admissions Board must be satisfied that the applicant has sufficiently clear objectives in mind that he is likely to profit from university studies."

with: "The Admissions Board must be satisfied that the applicant has adequate preparation for study toward a specified major or honors program or well-defined area."

This section would now read:

1.332 Admission under this category is at the discretion of the Admissions Board. The Admissions Board must be satisfied that the applicant has adequate preparation for study toward a specified major or honors program or well-defined area. The Admissions Board may, at its discretion require applicants to take appropriate tests. Inquiries regarding admission under this category should be directed to the Registrar.

1V-5-4

ALTERNATE MOTION Proposed by Professor K. Burstein

Amendment to Supplementary Paper A (Revised)

Rewording of Pages 29-31, Section 1.3 Special Admissions (Recommendation 12)

1.3 Special Admissions

The University is interested in extending university level educational opportunities to those who may not qualify under normal categories of admission, providing always that the number of such persons admitted is subject to limitation in accordance with the availability of university resources.

1.31 Unchanged

1.311 Add: "Applicants are required to take SACU tests."

This section would now read:

An applicant must have demonstrated his ability by exceptional academic records (average of 80% or better) and have shown mature intellectual development to such an extent that he would profit from admission to the university without first securing Grade 12 standing. Applicants are required to take SACU tests.

1.312 Admission to this category is at the discretion of the Admissions Board. Limitation of the number admitted to this category is at the discretion of the Senate and the Board of Governors.

1.32 Unchanged

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12-5-5

1.33 Mature Student Entry

1.331 A candidate of mature age (25 years or older on September 1st) who has been a resident of B.C. for one year may apply for admission as a mature student, if five years or more have elapsed since a previous attempt at post-secondary education. Such applicants will be required to take SACU tests or present passing grades, in the year prior to admission, in two subjects of the Department of Education Tests, one of which is required to be in English. Possession of minimum requirements does not ensure selection. Each application will be considered on its merits and no transfer credit will be awarded. Students with a failed year at a post-secondary institution will be admitted on probation.

1.332 The University reserves the right to limit general enrolment in accordance with available resources and staff, and it may from time to time specifically limit the enrolment of certain groups of students, namely students who do not meet the requirements for regular entry, and to students who are not residents of the Province of British Columbia.

S 240-4

MOTION B.

Proposed by Dr. J. F. Ellis

That Senate agree that the maximum credit allowable  
to a student on transfer is 60 semester hours.

(Re. Maximum Transferrable Credit)

IV-6-1

Supplementary Paper B

Admissions and Standings - A Suggested Policy

Concern has been expressed over two portions of the suggested policy that make reference to the maximum number of transferrable hours. These are (a) P. 25, sentences 2 and 3 and (b) P.34, item 3.4.

The intention of the entire report was that a maximum of 60 transfer hours should continue to be the norm. This can be seen in Recommendation 5.2, P. 16 which has already been approved by Senate. The intention of the two sentences on P.25 was to accommodate exceptional cases of students who had done work elsewhere which was identical in content and quality to specific courses required on one of our major or honours programs. Of particular interest to the author of the report was the encouragement of reciprocal arrangements between departments in B. C. universities similar to those found in some of our graduate programs.

The author is prepared to withdraw the two sentences for the following reasons.

a) A portion of the intent can already be achieved in that students can seek and obtain permission to undertake some part of their upper division work at another institution if they have good reasons for making the request.

b) The introduction of the "up to 90 hour" possibility would create additional procedural and judgemental problems for the Admissions Board at a time when they will have more than enough to do.

c) Very few students would be affected.

The concerns expressed over 3.4 P. 34 can be looked after by placing an additional clause following the colon on line 4. "Maximum transfer credit allowed will be 60 hours."

MOTION C.

Proposed by Dr. J. F. Ellis

That Senate agree that students whose averages or cumulative grade points are sufficiently high to gain them admission to the university should receive transfer credit for all transferable courses that they have passed with the understanding that a department may require a student to repeat without credit a course in which a student obtained a D and which is prerequisite to another course in the same discipline which the student wishes to undertake.

(Re. Credit Transfer for D Grade)

Supplementary Paper C (Revised)

Admissions and Standings - A Suggested Policy

Should students receive transfer credit for all passed courses or only for those in which they achieved C or better? (re. Recommendation 12)

The point of view taken in the report is as follows: If a student's overall record is of sufficient quality to gain him admission, he should obtain transfer credit for all transferrable courses he has passed.

This approach has been criticized in a number of papers that have been circulated which urge a continuation of the current practice of disallowing transfer credit for D's. However, the criticisms do not offer substantial arguments for not allowing credit for the D grade.

The following points are offered to support the proposal to give credit for all passed courses.

1. The cumulative grade point or average is a better basis for predicting future success than an individual grade and has already been depressed by a D. (A poor grade must be counter-balanced by a good one.) If the denial of credit for D's is intended to safeguard standards a more effective means would be to increase the G.P.A. requirement for admission.
2. S.F.U. permits its own students to credit D's.
3. Disallowing D's creates anomalies. Consider the following cases:
  - A.A.A.D.D. = 2.8 G.P.A. = 9 sem. hours transfer credit
  - B.B.B.B.D. = 2.6 G.P.A. = 12 sem hours transfer credit.
  - C.C.C.C.C. = 2.0 G.P.A. = 15 sem. hours transfer credit
4. University of Victoria credits D's given adequate entering average.
5. U.B.C. credits D's, given adequate entering average and validation in subsequent course.

6. Students tend to follow their strengths and, hence, are more likely to pursue studies in which they have succeeded than to continue in areas where they are experiencing minimal success.

However, there should be one exception to the general acceptance of D's for transfer credit. The exception centers about the question, - Does a D grade obtained in a prerequisite constitute adequate preparation for the subsequent course?

At present certain departments require an S.F.U. student to obtain a grade higher than D before proceeding to the next course in a given sequence. Thus, transfer students should be subject to the same regulation.

The intent of the foregoing could be achieved by adding the following sentence to Page 25, 1.2 NOTE.

"Certain departments may require students to repeat prerequisite courses in which they have received transfer credit for a D. The repeated course will show on the student's record but will not carry credit."

ALTERNATE MOTION

Proposed by Professor D. Sullivan

- C. That Senate agree that students whose averages or cumulative grade points are sufficiently high to gain them admission to the university should receive transfer credit for all transferable courses that they have passed with a grade point of C minus or better.

