



ADMISSIONS AND STANDINGS - A SUGGESTED POLICY
(THE ELLIS REPORT)

The following is a brief summary of the processes followed in the consideration by Senate of the report by Dr. John Ellis "Admissions and Standings - A Brief Policy". It is provided to enable the reader to relatively quickly understand the procedures and - by reading of the report as amended by Senate - to get a quick overview of a number of the decisions made.

A full overview could be obtained only by reading of the minutes of the Senate meetings (or of the verbatim transcripts which were prepared for four of the special meetings).

Within the copies of the Ellis Report, as amended by Senate through the early meetings, changes will be identified in italics. In some instances whole paragraphs may show in italics whereas much of the wording was contained in the original report but it has not been possible to always adapt to re-wording through italics only for the words changed.

Each of the recommendations made in the report are summarized in the report under section 1 "Summary of Recommendations". In addition the individual recommendations are shown in the directly pertinent sections of the report. At both these places notations will appear in the margin to the right to identify the Senate action of approval or rejection or amendment or revision, and the date or dates on which these occurred, together with an indication of the page numbers of the Senate minutes pertaining to the action.

A reading of the material will indicate that a number of recommendations were quickly approved; that a number of recommendations were stood-over for further debate and underwent minor or major changes; that there was no decision made on some of the recommendations.

Following the major discussion at Senate a committee was established under the Acting Academic Vice-President to carry forward further developments, decisions and actions. These will not be reflected in the report as amended to the end of the major discussion by Senate.



1. Senate, at its meeting of November 20, 1968 commissioned the preparation of a report on Admissions and Standings. A report was submitted to the Acting President on March 25, 1969 and decisions were made as to the manner whereby Senate would consider the report.
2. The report was discussed at Special Meetings of Senate held on May 6, May 9, June 9, June 16, 1969 and at a Special Meeting held July 14, 1969.
3. The Procedure for Discussion was established under Paper S 217 dated April 8, 1969. The order of discussion was to be as follows:
1, 11, 2, if 2 passes then 3, if 3 passes then 4, 5, if 5 passes then 10, 6, 7, 8, 9, 12, 13, 14, 15, 16, if 16 passes then 17, 18, 19, 20, 21, 22, if 1 - 22 have passed then 23. If any failed, the debate resumes on failed items in above order with 23 last.
4. At the May 6 meeting the following were approved without change: -
1, 11, 2, 3, 4, 5, 10.
5. At the May 9 meeting the following were approved without change: -
7, 8, 14, 15, 16, 17, 18, 19, 21, 22.

The following were not approved and were therefore to be subject to further debate: -

6, 9, 12, 13, 20. 23 is always to be last discussed.

6. For the Senate meeting of June 9 further instructions and papers were issued under Paper S 240, 240-1, 240-2 and other working papers S 240-3 to S 240-12.

The discussion order was to be as follows:

S 240-10	Motion H	re: Part F, p. 36	H.1.
- 4	B	re: Max. transferable credit	
- 5	C	re: Credit transfer for D grade	C.1.
- 9	G	re: Admission with transfer credit	G.1., G.2.
- 3	A	re: Special Admissions p. 29-31, Sec.12	A.1., A.2.
- 6	D	re: Sec. 2, 3 of Part E	D.1.
- 7	E	re: Admissions and transfer p. 24-34	
- 8	F	re: G.P.A.'s need for admission	F.1.
-11	I	re: Role of Admissions Bd in Transfer credit and advanced standing Part C	I.1., I.2.
--12	J	re: Rec. 20	J.1., J.2. J.1. amendment

(Recommendations 6, 9 are in papers I, I.1., I.2.
12 is in A, A.1, A.2; B; C, C.1; D, D.1; E;
F, F.1; G, G.1, G.2.
13 is in H, H.1.)

Within the report some changes were made by Senate of an editorial nature and these have not been made directly in the various copies of the report but are as follows:

- i. The Senate minutes of May 6, 1969, page 6, indicate that throughout the report where there is reference to "the leading institution" this now to be read "a leading institution".
- ii. The Senate minutes of May 6, 1969, page 8, indicate the following:

"Dependent upon the results of certain motions a number of changes, particularly those of an editorial nature, could be required and would be made as necessary."

These have not been all directly made in the report but should be applied as necessary with the full understanding of the actions of Senate.

- iii. The Senate minutes of May 9, 1969, page 11, indicate the following:

"The Chairman indicated that he had earlier stated if the principle was approved, a simple organizational and procedural framework might be developed somewhat as outlined, but that this was indicative and not binding."

The master Senate files will contain for each meeting the pertinent minutes, support papers and working papers. There will also be held in master files at least one copy of the Ellis Report as amended up to and including July 14, 1969 containing copies of the minutes and various working papers.

In addition a number of copies of the report will be available in various areas of the office showing the amended report up to that date and with this explanatory statement contained therein.

Harry M. Evans
Registrar

E L L I S R E P O R T

As amended by Senate to July 14, 1969

As amended by Senate
to July 14, 1969.

ADMISSIONS AND STANDINGS - A SUGGESTED POLICY

Prepared for the Senate of
Simon Fraser University

by
John F. Ellis

Simon Fraser University
Burnaby, British Columbia.
March 1969

SIMON FRASER UNIVERSITY



BURNABY 2, BRITISH COLUMBIA

Telephone 291-3111 Area code 604

March 25, 1969.

Dr. Kenneth Strand,
Acting President,
Simon Fraser University,
Burnaby 2, B. C.

Dear Dr. Strand:

I take pleasure in enclosing the report on admissions and standings commissioned by Senate at its meeting of November 20, 1968.

In accordance with Senate's wishes, I have had conversations with numerous groups and individuals both on the campus and throughout the province. Noteworthy among these have been consultations with the advisory committee established by Senate, members of every academic department in this university, students and faculty at all regional colleges and students on this campus. In all, I would estimate that I have held approximately two hundred hours of conversations related to the project plus the necessary time for travel and making arrangements.

In preparing the report, I have resisted the temptation to present an unnecessarily long document. I have also restricted my recommendations to areas over which the university can exercise control. Thus, there are no recommendations that involve changes in government legislation, that require sharp increases in the level of financial support or that make necessary joint venture relationships with other institutions or agencies. All the recommendations offered can be acted on by Senate. If they are implemented, the effect should be helpful to the health and balance of the B. C. system of higher education, as well as to the individual academic careers of students.

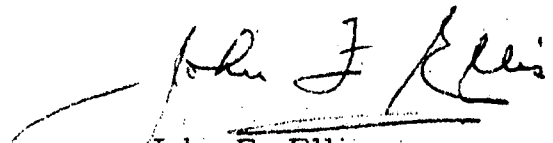
It is worth noting that the B. C. system is developing very rapidly. New institutions are emerging at the same time that existing ones are adapting to pressures of numbers and suggestions for change. In addition, there is no wide consensus on the relative roles of colleges and universities. This is another way of saying that admission policies and the teaching programs of the respective institutions must be subject to continuous review. Hopefully, the report provides a coherent and systematic basis from which future changes can arise. This, coupled with adequate sources of data, (at present largely lacking) should give Senate baselines for future decisions.

The proposals contained in this report will, in essence, do the following:

1. They will provide equitable and efficient bases for recognizing and transferring credits for academic work done in other institutions.
2. They will define areas of responsibility in the admissions process and assign these to appropriate groups.
3. They will maintain the academic integrity of the university and at the same time will meet the desire of the regional and community colleges for reasonable autonomy in curriculum development.
4. They will make possible a greater degree of consistency in considering the many types of applicants who desire admission.
5. They will make eligible for admission a somewhat broader spectrum of B. C. high school graduates.
6. They will provide the additional supporting services needed to implement and operate the admissions process.
7. They will provide Senate with an improved information and conceptual basis for making decisions in the future.

It is my opinion that by adopting the proposed recommendations Senate will have given the university a policy on admissions, credits and standings that is enlightened, workable and educationally sound.

Yours very sincerely,


John F. Ellis,
Professor of Education.

SIMON FRASER UNIVERSITY

PROFESSIONAL FOUNDATIONS



BURNABY 2, BRITISH COLUMBIA
Telephone 291-3111 Area code 604

March 21st, 1969

Dr. K. T. Strand,
Chairman,
Senate,
Simon Fraser University.

Dear Dr. Strand:

The Senate Committee to advise Dr. John F. Ellis on Admissions and Transfer Policy has reviewed the report prepared by Dr. Ellis. It is submitted to Senate with our approval.

We unanimously endorse the spirit of the entire document and with only minor reservations are in agreement with the structure and intent of each section.

Sincerely,

Edward Harrison
[Signature]
[Signature]

Charles C. Hammett
Stanley Wong
Leigh Hunt Palmer
Advisory Committee on
Admissions and Transfer Policy

ACKNOWLEDGEMENTS

This report represents a synthesis of ideas and points of view derived from conversation, reading and experience. As such, I do not claim exclusive authorship of the material presented but acknowledge my debt to many contributors.

The patterning of ideas and the mode of presentation is, of course, my responsibility. If good ideas have been imperfectly presented, it is my fault.

Certain persons and groups have made particular contributions and I would like to thank these for their help. Mr. Harold Kirchner, Associate of the Educational Foundations Centre, has devoted countless hours to gathering information, preparing reports and making arrangements. The Social Science librarians, particularly Mrs. Sherrill Perry and Mrs. Francis Nelson have provided numerous documents and materials. The members of the Advisory Committee have given careful thought and many suggestions that have greatly improved the quality of the report. The principals and students of the various colleges extended gracious hospitality and offered frank and helpful guidance. The Admissions Committee and the Appeals Committee shared their experience with me and commented insightfully on ideas I proposed. Many students including the Ombudsman identified problem areas and offered opinions in a helpful and constructive manner. The Registrars of the three public universities gave freely of their time and experience. Many other individuals and groups offered thoughtful comments and ideas. Mrs. Leta Jones gave generously of her secretarial skills often at awkward times and under time pressure.

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SECTION ONE

SUMMARY OF RECOMMENDATIONS

SECTION ONE - SUMMARY OF RECOMMENDATIONS

SECTION ONE draws together in one place the 23 recommendations made in this report. Each recommendation is prefaced with the words "It is recommended that the Senate of Simon Fraser University". Each recommendation can be used as a Senate motion by attaching appropriate words. After each recommendation reference is made to the portion of SECTION TWO in which the recommendation with its supporting material can be found. (Part A, B, C, etc.)

IT IS RECOMMENDED THAT THE SENATE OF SIMON FRASER UNIVERSITY

1. **Endorse the Statement of Operating Guidelines. (Part A)** approved 6/5/69
p. 5,6.
2. **Endorse in principle a procedure for accrediting colleges. (Part B)** approved
6/5/69 p. 8,9.
3. **Request the Academic Board to inform the university of those courses and programs offered by colleges in this province that can be considered equivalent in terms of content, levels and requirements to courses and programs typically found in the first two years at university. (Part B)** approved
6/5/69 p. 10, 11.
4. **Agree to accept and act upon the information referred to in recommendation 3 until or unless it can be shown to be in question. (Part B)** approved 6/5/69
p. 11,12.
5. **Agree with the principle that a student should be able to complete a four year degree in approximately four academic years whether or not he commences his studies at this university provided that: (Part C)** approved
6/5/69 p. 12,13.
 - 5.1 **He maintains a satisfactory level of achievement in full programs of university level studies.**
 - 5.2 **He spends at least the last two years of his degree program at the university.**
 - 5.3 **He does not change his academic objectives.**
 - 5.4 **He has made a reasonable effort to complete prerequisite lower division work for his chosen program during his first two years of study.**

6. Empower the Undergraduate Admissions Board to seek from academic *(not approved 9/5/69 p. 12)* departments a listing of course equivalencies related to lower division 9/6/69 p. 15 *see Motion I.2.* courses and programs offered in the several institutions of higher learning in the province. (Part C)
7. Empower the Registrar to award transfer credit up to a maximum of 60 *approved 9/5/69 p. 2,3,4.* semester hours for university level courses so designated by the Academic Board or analagous agencies. (Part C)
8. Request the Registrar to designate all transfer credit under these *approved 9/5/69 p. 4,5,6.* headings: (Part C)
- 8.1 Simon Fraser University course equivalents.
- 8.2 Unassigned credit in a subject area.
- 8.3 ~~Unassigned credit.~~ *General elective credit.* *Revision 14/7/69 p. 6.*
- The sum of these three should equal the total hours granted by the transferring institution for the student's transferrable courses.
9. Request the Undergraduate Admissions Board to issue guidelines to *(not approved 9/5/69 p. 6,7)* departments in an effort to ensure that a student's program will not 9/6/69 p. 15 *See Motion I.2.* become unnecessarily attenuated either by the requirement of repetitive lower division courses or by the requirement of a number of lower division hours significantly in excess of minimum department requirements. (Part C)
10. Request the Undergraduate Admissions Board to inform Senate of *Approved 6/5/69 p. 13.* major and honours programs in which the principle agreed to in recommendation 5 appears difficult to meet. (Part C)
11. Endorse the statement Areas of Responsibility in Admissions, *Approved 6/5/69 p. 6,7,8.* Standings and Credits. (Part D)

12. Adopt the proposed Statement on Admissions and Transfer. (Part E) (Not approved
Revisions approved to p.25, 34 9/6/69 p. 3,4,5,7,8,9, 9/5/69 p.7,8)
10, 11, 12, 13, 14.
13. Endorse the Statement on Continuance, Withdrawal and Readmission. (Not approved
Replacement approved through Motion H.I. 9/6/69 p.2,3. (PART F) 9/5/69 p.8)
14. Request the Admissions Board to continue the practice of the Senate (approved 9/5/69
p. 9.
 Committee on Undergraduate Admissions and Standings in reviewing
 the cases of students with low records of achievement. (Part F)
15. Encourage the Admissions Board to foster the systematic development (approved 9/5/69
p. 9,10.
 of procedures for admitting and ensuring the academic success of
 Special Entry Students. (Part G)
16. Approve in principle a program of course challenge. (Part H) approved 9/5/69
p. 10.
17. Instruct the Undergraduate Admissions Board to develop with interested (approved 9/5/69
p. 11.
 departments a program of course challenge and submit the program for
 Senate approval before the end of 1969. (Part H)
18. Request the Acting President to make provision, as may be possible, (approved 9/5/69
p. 11,12.
 for the academic planning and student advising services that are
 presently lacking or deficient. (Part I)
19. Request the Acting President to undertake or cause to be undertaken (approved 9/5/69
p. 12.
 a study designed to bring about a better articulation of the various
 university services that are related to admissions, standings and
 credits. (Part I)
20. Agree that students enrolling for the first time at the University in (Not approved
9/5/69 p. 12,13)
 September 1969 be governed by new policies on Admissions, Credits Revised 16/6/69
p. 8,9.
 and Standings, providing that agreement is reached on all necessary
 aspects of the policies by no later than May 15, 1969. It is understood
 that all existing policies and procedures will remain in force unless
 specifically amended or revoked until they are superceded by the new
 policies and procedures. (Part J)

21. Empower the present Undergraduate Admissions Committee to act approved 9/5/69
p. 13.
for the Admissions Board until the latter is constituted. (Part J)
22. Empower the present Appeals Group to act for the Appeals Board approved 9/5/69
p. 14.
until the latter is constituted. (Part J)
23. Make a speedy decision on the question of retroactivity. (Part J) *Motions were made
16/6/69 but without
decision as meeting
adjourned. See pages
9,10,11. A motion for
"no retroactivity"
failed.*

SECTION TWO

- PART A - Statement of Operating Guidelines
- PART B - Regional and Community Colleges and Accreditation
- PART C - Transfer Credit and Advanced Standing
- PART D - Areas of Responsibility in Admissions, Standings and Credits
- PART E - Statement on Admissions and Transfer
- PART F - Statement on Continuance, Withdrawal and Readmission
- PART G - Special Entry
- PART H - Course Challenges
- PART I - Support Services
- PART J - Date of Implementation
- PART K - Concluding Statement

PART ASTATEMENT OF OPERATING GUIDELINESExplanation

It would seem useful to make explicit some of the principles, beliefs or assumptions that have had and will continue to have an effect on admissions procedures. Accordingly, a statement of operating guidelines has been prepared for Senate's consideration. In a way, this becomes a statement of intent and provides a general basis for making more specific decisions. For example, a statement like the one suggested will help the Admissions Board make decisions about applicants whose cases do not fall clearly under established policy.

It should be obvious that for each of the eight statements offered, a contrasting one could be suggested. However, those that are presented seem to be either implicit elements of already agreed policy or matters of wide concensus that have never been publicly endorsed by Senate.

No argumentation is presented for any of the points. For some, even a lengthy treatment would have been incomplete and inconclusive. For others, one suspects, no case needs to be made.

It is recommended that the Senate of Simon Fraser University

1. Endorse the Statement of Operating Guidelines

approved 6/5/69
p. 5,6.

STATEMENT OF OPERATING GUIDELINES

1. The university should admit and retain students who have a reasonable probability of succeeding in the courses and programs they choose.
2. The university should not exclude persons on the basis of race, colour or creed.

3. The university has a particular responsibility to qualified applicants from the Province of British Columbia.
4. The university should respect the programs offered by post-secondary school institutions throughout the world. In determining the academic acceptability of courses and programs offered elsewhere, the university should rely heavily on the judgement and advice of accrediting boards and leading universities. An applicant from outside this province should receive no more generous consideration on admission, credit or standing than he would receive from the leading institutions in his home area.
5. The university has a particular responsibility in recognizing the courses and programs of the other institutions within the British Columbia system of higher education. In determining the academic level of courses and programs the university should rely heavily upon the advice of the Academic Board.
6. Provision should exist for resolving differences of opinion in the interpretation of university policies on admissions, standings and credit.
7. The admissions, standings and credits policies of the university should be made public.
8. The admissions, standings and credits policies of the university should be brought under regular and systematic review.

PART B

REGIONAL AND COMMUNITY COLLEGES AND ACCREDITATION

Up to 1963 the organization of public higher education in British Columbia was extremely simple. The University of British Columbia with an affiliated two year college - Victoria College - made up the entire system of higher education.

Since then two universities, four two-year colleges and a technological institute have been added. The development of more institutions is inevitable and necessary. By September 1969, B. C. will probably have three public universities, one private university, seven regional or community colleges, three private junior colleges, one adult education center (Grade XIII), several church oriented colleges offering some liberal arts work, and perhaps twenty high schools offering Grade XIII.

Two obvious facts relate to the foregoing. First, the numbers of students engaged in higher education is growing rapidly, at least doubling from 30,000 to 60,000 between 1966 and 1976 with a 1969 total of about 40,000. The second fact is that the organization of the entire system and the articulation among its components will become increasingly complex.

Obviously, then, the numbers of students seeking to transfer to Simon Fraser from colleges will increase. The variety of institutions and programs from which they will transfer will increase and the problems arising from transferring credits will multiply.

There are at least four possible approaches to facilitating transfer of students and their credits from colleges to universities.

One approach would be to develop and implement a province-wide curriculum for at least the first two years of university. If all B. C. students studying, say, Chemistry or English, were to use the same textbooks and study the same topics and if cross checks on instruction and achievement were made, transfer of students and credits would be no problem at all. However, the price paid for this advantage would be high. The autonomy of both the universities and colleges would be diminished. It would be difficult to obtain agreement on a common curriculum. The common curriculum, once established, could well prove to be sterile and resistant to change.

A second alternative would be to have each college placed under the sponsorship of a university with the college curriculum, staff and academic procedures modeled after and overseen by the university. Such a system, similar to the one used in Alberta, would make possible the easy transfer of student credits from the college to the sponsoring university. However, since transfer to a different university would not necessarily be facilitated, a student's choice of university might be influenced by administrative feasibility rather than academic goal. A more serious disadvantage would be in denying colleges the stimulus that comes from developing curriculum and educational procedures in response to the needs of the local community and student body. Finally, this second alternative endangers the key concept within which the colleges in B. C. are developing: that each college is a multipurpose institution offering not only university transfer programs, but terminal liberal arts and science programs and vocational and technological programs.

A third method of facilitating transfer would be to improve what we do at present. Each department in each university could offer advice and assistance to the parallel department in each college. In turn, the university departments would advise their registrars on the adequacy or appropriateness for transfer of college courses. Many of our departments should be commended for the ways they have helped the colleges. Regrettably, much of the goodwill that could have resulted has been lost by what has been perceived by the colleges as a condescending attitude on the part of university departments in judging courses and programs. This, of course, is not to say that such condescension exists: it is merely to report that it is perceived to exist. It should be obvious that as the number of colleges increases the individual judgements rendered by university departments will increase. Ultimately, a situation could exist in which, say twelve academic departments in each of three universities evaluate independently the work of the parallel twelve departments in each of seven or more colleges.