MOTION D.

Proposed by Dr. J. F. Ellis

That Senate agree that transfer credit be awarded for transferrable courses taken in Grade 13 or equivalent. "Grade 13 or equivalent" will be taken to mean Grade 13 in B.C., Regional and Community Colleges in B.C., Grade 13 in Ontario, New Brunswick and Prince Edward Island, first year of Junior Colleges in the United States, Advanced levels or equivalent.

(Ref. Sections 2 and 3 in PART E)

Supplementary Paper D

## Admissions and Standing - A Suggested Policy

Should students receive transfer credit for Senior Matriculation (Grade 13) or equivalent studies?

A number of objections have been raised about certain parts of Recommendation 12 that deal with the awarding of transfer credit for Senior Matriculation Studies (or equivalent) offered outside B.C. However, in the opinion of the author of the report, an acceptance of the criticisms offered would perpetuate the present unevennesses in our procedures which the suggested policy sought to remove. To illustrate, the Admissions Committee suggests that we give no credit for Grade 13 Ontario but apparently agrees that First Year Junior College (Grade 13) in the United States should receive credit. Also, the Admissions Committee disagrees with the report's suggestion that Advanced (A) levels should receive credit despite the fact that (a) a British degree can be obtained in 3 years beyond A levels and (b) there seems to be rather widespread agreement that A level work is at least the equivalent of first year university work.

The issue is complicated by the fact that educational systems throughout the world operate quite differently from our own in B.C. which we tend to think of as the norm. For example, in the Prairie Provinces Grade 12 is frequently referred to as Senior Matriculation and a degree can be obtained in three additional years. However, a B.A. in Alberta does not require the depth of specialization that is required within a B.A. in B.C. Furthermore, the Alberta B.A. may soon require 4 years from Grade 12. Over the past four years, our treatment of Alberta Grade 12 credits has been highly variable ranging from full credit to no credit.

The situation in Ontario is also rather complicated. In the past, Grade 13 was a requirement for admission to an Ontario university. Depending on the type of degree he chose, a student would spend from 3 to 4 years in study at the university. Now, some universities require Grade 13 and others (usually the newer ones) require Grade 12.

The report seeks to deal with the kinds of problems just mentioned by establishing principles rather than resorting to a series of ad hoc individual judgements about educational systems. The principles may not always apply perfectly to practice but they have the virtue of providing a consistent framework or pattern into which individual cases can be fitted.

The first of these is that 12 years of education in B.C. is seen as the equivalent of 12 years taken elsewhere. Thus, Grade 12 Alberta (no matter what it may be called) is the equivalent of Grade 12 B.C. Since we give no transfer credit to B.C. Grade 12 students, we should not give transfer credit to Alberta Grade 12 students. (see 2.11, page 31)

The second principle is related to the first. The 13th year of schooling taken outside B.C. is the equivalent of the 13th year taken in B.C. Since we give transfer credit to B.C. students we should give transfer credit to non B.C. students. (see 2.12, p.31 and 3.2, p. 33)

Third, the consideration of out of province students, wherever they may come from, should be parallel. Thus, since the norm for entry to Canadian universities is still Senior Matriculation and since the norm for completing a degree after admission is still 3 years, we should continue to require Senior Matriculation or the 13th year of schooling (whichever is the lesser) for admission.

The three principles above do not apply perfectly to students seeking admission from schools outside North America. Nevertheless, they provide the Admissions Board with a framework for making decisions. Furthermore, when these are coupled with the Operating Guidelines (Part A - 1, 2, 3, 4) and with common sense - the Admissions Board has a rational and consistent basis for deciding which applicants should be admitted.

From: UNSOLICITED REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE  
ADMISSIONS AND STANDINGS

Amendment to Page 31 - section 2

2.1 The Committee recommended that paragraph 2.1 be amended to include

"No advance credit for work done at the Senior Matriculation level will be awarded", and paragraphs 2.11 and 2.12 be deleted.

Amendment to Page 33

3.1 The Committee recommended that the last sentence in the paragraph be altered to read:

"Transfer credits will not be granted for 'A' Levels or equivalents."

Amendment to Page 34

3.3 The Committee recommended that section 3.3 be amended to read as follows:

"An applicant from a country other than those mentioned in 3.1 and 3.2 must submit satisfactory evidence of the equivalent of Senior Matriculation standing at acceptable levels of achievement. Transfer credit will not be granted for work done at the Senior Matriculation level, for 'A' Levels or equivalent."

(Amended: added - section underlined; deleted - The awarding of transfer credit is at the discretion of the Admissions Board but will normally be on the same basis as if he were seeking admission to a leading university in his home area.)

1V-8-4

S 24-0-7

MOTION E.

Proposed by Dr. J. F. Ellis

That Senate agree with the intent of points 1 - 5  
inclusive in Supplementary Paper E, bearing in mind  
the intent of the last sentence of Operating Guide-  
line 4, page 8.

(Re. P. 24-34, Admissions and Transfer)

14-9-1

Supplementary Paper E

Admissions and Standings - A Suggested Policy

The Statement on Admissions and Transfer (P24-34) attempts to treat similar categories of applicants in similar ways. Remarks made during Senate proceedings and in at least one circulated paper suggest that the attempts to create a parallel structure were not fully appreciated. One minor source of confusion results from attempts to equate grade point averages and percentages (2.0 = C = 60%; 2.4 = 65%; 3.2 = 75%).

If Senate can agree that certain groups of applicants should be treated in similar ways, the precise grades for admission and levels for admission can be determined later. The following statements express the parallels embodied in the report (relevant cross references are provided).

- |   |  |
|---|--|
| 1. B.C. students from Senior Matriculation should be admitted and awarded transfer credit on a similar basis to students from B.C. Regional and Community Colleges.   | 1.211, 1.212<br>1.221, 1.222<br>1.23<br>1.241, 1.242                   |
| 2. B.C. students from Senior Matriculation and Colleges who met university requirements for admission after Grade 12 should be treated differently from S.M. and College students who did not meet university admission requirements after completing Grade 12. | 1.211, 1.221, 1.241<br>should be different from<br>1.212, 1.222, 1.242 |
| 3. Minimum educational level and entering average for non B.C. applicants should be similar.  | 2.1, 3.2   |
| 4. Requirements for non B.C. applicants who do not meet the minimum educational level should be similar.  | 2.4, 3.5   |
| 5. Requirements for applicants from other universities should be similar.   | 1.25, 2.3, 3.4   |

S 21/0 3

MOTION F.