The final approach, and the one that is recommended, is to encourage a province-wide system of accreditation. This device is widely used in the United States, is developing in other parts of Canada and is already present in embryonic form in British Columbia through the Academic Board. By requesting and using the accrediting powers of the Academic Board the university would save valuable faculty time and would probably get the job done better than at present. Furthermore, the university and its departments would avoid a hazard to relationships with the colleges since the assisting and assessing functions would no longer be intertwined. The Academic Board, for its part, could offer consistent, broadly based advice and judgment to the colleges on general matters such as libraries, teaching resources, staff and facilities as well as on specific courses and programs.

In brief, what is suggested is that Simon Fraser request the Academic Board to assess the academic effectiveness of the colleges and to recommend to the Senate the courses and programs that are of university level and should carry transfer credit. Senate should agree to act on these recommendations unless it can produce evidence that proves them in error.

It might be argued that this delegation of authority would leave the university without control of its standards. The following points should allay this anxiety. First, the university is represented by two faculty members on the Academic Board and the majority of the Board are academics from other universities who also, presumably, are concerned about standards. Second, the university would still control its internal standards which would operate as a check on decisions by the Academic Board. Third, similar accrediting procedures elsewhere have not had an adverse effect on standards. Indeed, the objective of being accredited has proven to be a powerful stimulus for colleges to improve their programs and facilities.

Accordingly, it is recommended that the Senate of Simon Fraser University

2. Endorse in principle a procedure for accrediting colleges. approved 6/5/69
p. 8,9.
3. Request the Academic Board to inform the university of approved 6/5/69
p. 10,11.
those courses and programs offered by colleges in this province that can be considered equivalent in terms of content, levels and requirements to courses and programs typically found in the first two years at university.
4. Agree to accept and act upon the information referred to in approved 6/5/69
p. 11,12.
recommendation 3 until or unless it can be shown to be in question.

PART CTRANSFER CREDIT AND ADVANCED STANDING

- NOTE: Senate, on July 14, 1969 p. 6, changed "unassigned credit" to "general elective credit" throughout the report in referring to the third type of credit, as follows: (S 250 amended)
1. That the respective Faculties determine the maximum total number of transferable "general elective credits" and maximum general elective credits that may be granted in various areas of study.

For example: The Faculty of Arts may determine that the total maximum general elective credits will be 15 of which no more than 6 can be in Fine Arts, 9 in Ancient Languages, etc.
 2. That the respective Faculties specifically indicate those courses, determined by the Academic Board to be of university level, that will be accepted as general elective credits.
 3. That the respective Faculties periodically review and at all times make available to colleges, prospective students, etc., the list mentioned in #2.
 4. That the term "general elective credit" be substituted for "unassigned credit" throughout the Ellis Report and its passed amendments.
 5. That points 2, 3, apply only to transfer students from British Columbia but that the "spirit" of these points will be applied, as fairly and quickly as possible, to transfer students from out of province.

Many of the misunderstandings connected with admissions procedures can be traced to failures to distinguish between transfer credit and advanced standing and to uncertain jurisdictions and practices in the assigning of one, the other or both.

Transfer credit refers to the credit granted for work taken at an institution of higher learning by virtue of which a student may achieve a shortening of his degree program.

Advanced standing refers to the placement of a student in a course or program appropriate to his level of preparation.

In the past, this university has tended to make these two synonymous. As a consequence credit has been denied for work done in disciplines not offered at Simon Fraser University (Greek, Fine Arts, etc.). Credit has also been denied for courses in areas we teach if (1) they were not identical or sufficiently similar or (2) they were not taught to a similar level or (3) the students' performance was judged too low, or some combination of these. A further complication has been that decisions on awarding credit/standing usually required departmental judgement. Often this has been difficult to obtain and has not always been consistent either within the same department or from department to department.

It would be helpful to make a clear distinction between transfer credit and advanced standing. Decisions about the former should probably be made in the Registrar's office. Decisions about the latter should be made by departments in consultation with the student and with technical advice from an admissions officer.

Decisions on awarding transfer credit should be based on rather general criteria such as the quality of the transferring institution and level and type of work presented for credit. Advice is available and should be sought from the Academic Board and similar agencies.

Decisions on advanced standing should follow more precise criteria but here too a somewhat more global view is recommended. Studies in most disciplines are probably not as sequential as is often believed. Minor gaps in knowledge are frequently not so serious as is predicted. Furthermore, there is often a greater difference in the handling of a given course by two instructors in the same institution, than between two instructors in different institutions.

It is not being argued that pre requisite study should be abandoned as a condition for entry into more advanced study. What is being suggested is that identical treatment of identical topics may be less important than quality performance in the same field.

A further source of misunderstanding should be noted. Students tend to equate transferred semester hour credit with completion of years of work. For example, 60 semester hours granted on transfer seems to many students to imply completion of second year. They may therefore balk at a departmental requirement for lower division work. However, transfer credit, as noted earlier, should be viewed as a shortening of a degree program. Accordingly, departmental requirements for lower division work need not extend a degree program because additional courses could be used as upper division electives. In fact, this procedure may be the norm for college transfer students because our departmental lower division requirements typically exceed twelve semester

hours but most colleges will not likely offer more than twelve hours in a discipline. Care must be taken to avoid unnecessary or repetitive lower division work before a transfer student commences a major. If this cannot be avoided, it should be clearly stated that a student intending to major in "X" should either enter the university as a freshman or expect to take additional time to complete a degree at this university.

Further to this latter point, the university has an obligation to inform students and colleges of its lower division requirements so that students can plan their studies and so that colleges can offer appropriate courses. These requirements should (1) be as few as possible, (2) be stated in as general a way as possible (topics rather than course numbers), (3) have demonstrable significance and (4) be set in full knowledge that the colleges are multipurpose institutions with responsibilities in addition to university transfer programs. No regional college can reasonably be expected to offer, say, thirty lower division university transfer hours in subject "Y".

Naturally, the awarding of transfer credit may not always shorten a student's program at the university by the amount awarded. A student who changes his field of study can expect to backtrack to pick up basics in his new field. The amount of backtrack will depend on how far he has progressed in his initial program and on how well his previous studies articulate with his new interests. Indeed, in certain of our programs the awarding of, say, sixty hours of transfer credit might be an empty gesture if the student were making a drastic shift of fields.

In general, however, transfer credit from accredited institutions should be much more liberally allowed and standings more generously granted than in the past. Academic standards would not likely suffer as a result. The administration of the admissions procedures would be simplified. Students would be happier. In addition, significant economies would accrue both to the students and the university.

The objective in the entire question of transfer credit and standing should be that, certainly in the case of a B. C. student, a four year degree can be achieved in about four years whether or not a student starts his program at this university. It is likely that this objective can be achieved if the university and its department would adopt a reasonable approach to awarding credit and standings and if the students plan their programs with care.

It is recommended that the Senate of Simon Fraser University

5. Agree with the principle that a student should be able to complete approved 6/5/69
p. 12,13.
a four year degree in approximately four academic years whether or not he commences his studies at this university provided that:
 - 5.1 He maintains a satisfactory level of achievement
in full programs of university level studies.
 - 5.2 He spends at least the last two years of his degree
program at the university.
 - 5.3 He does not change his academic objectives.
 - 5.4 He has made a reasonable effort to complete pre
requisite lower division work for his chosen program
during his first two years of study.

6. Empower the Undergraduate Admissions Board to seek from Not approved
9/5/69 p. 2)
academic departments a listing of course equivalencies related 9/6/69 p. 15
See Motion I.2.
to lower division courses and programs offered in the several
institutions of higher learning in the province.
7. Empower the Registrar to award transfer credit up to a maximum approved
9/5/69 p. 2,3,4.
of 60 semester hours for university level courses so designated
by the Academic Board or analagous agencies.
8. Request the Registrar to designate all transfer credit under these approved
9/5/69 p. 4,5,6.
headings: Revised 14/7/69
p. 6.
- 8.1 Simon Fraser University course equivalents.
- 8.2 Unassigned credit in a subject area.
- 8.3 ~~Unassigned-credit:~~ *General elective credit.*
- The sum of these three should equal the total hours granted by
the transferring institution for the student's transferrable
courses.
9. Request the Undergraduate Admissions Board to issue guidelines (not approved
9/5/69 p. 6,7)
to departments in an effort to ensure that a student's program will 9/6/69 p. 15
See Motion I.2.
not become unnecessarily attenuated either by the requirement
of repetitive lower division courses or by the requirement of a
number of lower division hours significantly in excess of
minimum department requirements.
10. Request the Undergraduate Admissions Board to inform Senate approved 6/5/69
p. 13.
of major and honours programs in which the principle agreed to
in recommendation 5 appears difficult to meet.

NOTE: Senate, on May 9, 1969 and on June 9, 1969 did NOT approve recommendations 6 and 9 of Part C. - but on May 9, 1969, p. 15, did approve Motion I.2. (which referred to I.1.) - as follows: -

ALTERNATE MOTION

Proposed by Professor K. Burstein **I-2** Approved 9/6/69
p. 15.

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 6.2, 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 standing 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.

Supplementary Paper I*Admissions and Standings - A Suggested Policy*Not approved

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.

PART DAREAS OF RESPONSIBILITY IN ADMISSIONS, STANDINGS
AND CREDITSExplanation

In a large and complex organization like a university there must be a sensible division of labour clearly understood by its members. It follows, that the tremendous amount of work involved in admissions, transfers and so forth needs to be divided among various working groups, with each aware of the others responsibilities and each doing its job properly within its assigned sphere.

The Universities Act gives Senate responsibility for admissions and standings. Obviously, this does not mean that a member of Senate is required to enter marks on transcripts. Senate has the power to delegate and can make accountable those to whom it has delegated responsibilities.

In the past there has been a rather poor delineation of function in the admissions, standings and credits process. Senate has delegated certain tasks but has failed to seek an accounting. Other tasks have been undertaken by various groups with little attempt at coordination and conflict has often resulted. The clearest example of this has been in the awarding of transfer credits. Academic departments, the Admissions Committee and the Registrar have all been in on this act, sometimes with unfortunate consequences for students.

The statement which follows presents a workable division of labour. In essence, what is suggested is that Senate should establish policy, the Admissions Board should direct policies and that the Registrar should administer policy relating to admission and credit. The Admissions Board should be accountable to Senate and the Registrar to the Board. In addition, provision should be made for dealing with real or alleged injustices. Departments should play very little part in admission or awarding transfer credit but should assume major responsibility beyond that point.