Proposed by Dr. J. F. Ellis

That Senate adopt the suggested grade points or  
averages needed for admission as set forth in  
Admissions and Standings - A Suggested Policy  
and as summarized in Supplementary Paper F.

(Re. G.P.A.s needed for Admission)

1V-10-1

Supplementary Paper F

## Admissions and Standings - A Suggested Policy

## Grade Points or Averages Needed for Admission

In retrospect it might have been preferable to prepare Part E of the report leaving blanks where averages or grade points were to be specified. Supplementary Paper E indicates the various kinds of parallelism that have been built into the Statement on Admissions and Transfer and these, I feel, should be retained. The precise figures given in the Statement can be viewed as relative rather than absolute.

Members of Senate are aware, of course, of the many problems associated with setting admissions standards. Among other things, these reflect a philosophy of education, the availability of resources, the availability of space, the academic aspirations of the institution and the best "mix" of B.C. and non-B.C. students.

	The Report Suggests	
1. Applicants from B.C. high schools.	60%	
2. Applicants from B.C. Senior Matriculation and B.C. Regional and Community Colleges.	60% or 2.0	
3. Applicants from other Canadian provinces with Senior Matriculation standing.	65%	
4. Applicants from the United States with the equivalent of Senior Matriculation	2.4	(65%)
5. Applicants from other Canadian provinces with less than Senior Matriculation standing.	75%	
6. Applicants from the United States with less than Senior Matriculation standing.	3.2	(75%)
7. Applicants from other universities	60%	2.0

ALTERNATE MOTION

Proposed by Professor D. Sullivan

Amendment to Supplementary Paper F  
Admission Standards

- |   |                |
|---|----------------|
| 1. Applicants from B.C. High Schools  | 65%            |
| (Note: The University may admit applicants whose standing ranges from 60 to 65%, if staff and facilities permit.) |                |
| 2. Applicants from B.C. Senior Matriculation and B.C. Regional and Community Colleges                             | 65% or 2.4 GPA |
| 3. Applicants from other Canadian provinces with Senior Matriculation standing                                    | 70% (2.8)      |
| 4. Applicants from the United States with the equivalent of Senior Matriculation                                  | (70%) 2.8 GPA  |
| 5. Applicants from other Canadian provinces with less than Senior Matriculation standing                          | 80%            |
| 6. Applicants from the United States with less than Senior Matriculation standing                                 | 3.5 GPA        |
| 7 Applicants from other universities  | 65% or 2.4 GPA |

MOTION G.

Proposed by Dr. J. F. Ellis

That Senate approve the revised wording of  
Section 1.2, P. 25, Admission with Transfer Credit  
Note as set forth in Supplementary Paper G.

(Re. Note on Admission with Transfer Credit)

Supplementary Paper G

## Admissions and Standings - A Suggested Policy

Rewording of page 25 - 1.2 Admission with Transfer Credit Note

## 1.2 Admission with Transfer Credit

Note: The maximum transfer credit that will be allowed is 60 semester hours. An applicant seeking admission with transfer credit is advised that the courses he transfers, together with those he subsequently takes at the university, must meet the general and specific requirements of the faculty and the department in which he chooses to major or honour. The applicant should not assume that he will complete his degree with a number of semester hours equal to the difference between total hours required for the degree and transferred hours. Although usually this calculation will be correct for a student who remains within his field of study, it will probably not be true for a student who changes his field. Individual departments may require students to repeat prerequisite courses in which they have received transfer credit for a D. The repeated course will show in the student's record but will not carry credit.

Details of faculty and departmental requirements can be found in the calendar and further information can be obtained from the academic department in question.

ADDITIONAL MOTION

Proposed by Professor D. Sullivan

## Addendum to Supplementary Paper G

That at appropriate places in the Ellis Report and specifically on the top of page 24 and in section 1.3, Special Admissions, on page 29, the following statement appears:

"The University reserves the right to limit general enrolment in accordance with available resources and staff, and it may from time to time specifically limit the enrolment of certain groups of students, namely students who do not meet the requirements for regular entry, and to students who are not residents of the Province of British Columbia."

ADDITIONAL MOTION

Proposed by Professor K. Burstein

To be inserted on top of P. 24, immediately following STATEMENT ON ADMISSIONS AND TRANSFER.

All candidates for admission are required to present transcripts of all previous course work and to take the SACU tests administered each year in every Province and at Overseas Test Stations. Students from outside of Canada are required to present appropriate certificates, e.g., C.G.E., Hong Kong Matriculation Certificate, High School Graduation, etc. (A detailed listing of appropriate listings is available in either the UBC or McGill Calendars.)

12-11-4

MOTION H.

Proposed by Dr. J. F. Ellis

That Senate approve the rewording of "Statement  
on Continuance, Withdrawal and Readmission", as  
set forth in Supplementary Paper H.

(Re. Part F, P. 36)

Supplementary Paper H

## Admissions and Standings - A Suggested Policy

Rewording of Page 36 - "Statement on Continuance, Withdrawal and Readmission"

Minor Changes in 1 - 8, new #9

1. A student whose semester grade point average falls between 1.00 and 2.00 will be placed on academic warning.
2. A student whose semester grade point average falls between 0;00 and 0.99 will be placed on academic probation.
3. A student on academic warning whose semester grade point average falls between 1.00 and 2.00 will be placed on academic probation.
4. A student on academic warning whose semester grade point average falls between 0.000 and 0.99 will be required to withdraw from the university.
5. A student on academic probation whose semester grade point average falls between 0.00 and 2.00 will be required to withdraw from the university.
6. A student on either academic warning or academic probation must carry a minimum semester course load of 12 semester hours.
7. A student who is required to withdraw may be readmitted on academic probation after twelve months have elapsed. Transfer credit for work undertaken during the twelve month period will be allowed only if the student has received the express prior approval of the Admissions Board for work he intends to undertake.
8. A student who is required to withdraw for a second time will be required to withdraw permanently. No case of permanent withdrawal will be reconsidered for a period of five years.
9. Under exceptional circumstances, the Admissions Board may waive these conditions for individual cases.