It should be pointed out that this paper is not a detailed listing of duties but a definition of broad areas of responsibility. No policy can operate effectively without the kind of statement proposed.

It is recommended that the Senate of Simon Fraser University

11. Endorse the statement Areas of Responsibility in approved 6/5/69
p. 6,7,8.
Admissions, Standings and Credits.

AREAS OF RESPONSIBILITY IN ADMISSIONS, STANDINGS AND CREDITS

1 SENATE

- 1.1 To establish policies governing admissions, standings and credits and to bring these policies under regular and systematic review.
- 1.2 To bring into being the committees and working groups that are needed to administer and interpret Senate policies and to grant the required authority and in particular

1.21 to establish a Senate Undergraduate Admissions Board
to operate under the terms of reference given to it.

1.22 to establish a Senate Undergraduate Appeals Board
to operate under the terms of reference given to it.

1.3 To develop priorities on admissions in the event of scarce
resources and facilities.

1.4 To seek and act upon the advice of the Academic Board in
all matters relating to the academic standards, programs,
and courses of post-secondary school institutions in the
Province of British Columbia.

2. SENATE UNDERGRADUATE ADMISSIONS BOARD

2.1 To direct the admissions, standings and credits procedures
of the university within Senate policy statements and
interpreting these statements as may be required.

2.2 To report regularly and in any case no less than annually
to Senate on its work, proposing new or ammended policies
and procedures as may be needed.

2.3 To inform students of appeal procedures including their
right to appeal directly to the Senate Undergraduate Appeals
Board those cases in which a ruling of the Admissions Board
is challenged.

3. SENATE UNDERGRADUATE APPEALS BOARD

3.1 Acting within Senate policies on admissions, standings and
credits to make final rulings on all cases directed to it.

4. REGISTRAR

- 4.1 To administer the Senate policies on admissions, credits and standings.
- 4.2 To refer to the Senate Undergraduate Admission Board cases requiring an interpretation of Senate policies.
- 4.3 To inform students of appeal procedures including their right to appeal directly to the Senate Undergraduate Admissions Board those cases in which a ruling of the Registrar has been challenged.
- 4.4 To inform the Admissions Board of areas in which new policies are required or existing policies require interpretation.
- 4.5 To provide departments with the information necessary to determine advanced standing.
- 4.6 To develop effective means of communication with students and faculty within the university and with interested individuals and groups outside the university.

5 ACADEMIC DEPARTMENTS

- 5.1 To develop clear statements on major and honors programs.
- 5.2 To assign appropriate standing to students with transfer credit.
- 5.3 To provide academic counsel to students intending to take courses, programs or degrees in the department.

6 STUDENT

- 6.1 To inform himself of the published regulations on admissions, credits and standings.
- 6.2 To plan his program of studies in such a way that he will most effectively secure his academic objective within the offerings of the university.

PART ESTATEMENT ON ADMISSIONS AND TRANSFERExplanation

The following rather lengthy statement specifies the conditions under which various kinds of applicants can gain admission to the university. This section is what many people would refer to as an admissions policy.

However, Senate should be aware that statements such as the following can never be completely comprehensive. They are, in effect, shorthand attempts to reflect the intentions of Senate as these apply to the vast majority of applicants. There are always exceptional cases that must be examined in the light of precedent and statement of intent. It is impossible to imagine, let alone make specific provision for, every possible case.

The proposed statement on admissions and transfer is somewhat more detailed and specific than similar statements at other universities. This may be a good fault because it should provide a working basis for the Admissions Board. In addition, it should give students a basis for answering many of their own questions.

There may be some who will question the rather cumbersome numbering system that is suggested. The intent of this is to provide those who work with the statement with an efficient means of communication, recording decisions and reviewing procedures.

With the foregoing points in mind, it is recommended that the Senate of Simon Fraser University

STATEMENT ON ADMISSIONS AND TRANSFER

(NOTE: I "Senate agrees with the intent of points 1 - 5 inclusive in Supplementary Paper E, bearing in mind the intent of the last sentence of Operating Guideline 4, page 8."

Revision added
9/6/69 p. 11, 12.

It was noted that the following principles were involved (Supplementary Paper E):

"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
1.221, 1.222
1.23
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 should be different from 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 | 1.24, 2.3
3.4 " |

(NOTE: II Under motion F.1 Senate adopted grade points or averages needed for admission, with changes in the Ellis Report as required. (Part E, pages 23 - 34 inclusive are affected.) The intent raises the averages set forth in the Ellis Report by five percent, on the understanding that if staff and facilities permit, the average five percent lower may be applied.

Revisions approved
9/6/69 p. 13,14 to
be made.

F.1 AS CHANGED READS AS FOLLOWS:

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 65% or 2.4 GPA
and B.C. Regional and Community Colleges
(Note: The University may admit applicants whose standing ranges from 60% to 65%, if staff and facilities permit.)
3. Applicants from other Canadian provinces 70% or 2.8 GPA
with Senior Matriculation Standing
(Note: The University may admit applicants whose standing ranges from 65% to 70%, if staff and facilities permit.)
4. Applicants from the United States with 70% or 2.8 GPA
the equivalent of Senior Matriculation
(Note: The University may admit applicants whose standing ranges from 65% to 70%, if staff and facilities permit.)
5. Applicants from other Canadian provinces 80%
with less than Senior Matriculation
standing.
(Note: The University may admit applicants whose standing ranges from 75% to 80%, if staff and facilities permit.)
6. Applicants from the United States with 3.5 GPA
less than Senior Matriculation standing.
(Note: The University may admit applicants whose standing ranges from 75% to 80%, if staff and facilities permit.)
7. Applicants from other universities (B.C.) 65% or 2.4 GPA
(Note: The University may admit applicants whose standing ranges from 60% to 65%, if staff and facilities permit.)

1 APPLICANTS FROM BRITISH COLUMBIA

1.1 Admission to First Year from B. C. High Schools

1.11 Graduation on the Academic-Technical Program on Revision 9/6/69 p. 13,14.

any one of the specialties (Arts, Science, Technical)

with a minimum ^{65%} ~~60%~~ average in 3 subjects including

English 12 and 2 additional 12 level subjects chosen

from Science(s) 12, Mathematics 12, History 12,

Geography 12, Language(s) 12, English Literature 12.

Note: A student intending to major in science should

desireably have passed Math 12 and at least one

12 level science

or

1.12 Graduation on the University Entrance Program (prior

to 1967) with passing grades and a minimum 60%

average in English 40 and three acceptable majors.

Where more than three majors have been completed,

the average will be based on the highest three. In the

case of a Science Major, the mark used will be the

average of the highest two "91" science marks.

or

1.13 Graduation on some combination of Academic-Technical

and University Entrance Programs. Cases will be

individually considered by the Admissions Board which

will endeavour to provide uniform and fair assessments.

"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 honor. 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."

~~1.2. Admission with Transfer Credit~~

~~Note: The maximum transfer credit that will be allowed is 60 ^{deleted 9/6/69} semester hours. In exceptional cases a student may have undertaken upper level studies at another institution that are within, and appropriate to the major field he chooses at this university. If the department, in which the student proposes to major so wishes, it may request the Dean of the Faculty to petition the Admissions Board to consider granting up to 30 additional transfer hours of credit for courses taken elsewhere that replace specific courses on the student's ^{Replaced 9/6/69} major program. 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 honor. 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.~~

~~Details of faculty and departmental requirements can be obtained from the academic department in question.~~

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 pre-requisite to another course in the same discipline which the student wishes to undertake.

Added 9/6/69
p. 4,5.

1. 21 From Grade XIII

1. 211 An applicant who met university admission requirements to First Year after completion of Grade 12 may be admitted. *Revision 9/6/69 p. 13, 14.*

However, an applicant who presents three or more Grade XIII courses with an average less than ~~60%~~ 65% will not be admitted. Transfer credit will be awarded for all passed courses if the average on all courses is 60% or better. No transfer credit will be awarded if the average on all courses undertaken is less than 60%.

1. 212 An applicant who did not meet university admission requirements for First Year may be admitted and awarded transfer credit on all passed subjects *Revision 9/6/69 p. 13, 14* providing that he presents a full program (5 subjects) and the average mark is not less than ~~60%~~ 65%.

Note: Maximum transfer credit from Grade XIII is 30 semester hours.

No credit will be granted for Grade XIII courses taken subsequent to admission to the university.

1. 22 From Public, Regional and Community Colleges

1. 221 An applicant who met university admission requirements for First Year after completion of Grade XII may be admitted. However, an applicant who presents 3 or more courses equal to 3 or more semester hours with an average of less than ^{65%}~~60%~~ (C) will not be admitted. *Revision 9/6/69 p. 13, 14.*

Transfer credit will be awarded for all acceptable passed courses if the average on all courses is 60% (C) or better. No transfer credit will be awarded if the average on all courses undertaken is less than 60% (C).

- 1.222 An applicant who did not meet university admission requirements for First Year may be admitted and awarded transfer credit for all university transfer subjects passed providing that he presents at least a full year of transferrable work (30 semester hours) taken at the College and providing that his cumulative grade point or average is not less than ^{2.4} ~~2.0 (C)~~ or 60% .65%.

*Revision 9/6/69
p. 13,14.*

- 1.23 An applicant who presents a combination of Grade XIII and College work will be considered by the Admissions Board under the conditions outlined in 1.21 and 1.22.

1.24 From Private Junior Colleges

- 1.241 An applicant who met university admission requirements for First Year after completion of Grade XII may be admitted. However, the granting of admission and the awarding of transfer credit will not be routine and in no case will be more liberal than the conditions applying under 1.221.

Acting upon advice from the Academic Board the university may award transfer credit for all, part or none of the student's program.

1.242 An applicant who did not meet university admission requirements for First Year at the completion of Grade XII will be considered by the Admissions Board. In general, the conditions operative under 1.222 and 1.241 will apply.

1.25 From Other B. C. Universities.

1.251 An applicant in good standing at the transferring university may be admitted if his average or cumulative grade point is not less than ~~2.0 (C)~~ 2.4 (65%) or equivalent. Courses acknowledged for credit on the student's program at the transferring institution will be accepted for transfer credit to a maximum of 60 hours.

1.252 Applicants who have been required to withdraw from the transferring institution or whose status, if they were attending this university, would be "On Probation" or "On Warning" will normally not be admitted.