ALTERNATE MOTION

Proposed by Professor D. Sullivan and Dr. K. Burstein and the Senate Committee on Undergraduate Admissions and Standings.

Amendment to Supplementary Paper H

Rewording of page 36 - "Statement on Continuance, Withdrawal and Readmission"

All students who enter the University are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a 2.0 cumulative grade point average. A student who does not maintain the 2.0 cumulative average will be considered to be performing less than satisfactorily in his studies and will be asked to withdraw from the University, if after a probationary period he is unable to raise his cumulative grade point average to or above the minimal requirement in accordance with the following:

1. A student whose cumulative grade point average (on courses taken at Simon Fraser University) falls below 2.00 will be placed on academic probation for the next semester. If, at the end of the probation semester, the student has not raised his cumulative grade point average to the minimum 2.00, he will be required to withdraw. However, if a student on academic probation obtains a semester grade point average of 2.50 or higher, he shall be permitted to continue on academic probation even if his cumulative grade point average has not reached 2.00.
2. A student who enters the University in the first or second year of studies (or who has less than 45 hours of transfer credit) toward a degree and who does not in his first term of study at this University receive a 2.00 average or better will be placed on academic warning. In his second or subsequent semesters at this University, he will be treated as in paragraph 1.
3. A student with a cumulative grade point average of 1.00 or less for two consecutive semesters will be required to withdraw permanently.
4. A student on either academic warning or academic probation must carry a minimum semester course load of 12 semester hours and may not repeat courses in which he has received a grade of C minus or better.

5. A student who is required to withdraw will be readmitted on academic probation after twelve months have elapsed. Transfer credit for work undertaken during the twelve month period will be allowed only if the student has received the express prior approval of the Admissions Board for work he intends to undertake.
6. A student who is required to withdraw for a second time will be required to withdraw permanently. No case of permanent withdrawal will be reconsidered for a period of five years.
7. Under exceptional circumstances, the Admissions Board may waive these conditions for individual cases.

MOTION I.

Proposed by Dr. J. F. Ellis

That Senate approve the rewording of Re-  
commendation 6 and 9 under new Recommendation  
6 as set forth in Supplementary Paper I.

(Re. Role of Admissions Board in transfer credit and advanced standing, Part C)

Supplementary Paper I

Admissions and Standings - A Suggested Policy

Delete Recommendations 6 and 9 and replace with new item 6.

6. Empower the Undergraduate Admissions Board to do the following:
  - 6.1 To seek from each academic department a list of all courses taught in regional and community colleges that the department considers equivalent, though not necessarily identical to courses taught by the department.
  - 6.2 Based upon the advice received under 6.1 and upon advice received from the Academic Board, to provide the Registrar with a listing of all courses taught by each regional and community college, the listing to be designated under the following four headings: S.F.U. course equivalent, unassigned credit in a subject area, unassigned credit, no credit.
  - 6.3 To issue guidelines to departments in an effort to ensure that a transfer student's program will not become unnecessarily attenuated and that, so far as possible, the spirit of Recommendation 5 be maintained.

ALTERNATE MOTION

Proposed by Professor D. Sullivan

Amendment to Supplementary Paper I

Addendum to 6.1 as follows:

"and from each Faculty, courses or patterns of courses they will consider for unassigned credit towards the Bachelor's degree."

6.1 would now read as follows:

To seek from each academic department a list of all courses taught in regional and community colleges that the department considers equivalent, though not necessarily identical to courses taught by the department, and from each Faculty, courses or patterns of courses they will consider for unassigned credit towards the Bachelor's degree.

ALTERNATE MOTION

Proposed by Professor K. Burstein

Delete recommendations in Supplementary Paper I

The following seem cogent reasons for deleting these recommendations:

- 6.1 a. this is an administrative function which can more economically be handled by a secretary or other person in the Registrar's Office.
- b. this administrative function is within the terms of reference given to the Registrar on page 21 of the Ellis Report.
- c. this administrative function is not within the terms of reference of the Admissions Board (see Ellis Report, page 20).
- 6.2 a. Recommendation 8, already passed by Senate, assigns the responsibility for designating transferrable courses under the headings specified, i.e., equivalent, unassigned in course area, unassigned credit, to the Registrar. This recommendation, therefore, either removes or delegates this responsibility from the Registrar.
- b. Even if this delegation were admissible, it is not feasible. Rather than place the responsibility with a more or less permanent administrative position, this recommendation places the responsibility with a committee whose membership is highly unstable in that this committee seldom has the same constitution for two consecutive meetings due to replacements, substitutions, absences and resignations.
- c. Section 6, page 17 of the Ellis Report implies that the Departments will determine course equivalencies. Section 6.2 implies, however, that the Admissions Board will actually make the decision, acting only upon the advice of the Department and the Academic Board.
- d. The recommendation contradicts the last paragraph of page 13 of the Ellis Report in that the Report says that advanced standing should be determined by the Department.
- e. The Ellis Report states that the Academic Board will determine which courses are transferable. It has been repeatedly stated that departments can maintain their own integrity by determining their own course equivalencies. This recommendation 1) has the Academic Board entering into the procedure for determining equivalencies, and 2) asks that departments accept a decision of the Admissions Board (now the undergraduate admissions and standings committee) even it is in disagreement with the Departmental recommendation.

- f. It is doubtful that a group with as mixed backgrounds, in terms of disciplines, as this committee--or any mixed committee for that matter--can generate as meaningful a decision with respect to course equivalencies as a group consisting entirely of persons in the discipline of the course being evaluated. This sort of evaluation requires knowledge of texts used, content of the particular area, etc. The persons most likely to have the information necessary for proper evaluation are the members of the Department concerned.
- 6.3 a. Senate has already passed recommendation 10 which asked the Admissions Board to report to Senate Departments which seem to have difficulty in honoring recommendation 5. If Senate feels some action is necessary, it can issue "guidelines" to departments. This recommendation seems to authorize the Admissions Board (now the undergraduate admissions and standings committee) to issue guidelines to Departments without obtaining Senate's--or anyone else's permission.
- b. This issuance of guidelines to Departments is outside of the terms of reference of the Admissions Board, as approved by Senate and as stated on page 20 of the Ellis Report.