1.26 From the British Columbia Institute of Technology. A graduate of B. C. I. T. who desires to continue his studies in his area of specialization is advised that as yet no formal transfer mechanism has been

established. Nevertheless, the university is interested in receiving inquiries from interested students. Inquiries should be directed to the Registrar, Simon Fraser University, Burnaby 2, B. C.

- 1.27 Applicants holding special qualifications or certificates (eg. C.A., C.G.A.) will be considered for transfer credit on an individual basis by the Admissions Board.

1.3 *Special Admissions*

(Revised through Motion A 9/6/69 p. 8,9)

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 Admission 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*
- 1.311 *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.

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. At present the university offers two types of special entry - Early Admission/Entry and Mature Entry.

*Revised through
Motion A
9/16/69 p. 8,9.*

1.31 Early Admission/Entry

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

1.312 Early Entry is designed for students who have completed Grade 11 on the Academic-Technical Program.

at its discretion, require applicants to take appropriate tests and, in any case, has the responsibility of advising an applicant whose future success is in doubt. Inquiries regarding admission under this category should be directed to the Registrar.

31

2. APPLICANTS FROM OTHER CANADIAN PROVINCES

*Revision to Note
9/6/69 p. 10.*

Note: The attention of applicants is directed to the note following the heading 1. 2.

Senate agrees that transfer credit be awarded for transferable 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.

*Revision added
9/6/69 p. 10.*

2.1 An applicant must have full Senior Matriculation standing

or its equivalent to be considered for admission. The average standing in Senior Matriculation subjects should

*Revision 9/6/69
p. 13, 14.*

be at least 65% - 70%.

2.11 An applicant from Alberta, Saskatchewan, Manitoba, Nova Scotia, Quebec or Newfoundland where Grade 12 is Senior Matriculation will not be awarded transfer credit for Senior Matriculation studies.

2.12 An applicant granted admission from Ontario, New Brunswick or Prince Edward Island will normally be awarded credit for Senior Matriculation or equivalent studies.

- 2.2 An applicant who has attended a college of Applied Arts and Technology, a Junior College or other similar institution will be considered for admission and transfer credit on the same basis as if he were transferring to a leading university in his own province.
- 2.3 An applicant who desires to transfer from another Canadian University may be considered for admissions and transfer credit on the same basis as a student applying from another B. C. University. (see 1.24).
- 2.4 A student who has completed Grade XII but does not have Senior Matriculation or equivalent standing and who has demonstrated a high level of academic performance may be considered for admission by the Admissions Board. To be considered, such a student should have an average of at least ~~75%~~ 80%.

*Revision 9/6/69
p. 13, 14.*

3. APPLICANTS FROM OTHER COUNTRIES

Note: The attention of applicants is directed to the note following the heading 1.2.

English is the language of instruction and communication at the university. Accordingly, an applicant whose native language is not English must demonstrate that his command of English is sufficient to meet the demands of classroom instruction and written assignments. Details of how this requirement may be met can be obtained from the Registrar.

As for applicants from other Canadian Provinces, the minimum qualification under which an applicant may be considered for admission is Senior Matriculation or its equivalent.

- 3.1 An applicant from England, the West Indies, East and West Africa or Hong Kong must submit the General Certificate of Education or University of Hong Kong Matriculation showing passes in five (5) subjects of which at least three (3) must be at Advanced Level. Credits on the School Certificate or subsidiary passes on the Higher School Certificate are accepted as ordinary passes on the General Certificate of Education and Principal or Main as Advanced Level passes on the General Certificate of Education. Transfer credit will normally be granted for A Levels or equivalent.
- 3.2 An applicant from the United States is required to have thirty semester hours (or 45 quarter hours) in subjects acceptable for transfer credit with a cumulative G. P. A. of ^{2.8 or 70%} ~~2.4~~ from a fully accredited institution of higher learning. In determining transfer credit the university will seek guidance from a leading university in the home state. In addition, an applicant must submit College Entrance Examination Board test results.

Revisions
9/6/69
p. 13, 14.

3.3 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. 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.

3.4 *"An applicant from a foreign country who seeks admission with 60 or more semester hours or its equivalent in subjects acceptable for transfer credit may be considered for admission and transfer credit with the following provisions: Maximum transfer credit allowed will be 60 semester hours; studies must have been undertaken at a fully accredited institution of higher learning; the studies presented for transfer credit must be acceptable to a leading university in his home area toward a program similar to the one to which he seeks admission; and his cumulative GPA must be 2.0 (C) or higher on transferable courses."*

Revised
9/6/69 p. 4.

~~3.4 An applicant from a foreign country who seeks admission with 60 or more semester hours or its equivalent in subjects acceptable for transfer credit may be considered for admission and transfer credit with the following provisions: Studies must have been undertaken at a fully accredited institution of higher learning; the studies presented for transfer credit must be acceptable to a leading university in his home area toward a program similar to the one to which he seeks admission; and his cumulative G. P. A. must be 2.0 (C) or higher on transferrable courses.~~

Revised
9/6/69 p. 4.

3.5 A student who does not have the equivalent of Senior Matriculation standing but who has demonstrated a high level of academic performance may be considered for admission by the Admissions Board. To be considered for admission under this section a student from the United States should have completed high school with a G. P. A. of ^{3.5} 3.2 on a program that would give him admission to a leading university in his home state.

Revision
9/6/69 p. 13, 14.

PART FSTATEMENT ON CONTINUANCE, WITHDRAWAL AND READMISSIONExplanation

Students with poor records of academic achievement should be considered regularly by the Admissions Board. In some cases the mere fact of drawing attention to his poor record will be sufficient to encourage a student to achieve at a higher level. In other cases, a consistently poor pattern of achievement is confirmed and a student can be advised accordingly.

The procedures that have been employed over several past semesters by the Senate Committee on Undergraduate Admissions and Standings have in essence done the following: they have encouraged students with poor records to improve their performance; they have avoided the peremptory removal from the university of students whose performance suddenly slumps; they have caused students with consistently poor records to reconsider their goals by asking them to withdraw from the university for a period of one year.

The following points make explicit the practice of the Senate Committee on Undergraduate Admissions and Standings in this matter and are in fact largely drawn from the minutes of that group held December 28, 1967.

It is recommended that the Senate of Simon Fraser University

(Not approved 9/5/69 p. 8)

Replaced 9/6/69 p. 2,3.

13. Endorse the Statement on Continuance, Withdrawal and Readmission.

14. Request the Admissions Board to continue the practice of the Approved
(9/5/69 p. 9.

Senate Committee on Undergraduate Admissions and Standings

in reviewing the cases of students with low records of achievement.

STATEMENT ON CONTINUANCE, WITHDRAWAL AND READMISSION

(Replacement of original page 36 through approval of Motion H.1. 9/6/69, p. 2,3.)

"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."

STATEMENT ON CONTINUANCE, WITHDRAWAL AND READMISSION

1. A student whose semester grade point average falls between 1.00 and 2.00 may be placed on academic warning.
2. A student whose semester grade point average falls between 0.00 and 0.99 may be placed on academic probation.
3. A student on academic warning whose semester grade point average falls between 1.00 and 2.00 may be placed on academic probation.
4. A student on academic warning whose semester grade point average falls between 0.00 and 0.99 may 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 may 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 for work he intends to undertake.
8. A student who is required to withdraw for a second time will be required to withdraw permanently. Normally, no case of permanent withdrawal will be reconsidered for a period of five years.

SPECIAL ENTRY

At present the university has two types of special entry; early admission/entry which is intended for academically talented students who have not completed high school; and mature entry which is intended for persons twenty-five years or older whose high school programs were not completed for various reasons. These categories of admission were established when the university opened and received considerable public approval.

The early admission/entry category has never involved very many students. Of the relatively few students who are able to qualify, most seem content to complete high school graduation before applying for admission.

Mature student entry has involved many more students and, potentially, could include a very large number. Latterly, however, the numbers of applicants granted admission has declined because, apparently, the published requirement that the applicant should show "some evidence of his ability to engage in academic studies....." has been applied with increasing rigor.

The two kinds of special entry include students who frequently experience particular problems in making the transition to campus life. It would seem that the university has additional responsibilities to these students beyond granting admission and providing instruction. Indeed, considerable effort has been made by the Dean of Student Affairs to make available the kinds of support and assistance needed. However, she has many other responsibilities and would be the first to agree that the university should have done more.

Nevertheless, even the incomplete data we have strongly suggest that special entry students have, as a group, achieved relatively better than normal entry students. In addition, their presence on campus appears to be welcomed by both students and faculty.

Accordingly, it would seem appropriate to continue the two categories of special entry and, in the case of mature entry, grant admission on a more liberal basis than in the recent past.

However, the Admissions Board should take steps to improve procedures for admitting and assisting special entry students. First, the Board should collect evidence about initial status and subsequent achievement. This kind of data could, in a relatively short time, start to provide useful guidance both to the applicant and the Admissions Board. Second, the Board should develop procedures, possibly involving the Dean of Student Affairs, for helping special entry students make the needed adjustments to university life.

New categories of special entry should not be added until the necessary procedures have been developed and refined. It is mistaken kindness to admit to the university persons about whom we cannot make an optimistic prediction of success.

It is recommended that the Senate of Simon Fraser University

15. Encourage the Admissions Board to foster the systematic development of procedures for admitting and ensuring the academic success of Special Entry students. approved 9/5/69
p. 10.

PART H
COURSE CHALLENGES

It is common for universities to acknowledge with transfer credit formal academic work done at other institutions. It is less common for universities to grant credit to students who have engaged in less formal university level learning experiences.

Opportunities for informal and self initiated learning have increased rapidly in recent years and it is likely that they will increase even more rapidly in the years to come. Books, radio, television, discussion groups and university extension programs already provide a rich educational resource. Automated and semi-automated learning systems, closed circuit television and other procedures will soon be added to existing opportunities for learning.

As a consequence, it is likely that increasing numbers of students will come to the university with a portion of their degree program complete but with no adequate way of demonstrating their achievements and no way of receiving recognition for an adequate demonstration.

At present, several of our departments grant advanced placement but they have no formal means of granting credit. It is suggested that procedures be developed for awarding course credit to a student who can demonstrate adequate levels of proficiency in a course area without taking the course.

This would seem to be a worthwhile thing to do for at least three reasons. It acknowledges the fact that learning resources exist in society in addition to professors and universities. It recognizes that people have individual styles and rates of learning. It permits an accelerated rate of progress toward a degree for those to whom this is important or useful.