In sum, there would seem to be nothing gained by inserting the Admissions Board into an administrative procedure except to make the procedure more complex. Moreover, all the duties assigned to this Board--which is now the Senate Committee on Admissions and Standings--have previously been assigned other bodies or offices. In addition, the main responsibilities assigned to this Board are outside of the terms of reference authorized by Senate. It would seem then that not only is there no need for the passage of these recommendations, but more important, the passage of these recommendations, aside from tremendously complicating what should be a simple procedure, would be out of order, since the Admissions Board does not have the power to perform the duties assigned it in the recommendations.

NOTICE OF MOTION

Proposed by Professor K. Burstein

That there be no attempt to implement the Ellis  
recommendations by Fall of 1969 and that the  
Registrar be instructed to process applications  
for admission according to the present regulations.

(Re. Recommendation 20 on Implementation of Ellis Report)

NOTICE OF MOTION  
(Re Recommendation 20)

That Senate charge the Academic Vice-President or a Committee(s) nominated by him with implementation of the Ellis Report as speedily as possible. In so doing, the Academic Vice-President or the Committee(s) be asked:

1. that until such time as the Academic Board performs its function (as delineated in Part B and covered in Recommendations 2,3,4), to prepare a list of courses offered by Junior and Regional Colleges in B.C. and to decide which of them are University level courses;
2. to seek from academic departments and faculties an indication of those University level courses which they consider S.F.U. course equivalent, unassigned credit in a subject area, and unassigned credit;
3. to ensure that all necessary fine print is written for each section or subsection in Part E (Admissions and Transfer);
4. to implement the Report in stages if necessary, as each part becomes complete under #3 and adequate personnel is available in Registrar's Office to ensure its implementation.

Until such time as a particular section is ready for implementation, Senate instruct the Registrar to process applications for admission under the present regulations, provided in so doing there is no obvious conflict with the intent and principles of the Ellis Report.

Received by [unclear]  
Monday, June 14, 1980  
7:30 p.m.  
Submitted by  
Sandra [unclear]

# An Amendment to Paper J-1

(2) - (a) - delete seek, insert obtain

insert 2(b) - to obtain from academic departments and faculties an indication of those university level courses which they do not consider acceptable for course equivalent, unassigned credit in a subject area, or unassigned credit;

insert 2(c) to obtain an explanation from academic departments and faculties for their decisions in respect to those university level courses considered not acceptable; ~~to obtain an explanation~~

insert 2(d) to make all information received in accordance with items 2(a) - 2(c) available to Senate.

Notice of Motion

Received at  
meeting (Monday)  
June 17/69  
7:30 am  
Submitted by  
Senator Curran

That, with the exception of Motion F-1, there be no attempt  
to implement the Ellis recommendations by the Fall of 1969.

1) The motion removed a responsibility afforded the Academic Board by Senate for the transferability of course credits. Many of us voted on this issue with the assurance that Departments, which, I think, we all regard as most competent to judge these matters, would be represented in this decision process. Thus, we were assured that sub-committees of the Academic Board, in each discipline, would make these decisions, or at least recommend them to the Academic Board. Thus, as presented to Senate, the Academic Board was a clearing house for recommendations made by people in the discipline of the courses involved.

The motion presented in Senate paper J-1 would seem to represent a departure from the spirit and intent of the motion passed by Senate. It asks that one person make these decisions or that a committee nominated by him do this. No formal provision is made for obtaining expertise from the disciplines involved. Moreover, although this is presented as an "interim" mechanism, we have no assurance that the Academic Board will ever assume the duties Senate has requested it assume. The Board has said it will look into the feasibility of it. I believe Dean Sullivan noted at the last meeting that the Board has not indicated that it will assume these responsibilities. Thus, this "interim" procedure which involves one person making decisions which vitally affect Departments has a good chance of becoming a permanent mechanism; one which is not in the spirit of the recommendation approved by Senate.

In addition, it would seem appropriate that the Departments affected by and interested in transfer credits have some voice in determining who will assign this credit. If the majority feel that one man is capable of mustering the information and energy necessary to make these hundreds of important decisions, then, at least, they should have a voice in naming this man. However, if interim procedures are necessary, it would seem a much better strategy to get a fairly large committee, such as the Academic Board sub-committees mentioned before. Such committees allow a difference of opinion to be heard, they allow the views of those outside of the University to be heard, they allow an opportunity for feedback on various proposals, and they minimize the probability of arbitrary decisions. It does not seem reasonable to ask Senate to set up a particular procedure, such as naming one man or allowing one person to name a committee simply because this is the easiest and fastest way to get something done. There are few things that can best be accomplished in the easiest and fastest way. In any event, the duties assigned are the responsibility of Senate and Senate should, at least, approve the nominee mentioned in paragraph 1 of paper J-2. It would certainly not seem inappropriate for Senate to know whom it is assigning this tremendous responsibility before it approves this procedure.

3) Paragraph 3 of motion J-1 calls for voting in "fine print."

First, this man or committee proposed in the motion is intended as an interim substitute for the Academic Board. It supposedly performs those functions recommended by Senate for the Academic Board. The voting in "fine print" is not within the terms of reference assigned to the Academic Board by Senate.

Secondly, the writing in of "fine print," if it is necessary, should be done by persons intimately acquainted with the processing of admissions applications.

Thirdly, whatever "fine print" changes are, and regardless of who makes them, these changes should be approved by Senate. They are part of admissions policies, if they are added to the policies recommended by Senate, and require Senate's approval. It would seem unnecessary to say that the addition of fine print to a policy can change completely both the meaning and the intent of a policy. In any event, it is the responsibility of Senate to approve admissions policies whether they are in bold print or fine print.

Fourthly, many of these recommendations passed only after we were told that many of the points related to implementation would be debated later. We have had some lengthy and intensive arguments about matters relating to the implementation of these recommendations, and have passed some of these policies only after having been told that decisions on the debated matters could be reached when implementation was discussed. Now it would seem that implementation is not going to be discussed, if motion J-1 is passed.

Fifthly, it is difficult to understand what is meant by "fine print." The UBC admissions policies and those of other Canadian universities are contained in just a few pages of their calendars. The Ellis recommendations seem to parallel the presentations in these calendars. What sorts of omissions are there that have to be filled in with fine print? The "crisis" about admissions policies was generated by students who complained about the absence of specifically stated policies, i.e., about the absence of fine print. Are we saying now that, after all our attempts to remedy this deficiency, after setting up a committee, after meeting time after time, after passing all these recommendations, that we still have not precisely specified our admissions policies and that we are tired now and would like someone else to fill them in? If there is a need to fill in "fine print" after all our attempts, then it would seem that either we do it or admit that we have failed.

Sixthly, the closing paragraph of motion J-1 is difficult to understand. It states that present policies will continue if they are not replaced by these recommendations, provided that there is no conflict between the present policy and the intent or principles of the Ellis recommendations.

What happens then if there is an Ellis recommendation which cannot be implemented at the present time and the present policy conflicts with it? Indeed, is there not necessarily a conflict between all of the present policies and the Ellis recommendations (unless they are identical to present policy)? Are we saying that when there is a conflict we will have no policy? Are we saying that when we have a conflict the Ellis recommendation will be in effect even if it cannot be implemented?

Aside from the above reasons for seriously questioning the proposals in paper J-1 for implementing the Ellis recommendations at the present time, there seem to be good reasons for not attempting to implement the majority of these recommendations for the Fall of 1969 at all.

First, we approved the delegation of the responsibility for decisions about the transferability of credit to an external body with the understanding that we would receive, when implementation was discussed, an indication of whether and how the Academic Board would make these decisions. We have had none of this information. To implement this would be to implement the unknown.

Some of us have asked that, if the Academic Board agrees to make these decisions, and if the sub-committees consisting of members of all post-secondary representatives in the discipline agree to decide on transfer credit for specific courses, then it would seem reasonable to ask that the other colleges and universities sending representatives to these sub-committees and making decisions about the transferability of courses also be asked to bind themselves to these decisions. Why should SFU bind itself to a decision made by a committee in which it has one of many votes, if no other college or university represented on the committee is bound by the decision? Why would any of the colleges and universities not agree to be bound by the decisions which we are willing to bind ourselves to? In any event, we were told that we would have a chance to know and to discuss the exact procedures by which the policy we were passing was going to be implemented. What we are being asked to do now is to implement without knowing what we are implementing.

Secondly, it has been repeatedly stated that one of the main reasons for some of the recommendations presented to Senate is that some Departments seem to continually change their minds about the transfer credit associated with some of their courses. We have also been told that this indecisiveness is compounded because new chairmen and heads sometimes come in and again change these recommendations. Further we have been told that, because of these frequently changed decisions with respect to transfer credit, students attempting to transfer are given what turns out to be misinformation about the transferability of the courses they have taken. Indeed, the headlines in the newspapers said that, as a result of the recommendations we passed students would know precisely what courses they could take and get transfer credit for.

It seems paradoxical then that motion J-1 suggests immediate implementation. The students currently applying here have been counseled to enrol in courses and have enrolled and completed courses based upon present transfer regulations. What this proposal suggests is that we ignore the fact that they have been counseled and have enrolled in good faith and that we say to them, "Forget what we told you; we are going to change all that even though you have now completed all your course work, even though you have already applied to us on the basis of what we told you and even though registration is only a matter of weeks away."

In addition it tells students, "You cannot even really have any faith in what your counselor is telling you now, or in what the rulings we now put out say because they are simply an interim procedure and the academic Board will soon come out with some more rulings which will probably be different."

It seems obvious that, when a mechanism is evolved for determining the transfer-

If there is any way, the junior and regional colleges will have to be informed of the final decisions on this matter some time before they go into effect so that students may be counseled to enroll in courses which are transferable. To simply implement without such lead time for counselors as other institutions would require all students enrolled on the basis of previous transfer credit rulings. The arrangement should also be made for having those students who enrolled in courses on the basis of previous transfer rulings get credit for those courses if it is to their benefit.

In any event, simply invoking new transfer policies without warning would seem to breed the very same sort of chaos that both the Registrar and Mr. Willis seem to have objected to. Moreover, this would be worse, since we would be invoking an interim set which we are specifically saying will be replaced when the Academic Board assumes its function.

Finally, and perhaps most important, how could we possibly implement this or any other notion by September? It would be impossible to implement unless we said that every course was transferable. I don't know of any University in Canada or the United States which accepts, unconditionally, every course taken at a junior or a regional college as a transfer course.

It therefore seems obvious that we cannot accept all courses for transfer credit. It seems equally obvious that the task of judging individual courses is a time-consuming one. If one checks with persons who, in their work in a Registrar's office, do this kind of work, one finds that this sort of decision involves comparing calendars, checking with Departments about texts, fees, labs, etc., checking on what other universities in the area do, etc. How could anyone do an intelligent and competent job with the hundreds and hundreds of courses which would be offered for transfer in years or months, let alone days?

In any event, it would seem impossible for any one man or any committee, regardless of the dedication or enthusiasm or competence of the persons involved, to accomplish so thru all the courses which have to be assessed with respect to transfer or of credit in time to start processing applications for fall admission.

At the very least, if Senate is going to approve an attempt to assess the transferability of hundreds of courses within a matter of days, it should have full knowledge of the procedure which is going to be used, and it should approve the decisions reached.

To: ALL MEMBERS OF SENATE

From: H. M. Evans  
Secretary of Senate  
and Registrar

Subject: SPECIAL MEETING - THE ELLIS  
REPORT

Date: June 12, 1969

A special meeting of Senate has been called for Monday, June 16, 1969, to be held in Cafeteria #1 (Faculty Lounge), commencing at 7:30 p.m. - to consider further the Ellis Report in accordance with the Agenda below.

A G E N D A

- 1) Consideration of the Ellis Report - Recommendations not yet approved - Paper S.240-12 J, J-1.

NOTE: Discussion will be undertaken in the following order:-

Paper S.240-12 J, J-1 - Implementation of the Ellis Report.

Recommendation 23 - only if all other recommendations are resolved.

H. M. Evans  
Secretary of Senate.

NOTE

Copies of the Ellis Report and all pertinent papers have been distributed earlier with the exception that Paper J-1 was distributed at the Senate Meeting on Monday, June 9, 1969.

Additional copies of Paper S.240-12 J and J-1 are provided herewith.

Written motions or amendments on the above two topics may be submitted in advance to the Secretary or may be submitted on the floor.

V-1

NOTICE OF MOTION

Proposed by Professor K. Burstein

That there be no attempt to implement the Ellis  
recommendations by Fall of 1969 and that the  
Registrar be instructed to process applications  
for admission according to the present regulations.