There would be obvious difficulties and hazards involved in implementing a course challenge system. Adequate assessment procedures would have to be found or devised. Care would have to be taken to avoid confusing education with mere credit gathering. Administrative procedures would have to be developed to assure equitable treatment for students and a manageable work load for departments. Guidelines would have to be developed so that the quality of degrees could be maintained and potential abuses avoided.

In addition, some subject areas would lend themselves more readily than others to the proposed approach and some departments might find it easier than others to develop appropriate procedures. It may prove to be impossible with certain subject matter. It may be inappropriate to certain instructional procedures and programs. It may be totally distasteful to certain departments.

Nevertheless, those departments wishing to develop course challenge procedures for some of their lower division courses should not be prevented from doing so provided that their procedures are educationally sound.

If the principle of course challenge commends itself to Senate a simple organizational and procedural framework might be developed somewhat as follows.

- a) Initially, the program should be for a one year trial period subject to Senate review.
- b) The program should be coordinated and supervised by the Senate Undergraduate Admission Board who would develop guidelines for participating departments and would issue, through the Registrar's office, instructions to students.

- c) Probably no department should offer more than 2 lower division courses for challenge and no student should be permitted to challenge more than 5 courses. (15 semester hours).
- d) Departments would specify courses and assessing mechanisms to the Dean of their faculty who would forward these to the Admission Board for review and final approval.
- e) Students would be informed of courses available for challenge and those wishing to could apply to challenge a course stating their reasons for believing they would be successful.
- f) The outcome of the challenge would be reported to the appropriate Dean and forwarded to the Admission Board. A successful challenge should probably be a C+ or better and the grade should be recorded on the student's transcript. An unsuccessful challenge need not be recorded. A student would be permitted no further challenge after a total of two unsuccessful ones.

It is recommended that the Senate of Simon Fraser University

16. Approve in principle a program of course challenge.

17. Instruct the Undergraduate Admissions Board to develop

with interested Departments a program of course challenge approved
 9/5/69 p. 10.
 and submit the program for Senate approval before the end approved
 9/5/69 p. 11.
 of 1969.

PART ISUPPORT SERVICES

The service areas supporting and contributing to the university admissions process are seriously understaffed. The effects of this are easily observable. Delays occur in processing applications. Simple statistical information is not readily available. Interpretations of data and descriptions of student achievement are almost totally lacking. Even enrolment projections, such as there are, are of questionable validity and lack the necessary refinements to facilitate adequate planning. Routine information about courses and programs is often difficult for students to obtain.

There are additional more subtle consequences of staff shortage. Delays cause anxiety and irritation. Failure to obtain answers to seemingly simple questions can be annoying. Unending line ups of insistent questioners create a feeling of harassment in those who provide answers. The most casual observer can easily detect the tensions frequently present on both sides of the counter in the Registrar's office.

The foregoing is no criticism of the longsuffering members of the Registrar's staff. Indeed, they have performed amazingly effectively given the difficulties under which they work. Space is cramped and inefficient. Training periods for new personnel have been either lacking or too short. There have been five registrars since the university opened. Regulations have frequently been either lacking or ambiguously framed. Departments have often been slow to respond to requests for information or have changed their internal working rules without informing anyone else. A few students have been needlessly awkward or unpleasant. Some have even withheld information or have given misleading interpretations of complicated cases.

It is worth noting that the Registrar's office is responsible for many tasks unrelated or tangential to the admissions and records functions. The Registrar or one of his staff is secretary to a large number of committees and groups including Senate. Arranging meetings, preparing and circulating agenda, attending meetings, recording and circulating minutes all involve a tremendous workload. In addition, during the past six months the Registrar has supervised the conduct of no less than forty elections and referenda.

Many of the foregoing problems can be corrected relatively easily. What will be less easy to improve is the quality of working relationships between students and the office staff. No policy can work unless people want to make it work. Attitudes cannot be legislated.

A serious deficiency in the university is the apparent lack of data for evaluating existing programs and procedures and for planning changes. The University of British Columbia has a full time Academic Planner and a member of the counselling office both of whom generate substantial amounts of extremely useful information. In contrast, Simon Fraser University has not had an Academic Planner for about two years and such information as we have has been prepared by the already very busy Dean of Student Affairs and Registrar.

A further element to be considered is that other groups or individuals are offering valuable services which have greater or lesser degrees of overlap with the admissions and standings process. The Dean of Student Affairs, the Counselling Service, the Health Service and the Reading and Study Centre all engage from time to time in aspects of admissions and standings work. In addition, most academic departments offer advice and information on their

academic programs although the quality and availability of this service seems to be variable. However, the relationship of these various groups or individuals and the services they provide do not appear to be particularly well articulated with the Registrar's Office.

Precise recommendations on the substance of the preceding paragraphs are beyond the terms of reference of this report. Despite this, it would be foolish to recommend policies on admissions, standings and credits without giving some thought to their workability.

Accordingly, it is recommended that the Senate of Simon Fraser University

18. Request the Acting President to make provision, as may approved 9/5/69
p. 11, 12.
be possible, for the academic planning and student advising services that are presently lacking or deficient.
19. Request the Acting President to undertake or cause to be approved 9/5/69
p. 12.
undertaken a study designed to bring about a better articulation of the various university services that are related to admissions, standings and credits.

PART JDATE FOR IMPLEMENTING NEW POLICY

Senate will have to make two major decisions in connection with the implementation of this report. To what group of new applicants should it apply? Should the terms of the report be applied retroactively in whole or in part for some or all previously registered students?

Most would agree that new policy and procedures should be applied as early as possible. This could mean that students entering the university for the first time in September 1969 would enter under the newly adopted policy. However, after Senate has adopted new policy, a great many things must be done to make it operational. Lists of transferrable courses will have to be prepared along with lists of Simon Fraser University equivalencies. New committees will have to be constituted. Duties will have to be reassigned. Working staff will have to be trained. And so on. It is suggested that Senate must adopt new policy by the end of April 1969 in order to have it apply to students entering the university in September 1969.

The question of retroactive application of new policy to students already registered is a much more difficult issue. There are three major possibilities:

- a) New policies should not be applied retroactively.
- b) New policies should be applied retroactively to all students who petition for review.
- c) New policies should be applied retroactively to all students who petition for review and who can demonstrate that a review, if successful, could shorten their degree program.

To the three choices mentioned could be added a number of variants. New policy might apply only to students entering subsequent to December 1968 or August 1968. New policy might apply only to students who transferred to this university from other B. C. institutions. New policy might apply only to students with less than 60 semester hours of accumulated credit.

The first of the three major possibilities would be legally correct. A student who entered under earlier regulations, in effect, accepted a contract. The university set certain conditions for entry and transfer credit which the student accepted. For its part, the university provided facilities and programs of study and tacitly agreed not to extend the student's program beyond those requirements in effect at the time of admission.

However, this choice would lead to some rather understandable dissatisfaction. Assume, for example, the case of two students from a regional college who completed identical programs with identical standings in April 1969. One student entered the university in May 1969, the other delayed entry until September. It is distinctly possible that the second student would be more liberally treated in transfer credit than the first. Senate must decide if it can answer a request for review of transcripts with "You can't backdate progress".

The second alternative would seem, on the surface, to be attractive. A student who now found himself entitled to additional credits could have these appear in his Simon Fraser record.

However, for many such students, a review which yielded additional transfer credit would have no material effect on the remainder of their program for any of a variety of reasons. For example, a student might have already taken all the lower division work permitted on his degree. Or he might have repeated a course disallowed for transfer credit and, hence, could not expect double credit.

In addition, the clerical and faculty work load involved in reassessing many thousands of sets of documents would be excessive and might take several semesters to complete. This would be a very high price to pay for what in many cases would merely be the consolidation of two documents into one. Furthermore, the very length of such a review would likely jeopardize the programs of other students whose program would be materially affected by a review of their credentials.

The third choice may well be more workable and fair than the second. The number of cases to be reviewed would be sharply reduced. The student who stands to benefit tangibly from review would receive more speedy attention.

However, before making a decision on the issue, Senate should be fully aware of the problems involved in choosing, say, alternative c above.

In the first place, the decision would result in a tremendous workload, beyond the present resources of the Registrar's staff and probably beyond the time available for present or proposed committees. It is impossible to obtain a good estimate of the number of cases that would have to be reviewed. It might be in the order of three thousand. An estimate of committee time that would be needed is equally difficult to make because some

cases would be simple and others complex. A conservative figure would be five hundred hours plus consultations with departments and substantial provisions for clerical and administrative support. There are obvious fiscal and personnel implications to the foregoing.

A second problem is that a retroactive application of new policy would become much more than a matter of admissions or transfer. It would interact with faculty requirements, departmental requirements and graduation requirements. It would undoubtedly involve in many cases some matters clearly within a department's jurisdiction and other considerations clearly within the purview of the Admissions Board. It would clearly be impossible to maintain complete consistency of treatment given the variables - courses taken elsewhere, levels of performance, transferring institutions, courses taken here, number of accumulated hours, major programs, faculty requirements, etc. Whether students and faculty could live with the inevitable unevenness is a matter of judgement. There might be those who would believe that half a loaf is better than none. There could be others who would say that the road to hell is paved with good intentions. Goodwill and mutual understanding would be required from everyone involved.

A third problem that could arise would be that attempts to apply policy retroactively would occur at the same time that the new policy was becoming understood sufficiently well to be applied to new applicants. This would place a great strain on newly developing procedures and understandings and could prejudice their future usefulness.

A fourth problem would be the availability of a set of minimum conditions prior to commencing any review. A listing of transferrable courses would have to be provided by the Academic Board. A listing of Simon Fraser University course equivalencies would have to be prepared by each department. Procedures and routines for handling reviews would have to be developed. Rulings would have to be made on a number of questions such as: Do duplicate courses count twice? Can a student request review under the most favourable conditions of both old and new policy? Should consideration be given to a case in which a review, even if successful, would not shorten the student's program?

Three suggestions are offered if Senate considers applying new policy retroactively. First, it would probably be possible to identify categories of cases and arrange these in order of complexity and frequency. It would then be possible to complete the greatest number of reviews in the least amount of time. Second, Senate would probably be unwise to order the review of any but the simplest of cases until the new policy is fully operational. Third, Senate should probably seek a recommendation on this matter from the Undergraduate Admissions Committee and the Appeals Group.

No specific recommendation is offered on the matter of retroactivity because this clearly goes beyond the terms under which this report was commissioned.

In connection with implementation of new policy, it is recommended that the Senate of Simon Fraser University

Recommendation 20

*Senate, on May 5, 1969 did not approve this recommendation,
but on June 16, 1969 approved Motion J.1 - as follows: -*

"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 on the advice of the liaison committees in the disciplines where appropriate a list of courses offered by Junior and Regional Colleges in B.C. and to decide which of them are University level courses;*
- 2.a) to obtain from academic departments and faculties an indication of those University level courses which they consider SFU course equivalent, unassigned credit in a subject area, and unassigned credit;*
- 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.*
- c) to obtain an explanation from academic departments and faculties for their decisions in respect to those University level courses considered not acceptable.*
- d) to make all information received in accordance with items 2(a) - 2(c) available to Senate.*
- 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 the 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."

- ~~20. Agree that students enrolling for the first time at the University in September 1969 be governed by new policies on Admissions, Credits and Standings, providing that agreement is reached on all necessary aspects of the policies by no later than May 15, 1969. It is understood that all existing policies and procedures will remain in force unless specifically amended or revoked until they are superceded by the new policies and procedures.~~ *(Not approved 9/5/69 p. 12, 13). Revised 16/6/69 p. 8, 9.*
21. Empower the present Undergraduate Admissions Committee to act for the Admission Board until the latter is constituted. *Approved 9/5/69 p. 13.*
22. Empower the present Appeals Group to act for the Appeals Board until the latter is constituted. *Approved 9/5/69 p. 14.*
23. Make a speedy decision on the question of retroactivity. *Motions were made 16/6/69 but without decision as meeting adjourned. See p. 9, 10, 11. A motion for "no retroactivity" failed.*

PART KCONCLUDING STATEMENT

Senate should give some thought to the actions necessary to make any new admissions policies operative. In the long run, of course, the Admissions Board will direct the application of policies. However, there may be a time lapse between the adoption of policy and the constituting of the needed committee. A number of actions could and should be undertaken in the interim.

Dependent upon the outcome of Senate's decisions on admissions, standings and credits policy a minimum list of actions might include the following:

1. Development of terms of reference for the Senate Undergraduate Admissions Board and the Senate Undergraduate Appeals Board and the subsequent selection of members.
2. Communication with the Academic Board on the matter of information Senate will need.
3. Communication with colleges and schools on matters of changed policy.



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APPENDIX AEXTRACT FROM SENATE MINUTES

(NOVEMBER 20, 1968)

"MOTION: THAT SENATE ORDER A COMPLETE REVIEW OF UNDERGRADUATE ADMISSIONS AND STANDINGS POLICIES, TO BE ORGANIZED AS FOLLOWS:

1. That the Senate name one member of faculty who will be charged with the development of a definitive and comprehensive admissions and standings policy in consultation with an advisory committee consisting of three Faculty members appointed by Senate and three students determined by the Student Society.
2. (a) The above named individual shall be released from all other duties for a period of three months.
(b) Regular consultation with the above named advisory committee, as well as consultation with interested parties, both inside and outside the University.
(c) The draft policies when developed be submitted to the Consultation Committee for discussion, and subsequent to that be forwarded to the President for consideration and final approval by Senate.
3. That these approved policies in respect of Admissions and Standings be made public."

Main

MAIN MOTION AS AMENDED CARRIED
16 in favour
1 abstained.

APPENDIX BUniversities Act, 1963, c. 52, s. 1.

Division (3) - Academic Board

76. There shall be an Academic Board composed of two members appointed by the Senate of each University and three members appointed by the Lieutenant-Governor in Council. The Academic Board shall elect its own Chairman. 1963, c. 52, s. 76.
77. The members of the Academic Board shall hold office for three years and are eligible for reappointment. 1963, c. 52, s. 77.
78. The members of the Academic Board shall receive no remuneration for serving on the Board, but may be paid reasonable travelling and living expenses incurred by them in the course of their duties. 1963, c. 52, s. 78.
79. The Academic Board may appoint such officers and staff as may be from time to time required. 1963, c. 52, s. 79.
80. The expenses incurred by the Academic Board shall be borne by the Universities in proportion to their respective enrolments. 1963, c. 52, s. 80.
81. The Academic Board has power
 - (a) to provide for the regulation and conduct of its meetings and proceedings, including the determination of the quorum necessary for the transaction of business;
 - (b) to collect, examine, and provide information relating to academic standards, and to advise the appropriate authorities on orderly academic development of Universities established under this Act and of colleges established under the Public Schools Act by keeping in review the academic standards of each; and;
 - (c) without limiting the generality of the foregoing, to report on any matters respecting academic standards and development in higher education as may be from time to time required by the Minister of Education. 1963, c. 52, s. 81.
82. The Academic Board shall annually report on its affairs to the Minister of Education, in such form as he may from time to time require. 1963, c. 52, s. 82.

M I N U T E S

May 6, 1969
May 9, 1969
June 9, 1969
June 16, 1969

DRAFT UNTIL APPROVED BY SENATE

MINUTES OF A MEETING OF THE SENATE OF SIMON FRASER UNIVERSITY HELD
TUESDAY, MAY 6, 1969 IN THE FACULTY LOUNGE AT 7:30 P.M.

SPECIAL MEETING - THE ELLIS REPORT

OPEN SESSION

Present:

Strand, K. T.

Chairman

Baird, D. A.
Boland, L. A.
Burststein, K. R.
D'Aoust, B.
Srivastava, L. M.
Haering, R. R.
Hutchinson, J. F.
Korbin, D.
Okuda, K.
Rieckhoff, K. R.
Sperling, G. B.
Stratton, S. T.
Sullivan, D. H.
Tuck, D. G.
Vidaver, W. E.
Walkley, J.
Wassermann, S.
Williams, W. E.
Wong, S.

Evans, H. M.
Kelsey, I. B.
Barboza, J.
Collins, E.

Secretary

Recording Secretary

Absent:

Branca, A. E.
Cole, R. E.
Collins, M.
Conway, J.
Dampier, J. L.
Ellis, A. J.
Hamilton, W. M.
Harper, R.J.C.
Hean, A.F.C.
Koemer, O.
Lachlan, A. H.
Lett, S.
MacKinnon, A. R.
McLean, C. H.
Perry, G. N.
Shrum, G. M.

Dr. John F. Ellis was in attendance to speak to his Report.

The Chairman indicated to Senate that D. Meyers, the Associate Registrar, had suffered a heart attack, and that he would be unable to report for work for at least some six to seven months, at which time it was expected that he would be able to return to work under a reduced assignment. The Chairman indicated that he personally wished to publicly express his concern and his appreciation for everything that Mr. Meyers has done in the past. K. Strand further announced that D. Meakin, formerly of the Chemistry Department, was nominee for the position of Associate Registrar, but that the transfer was not yet completed. He introduced I. Kelsey as newly appointed Director of the Secretariat Services division within the Office of the Registrar.

The Chairman reminded Senate of the procedures which would be followed in considering the Ellis Report - as outlined in Paper S.217, and that, in the interest of time, the Minutes would show for each recommendation a formal motion of adoption moved by R. Haering and seconded by J. Walkley.

(Note to Senate: For the special meetings of Senate held for discussion of the Ellis Report, tape transcriptions have been made and are held in the Secretary's office.)

J. Ellis was requested to provide the opening statement. He noted that there had been considerable comment concerning the Academic Board and indicated that the principle involved in his recommendation was to use external validation as a means of making a number of the judgments required. He spoke on the principle of accreditation, noted that the Academic Board had been given authority to carry out certain accrediting within the province, and discussed the necessity of generating a list of college courses that are taught at university level. Attention was drawn to the items at the back of his Report, pertaining to the Academic Board and its authority. Comments were made on the resources of the Board, to the development of subject sub-committees in a number of areas, and procedures which might be developed, although the matter was not fully clarified at the present time. Membership on the Academic Board was outlined.

He referred to the matter of standards and drew attention to the publication of the Academic Board dated February 1969. He also noted a study undertaken on transfers from Vancouver City College to the University of British Columbia. Further comments were made briefly on the admission requirements of the other public universities within the province. He drew attention to letters which had been received, which had been issued by the Registrar of the University of British Columbia, and also drew attention to statements approved by the University of Victoria concerning college transfer of credit and gradings.

He made reference to admission requirements for American students and commented that throughout the report he had attempted to generate a principle of parallel treatment for parallel groups. He referred to attempts to make studies at B.C. colleges and B.C. senior matriculation

S.M. 6/5/69

parallel, through equating twelve years of schooling to twelve years of schooling. He noted that A level standards from Great Britain should be treated like senior matriculation courses in British Columbia. He referred to the principle that where a student is granted admission that credit should then be given for D grades on university level transfer courses, as students obtaining D gradings at Simon Fraser University received credit.

J. Ellis continued and drew a distinction between policies and rules on the premise that a policy is a guide for discretionary action as distinct from a rule which is a specification of a required action. He noted that no admissions policy could be final, as conditions change and programs change both here and elsewhere. He commented briefly on the areas of responsibility, which were suggested for the various sections within the university, which would be concerned directly with admissions and admissions policies.

The Chairman thanked Dr. Ellis for his comments and noted that individual Senators would now have opportunity to make statements or general comments with a time limit of ten minutes for each of those who wished to speak.

D. Sullivan commended J. Ellis on his energetic report, which had been undertaken in a very short time. He indicated reservations concerning the Academic Board and the mechanisms which might pertain and expressed doubt that the material required could be provided within the time suggested. He also expressed concern regarding possible new admission requirements at the University of British Columbia and the effect this might have. He further commented on problems which he foresaw in connection with gradings for transferability and the matter of prerequisite standards. He noted that the University of British Columbia set forth very clear statements in terms of acceptability of courses from other provinces and the gradings required. D. Sullivan expressed the hope that Senate would look at the items one at a time, but especially to see which parts are interrelated in order that appropriate synthesis would arise.

K. Burstein indicated that he wished to ask certain questions and directed an enquiry to Dr. Ellis concerning the Academic Board, wishing to know whether or not it was the intent that the Academic Board would tell Simon Fraser University which courses are accredited, and wished to know what other universities in B.C. have an external accrediting body. J. Ellis stated that he had suggested that the other two universities in the province do because they accept the programs that are taught at university level by the various colleges. K. Burstein suggested that it would be reasonable to have the other universities endorse the recommendations, and that the universities keep generally in step in these regards.