(Re. Recommendation 20 on Implementation of Ellis Report)

NOTICE OF MOTION  
(Re Recommendation 20)

That Senate charge the Academic Vice-President or a Committee(s) nominated by him with implementation of the Ellis Report as speedily as possible. In so doing, the Academic Vice-President or the Committee(s) be asked:

1. that until such time as the Academic Board performs its function (as delineated in Part B and covered in Recommendations 2,3,4), to prepare a list of courses offered by Junior and Regional Colleges in B.C. and to decide which of them are University level courses;
2. to seek from academic departments and faculties an indication of those University level courses which they consider S.F.U. course equivalent; unassigned credit in a subject area, and unassigned credit;
3. to ensure that all necessary fine print is written for each section or subsection in Part E (Admissions and Transfer);
4. to implement the Report in stages if necessary, as each part becomes complete under #3 and adequate personnel is available in Registrar's Office to ensure its implementation.

Until such time as a particular section is ready for implementation, Senate instruct the Registrar to process applications for admission under the present regulations, provided in so doing there is no obvious conflict with the intent and principles of the Ellis Report.

Received at Meeting  
(Monday, June 16/63,

7:30 p.m.

Submitted by  
Southern Education

## Aa Amendment to Paper J-1

(2) - (a) - delete seek, insert obtain

insert 2(b) - to obtain from academic departments and faculties an indication of those university level courses which they do not consider acceptable for course equivalent, unassigned credit in a subject area, and unassigned credit;

insert 2(c) to obtain an explanation from academic departments and faculties for their decisions in respect to those university level courses considered not acceptable; ~~to be~~  
~~submitted to~~

insert 2(d) to make all information received in accordance with items 2(a) - 2(c) available to Senate.

Notice of Motion

Received at  
meeting - (Monday)  
June 16/69  
7:30 pm.  
Submitted by  
Senator Guntin

That, with the exception of Motion F-1, there be no attempt to implement the Ellis recommendations by the Fall of 1969.

- 1) Senate has approved a recommendation allowing the Academic Board to determine the transferability of course credit. Many of us voted on that issue with the assurance that Departments, which, I think, we all agreed were most competent to judge these matters, would be represented in this decision process. Thus, we were assured that sub-committees of the Academic Board, in each discipline, would make these decisions, or at least recommend them to the Academic Board. Thus, as presented to Senate, the Academic Board was a clearing house for recommendations made by people in the discipline of the courses involved.

The motion presented in Senate paper J-1 would seem to represent a departure from the spirit and intent of the motion passed by Senate. It asks that one person make these decisions or that a committee nominated by him do this. No formal provision is made for obtaining expertise from the disciplines involved. Moreover, although this is presented as an "interim" mechanism, we have no assurance that the Academic Board will ever assume the duties Senate has requested it assume. The Board has said it will look into the feasibility of it. I believe Dean Sullivan noted at the last meeting that the Board has not indicated that it will assume these responsibilities. Thus, this "interim" procedure which involves one person making decisions which vitally affect Departments has a good chance of becoming a permanent mechanism; one which is not in the spirit of the recommendation approved by Senate.

In addition, it would seem appropriate that the Departments affected by and interested in transfer credit have some voice in determining who will assign this credit. If the majority feel that one man is capable of mustering the information and energy necessary to make these hundreds of important decisions, then, at least, they should have a voice in naming this man. However, if interim procedures are necessary, it would seem a much better strategy to get a fairly large committee, such as the Academic Board sub-committees mentioned before. Such committees allow a difference of opinion to be heard, they allow the views of those outside of the University to be heard, they allow an opportunity for feedback on various proposals, and they minimize the probability of arbitrary decisions. It does not seem reasonable to ask Senate to set up a particular procedure, such as naming one man or allowing one person to name a committee simply because this is the easiest and fastest way to get something done. There are few things that can best be accomplished in the easiest and fastest way. In any event, the duties assigned are the responsibility of Senate and Senate should, at least, approve the nominees mentioned in paragraph 1 of paper J-2. It would certainly not seem inappropriate for Senate to know whom it is assigned this tremendous responsibility before it approves this procedure.

- 3) Paragraph 3 of motion J-1 calls for writing in "fine print."

First, this man or committee proposed in the motion is intended as an interim substitute for the Academic Board. It supposedly performs those functions recommended by Senate for the Academic Board. The writing in of "fine print" is not within the terms of reference assigned to the Academic Board by Senate.

Secondly, the writing in of "fine print," if it is necessary, should be done by persons intimately acquainted with the processing of admissions applications.

Thirdly, whatever, fine print changes are, and regardless of who makes them, these changes should be approved by Senate. They are part of admissions policies, if they are added to the policies recommended by Senate, and require Senate's approval. It would seem unnecessary to say that the addition of fine print to a policy can change completely both the meaning and the intent of a policy. In any event, it is the responsibility of Senate to approve admissions policies whether they are in bold print or fine print.

Fourthly, many of these recommendations passed only after we were told that many of the points related to implementation would be debated later. We have had some lengthy and intensive arguments about matters relating to the implementation of these recommendations, and have passed some of these policies only after having been told that decisions on the debated matters could be reached when implementation was discussed. Now it would seem that implementation is not going to be discussed, if motion J-1 is passed.

Fifthly, it is difficult to understand what is meant by "fine print." The UBC admissions policies and those of other Canadian universities are contained in just a few pages of their calendars. The Ellis recommendations seem to parallel the presentations in these calendars. What sorts of omissions are there that have to be filled in with fine print? The "crisis" about admissions policies was generated by students who complained about the absence of specifically stated policies, i.e., about the absence of fine print. Are we saying now that, after all our attempts to remedy this deficiency, after setting up a committee, after meeting time after time, after passing all these recommendations, that we still have not precisely specified our admissions policies and that we are tired now and would like someone else to fill them in? If there is a need to fill in "fine print" after all our attempts, then it would seem that either we do it or admit that we have failed.

Sixthly, the closing paragraph of motion J-1 is difficult to understand. It states that present policies will continue if they are not replaced by these recommendations, provided that there is no conflict between the present policy and the intent or principles of the Ellis recommendations.

What happens then if there is an Ellis recommendation which cannot be implemented at the present time and the present policy conflicts with it? Indeed, is there not necessarily a conflict between all of the present policies and the Ellis recommendations (unless they are identical as present policy)? Are we saying that when there is a conflict we will have no policy? Are we saying that when we have a conflict the Ellis recommendation will be in effect even if it cannot be implemented?

Aside from the above reasons for seriously questioning the proposals in paper J-1 for implementing the Ellis recommendations at the present time, there seem to be good reasons for not attempting to implement the majority of these recommendations for the Fall of 1969 at all.

First, we approved the delegation of the responsibility for decisions about the transferability of credit to an external body with the understanding that we would receive, when implementation was discussed, an indication of whether and how the Academic Board would make these decisions. We have had none of this information. To implement this would be to implement the unknown.

Some of us have asked that, if the Academic Board agrees to make these decisions, and if the sub-committees consisting of members of all post-secondary representatives in the discipline agree to decide on transfer credit for specific courses, then it would seem reasonable to ask that the other colleges and universities sending representatives to these sub-committees and making decisions about the transferability of courses also be asked to bind themselves to these decisions. Why should SFU bind itself to a decision made by a committee in which it has one of many votes, if no other college or university represented on the committee is bound by the decision? Why would any of the colleges and universities not agree to be bound by the decisions which we are willing to bind ourselves to? In any event, we were told that we would have a chance to know and to discuss the exact procedures by which the policy we were passing was going to be implemented. What we are being asked to do now is to implement without knowing what we are implementing.

Secondly, It has been repeatedly stated that one of the main reasons for some of the recommendations presented to Senate is that some Departments seem to continually change their minds about the transfer credit associated with some of their courses. We have also been told that this indecisiveness is compounded because new chairmen and heads sometimes come in and again change these recommendations. Further we have been told that, because of these frequently changed decisions with respect to transfer credit, students attempting to transfer are given what turns out to be misinformation about the transferability of the courses they have taken. Indeed, the headlines in the newspapers said that, as a result of the recommendations we passed students would know precisely what courses they could take and get transfer credit for.

It seems paradoxical then that motion J-1 suggests immediate implementation. The students currently applying here have been counseled to enrol in courses and have enrolled and completed courses based upon present transfer regulations. What this proposal suggests is that we ignore the fact that they have been counseled and have enrolled in good faith and that we say to them, "forget what we told you; we are going to change all that even though you have now completely all your course work, even though you have already applied to us on the basis of what we told you and even though registration is only a matter of weeks away.

In addition it tells students, "you cannot even really have any faith in what your counselor is telling you now, or in what the rulings we now put out say because they are simply an interim procedure and the academic Board will soon come out with some more rulings which will probably be different."

It seems obvious that, when a mechanism is evolved for determining the transfer-

ability of courses, the junior and regional colleges will have to be informed of the final decisions on this matter some time before they go into effect so that students may be counseled to enrol in courses which are transferable. To simply implement without such lead time for counselors at other institutions would penalize all students counseled on the basis of previous transfer credit rulings. Some arrangement should also be made for having those students who enrolled in courses on the basis of previous transfer rulings get credit for these courses if it is to their benefit.

In any event, simply invoking new transfer policies without warning would seem to breed the very same sort of chaos that both the Registrar and Mr. Ellis seem to have objected to. Moreover, this would be worse, since we would be invoking an interim set which we are specifically saying will be replaced when the Academic Board assumes its function.

Thirdly, and perhaps most important, how could we possibly implement this or any other motion by September? It would be impossible to implement unless we said that every course was transferable. I don't know of any University in Canada or the United States which accepts, uncritically, every course taken at a junior or a regional college as a transfer course.

It therefore seems obvious that we cannot accept all courses for transfer credit. It seems equally obvious that the task of judging individual courses is a time-consuming one. If one checks with persons who, in their work in a Registrar's office, do this kind of work, one finds that this sort of decision involves comparing calendars, checking with Departments about texts, tests, labs, etc., checking on what other universities in the area do, etc. How could anyone do an intelligent and competent job with the hundreds and hundreds of courses which would be offered for transfer in years or months, let alone days?

In sum, it would seem impossible for any one man or any committee, regardless of the dedication or enthusiasm or competence of the persons involved, to carefully go thru all the courses which have to be assessed with respect to transfer of credit in time to start processing applications for fall admission.

At the very least, if Senate is going to approve an attempt to assess the transferability of hundreds of courses with a matter of days, it should have full knowledge of the procedure which is going to be used, and it should approve the decisions reached.

To: ALL MEMBERS OF SENATE

From: H. M. Evans  
Secretary of Senate  
and Registrar

Subject: NOTICE OF MEETING

Date: July 9, 1969.

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A Special Meeting of Senate has been called for Monday, July 14, 1969, at 7:30 p.m. in Cafeteria #1 (Faculty Lounge) to consider items listed in the attached Agenda.

HME/IBK

VH-1

SENATE OF SIMON FRASER UNIVERSITY

AGENDA

Monday, July 14, 1969

at 7:30 p.m. in Cafeteria # 1 (Faculty Lounge)

AGENDA FOR THE OPEN SESSION

1. Approval of Agenda.
2. Selected Unfinished Business from the Meeting of July 7, 1969.

Note: At the Senate meeting of July 7, 1969, it was moved by D. Sullivan, seconded by J. Walkley: "that the meeting adjourn and that Senate meet again in one week, at which time the strictly academic matters listed in the July 7, 1969, Senate Agenda be considered." The Senate Agenda Committee met at the close of the meeting and recommended the following items be considered in the order listed.

- A. Senate Committee on Graduate Studies - Reorganization of Graduate Studies - Paper S.245 and S.245(a). - For action.
- B. Department of Modern Languages - Calendar changes - Paper S.247.
- C. Graduate Courses in Chemistry - Paper S.249.
- D. Unassigned Credit - Paper S.250, J. Sayre.
- E. Paper S.215.  
Note: At the meeting of April 8, 1969, Paper S.215, Academic Planning (K. Strand) was dealt with as follows:- "that Paper S.215 be referred to the three faculties for comment and then sent to Senate with comments for the June 2 meeting of Senate."
  - i) Reports on Paper S.215 - a) Arts, b) Education, c) Science - Paper S.215 (a).
- F. Faculty of Science - Program Priorities, Paper S.229; Computing Science - Paper S.229(a), Biochemistry - Paper S.229(b).
- G. Gradings for Withdrawing Students - Paper S.230, S.230(a)  
K. Burstein.
- H. Starting Time of Senate Meetings - Paper S.230, S.230(b),  
K. Burstein.

H. M. Evans  
Secretary

July 9, 1969.

V1-2