He referred to claims made by students and others of injustices which had existed under prior policies and expressed the view that the Report would not prevent individuals from making such claims, whether or not true. Particular reference was made to an example earlier quoted by J. Ellis concerning a transfer of a student from the University of British Columbia to Simon Fraser University. J. Ellis noted that the

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student had lost significant credit in the field of Fine Arts and expressed the view that because Simon Fraser does not teach Fine Arts was not good reason for not recognizing quality in such a field given at another recognized institution.

D. Korbin indicated some disappointment in the report, stated that it called for centralization of decision-making without asking to whom the powers of decision-making are being given; expressed concern that American students would require completion of 30 semester hours for admission; noted that amongst the demands presented in the fall there had been inclusion of a student-faculty parity admissions board, and an opening of files to the committee to ascertain injustices; and that he believed the report missed the concept of democratic decision making within the institution or other agencies. He considered this omission dangerous.

G. Sperling indicated that he was still not clear as to the place, responsibility and authority which the Academic Board might have, and that he was not certain as to whether or not the Board would be asking departments to change their courses in accordance with what is in the colleges or vice versa. He considered that the whole question of the role of the two-year colleges required further investigation, but commended Dr. Ellis on the references he had made about the dangers of overly strict prerequisites.

He also expressed concern on the effect of the streaming program in highschools and its sociological effects. He was also concerned that, although parallelism had been described by Dr. Ellis, that he did not consider that a requirement of 3.2 average from highschool graduates was reasonable.

R. Haering indicated that he was a member of the Academic Board, that he envisaged the Board becoming an accrediting agency in the sense that it would determine what courses at the colleges of the Province of British Columbia are of university level, that it would be expected that the university would recognize these courses, but that departmental responsibility would not be impinged upon, as the department would select the specific area (of the three referred to in the report) under which credit for a given course would be assigned. He noted that the manner in which the Board would propose to implement its accrediting in subjects would be through the use of subject committees.

He envisaged no major difficulty in the matter of prerequisite aspects, as the Undergraduate Admissions Board would be expected to inform Senate of the major and honors programs through which recognition would be given, and that there was further provision for review where difficulties are identified. He concurred that timing could present problems, but believed that these could be overcome through an appropriate interim step.

K. Rieckhoff believed the report presented a self-consistent framework, but that there were some minor points on which he would take exception. He noted that the burden of maintaining standards would fall squarely on all faculty, and was concerned that some departments might not employ appropriate steps to retain adequate standards.

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D. Tuck referred to prerequisites, but indicated that at a meeting of the universities and regional colleges through the Chemistry Subcommittee there was a surprising degree of agreement. He felt no hesitation relying upon the Academic Board, particularly through the subcommittees, in terms of identification as to courses which could be acceptable. However, he was also concerned with timing, and wondered if the report might have some impact in this regard.

W. Williams believed that the report would grant admission to students currently not eligible, and was not satisfied that this was a correct approach unless there was reasonable indication that students could indeed proceed successfully through to graduation. From this standpoint he was concerned about the impact on overall standards.

S. Wong indicated that he proposed to speak briefly, as he had had a number of discussions with Dr. Ellis. He was in support of utilization of the Academic Board as an accrediting agency, because he believed that faculty and departments had shown inability or unwillingness to act in this area.

B. D'Aoust believed that the report was excellent if one accepted the present system, but would have preferred to have seen a much bolder approach to the total question of admission and what happens to students throughout the university process. He expressed the view that the report continued to work on certain aspects of passing and failing, whereas he believed a much greater emphasis must be given to the process and success of teaching, rather than to failure of students. He was of the opinion that the report tends to perpetuate the present system rather than to strike out boldly in new directions.

L. Boland thought that there had been insufficient discussion concerning the need of the policy and the specific purposes the policy should fulfill and was of the opinion that much greater study should have been given to the articulation of a philosophy of education for the university before the report was undertaken.

As no other Senator indicated desire to make comments, attention was turned to the individual recommendations.

CONSIDERATION OF INDIVIDUAL RECOMMENDATIONS OF THE ELLIS REPORT (IN THE ORDER OUTLINED IN PAPER S.217)

1. Recommendation No. 1

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University endorses the statement of operating guidelines (Part A)."

R. Haering supported the recommendation and believed that the policy proposed would allow the university to admit and retain students who have a reasonable probability of succeeding in the courses and programs they choose.

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G. Sperling indicated that he believed the report gave too much authority to the Academic Board. Question was raised as to whether the AUCC provided for "accrediting" and J. Ellis responded that in the sense the term "accrediting" is used in his report that body did not carry out the function.

S. Wong referred to Page 8, item 4, pertaining to "the leading institution" and J. Ellis indicated that throughout the report this should read "a leading institution."

D. Tuck referred to Page 8, items 6, 7 and 8, which seemed to call for implementation. J. Ellis indicated that it was proposed that Senate would have responsibility to bring policies under systematic review, and that this would have impact on item 8; that the Registrar's Office would be expected to develop means of effective communication for students and faculty within the university and with interested individuals and groups outside the university, and that this would have impact on item 7; and that item 6 would fall under some of the Committee recommendations.

D. Sullivan indicated that the first recommendation covered a part with many sub-parts, and that he reserved judgment on item 4 of the section. J. Ellis provided further comments on this matter.

Vote was undertaken on Recommendation No. 1.

MOTION CARRIED
14 in favor
3 opposed
1 abstained

2. Recommendation No. 11

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University endorse the statement areas of responsibility and admissions, standings and credits. (Part D)."

J. Ellis indicated that this was a complex and difficult section of the report. The intent of the section is to see Senate in the overriding position of making policy and overseeing its committees, making them responsible with policy being kept under regular review. The Undergraduate Admissions Board is expected to take the policies, make them operate in terms of writing more specific rules as they may be needed, and as these accumulate into new policy or suggestions for the creation of new policies, to bring these back to Senate, with a procedure for regular reporting. The Registrar's Office would be expected to implement the policies under the direction of the Admissions Board.

K. Rieckhoff referred to the "unsolicited report of the Senate Committee on Undergraduate Admissions and Standings on the Ellis Report" and that the Committee's recommendation on item 5.4, page 21 be utilized. J. Ellis suggested that the recommendation is already covered in the report through

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other recommendations, with particular reference to recommendation 6 on page 17, and recommendation 3 on page 12.

D. Tuck approved the necessity for both an Admissions Board and an Appeals Board, and J. Ellis indicated that it was certainly his hope that over time the number of appeals would significantly decrease, but that during the period of implementation an Appeals Board could be needed.

W. Williams supported the suggestion made by K. Rieckhoff with reference to the suggestions made by the Senate Committee on Undergraduate Admissions and Standings, and was of the opinion that although the items might be covered in other sections of the report, there could be an advantage in repeating certain specific items.

K. Burstein expressed concern at what had been an Interim Appeals Committee was now proposed as a continuing Appeals Board. He enquired as to the body which would be responsible for reviewing such items as academic probation and required to withdraw. J. Ellis drew attention to the recommendation 14 on page 4.

L. Boland emphasized the necessity of indicating to students the basis on which rejections on admission or transfer are made, and noted that although explanatory and further directives might be developed through the Undergraduate Admissions Board, that such directives should come before Senate on final analysis for approval. He noted further that at the present time the whole role of the Appeals Committee and the potential role of the Appeals Board was not clear.

D. Sullivan again noted that there was interrelationship across many sections and concurred that whenever necessary there should be duplicated statements of overlap responsibility. From this standpoint he believed that action on this section should be deferred.

D. Sullivan continued with specific reference to page 20, item 1.4, and indicated that he did not believe that there was clarity in terms of the role of Senate itself, the role of departments, and the role of the Academic Board - with the result that he envisaged difficulties arising. He suggested that the Academic Board should send recommendations through a mechanism of consultation with departments, as may be authorized by Senate, and that the Registrar then be notified of courses which are acceptable for area credit toward the various degrees. Specifically, instructions could then be given to the Registrar by Senate as to how it is to be used. Ultimately, approval of courses for transfer must go through the Senate.

R. Haering supported the section and agreed that over time as policies become more definitive, there could be a diminishing need for an appeal mechanism. He had no objection to duplication of statements, but did not believe that all of these need be finalized before approval of the current documentation.

Question was raised concerning the possibility of adding clarifying clauses and statements at a later time if items were passed at this time, and it was agreed that at some future meetings there could be motions

providing amendments as required. Further clarification was requested and the Chairman indicated that dependent upon the results of certain motions, a number of changes - particularly those of an editorial nature - could be required and would be made as necessary.

R. Haering offered clarification, pointing out that if a recommendation did not pass, it would be held over for a later meeting, with opportunity for provision of amendments in writing before such meeting. He further noted that at this point a number of items were being dealt with as a first iteration, and that if there was agreement with the item as a first iteration, the item should pass, with the understanding that any necessary editorial changes resulting from later votes, and any statements required for greater clarity could be made.

The Chairman noted that each Senator would be expected to consider whether in totality he feels that comments weighed pro and con are such that a section should be opened up for substantive debate and item by item change, or whether in totality he would be prepared to accept it as it stands.

Vote on Recommendation 11 was then undertaken.

MOTION CARRIED
11 in favor
5 opposed
3 abstained

3. Recommendation No. 2

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University endorse in principle a procedure for accrediting colleges. (Part D)."

J. Ellis indicated that he had commented at some length in his general remarks on the procedure envisaged. G. Sperling still considered that the procedure was vague and wished to know what would be likely to occur if the Academic Board indicated a course should be accredited but a department of the university indicated that it should not. The Chairman suggested that the Academic Board would examine all courses offered in all the colleges in British Columbia, and would provide a listing of those courses that were of university level, but would make no reference as to the specific equivalencies offered by a given university. The listing of courses would be presented to the departments, which would indicate those deemed equivalent, those in an area not directly equivalent and so forth. The Chairman further noted as there is provision in upper level semesters for a student to include certain lower level courses in fulfilment of requirements, that some considerable flexibility existed. It was noted that as discrepancies become wider and wider there would of course be greater and greater difficulty. G. Sperling referred to the four-year principle under which a student would normally be expected to get a degree in four years, and the Chairman indicated that there were certain restrictions and that there would not necessarily be direct transference of full years to match full years.

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J. Hutchinson indicated that his reservations would be removed if he were certain that the Academic Board would arrive at its initial listing through the processes suggested by Dr. Ellis by adequate utilization of the subject sub-committees. He requested that the letter from the Academic Board be read in this connection, and this was done. W. Williams noted that in effect the Board had indicated willingness to carry out a feasibility study, but that there was not assurance that the proposed procedure could come to fruition. W. Williams was further concerned lest the Academic Board indicate not only courses of the university level, but that it indicate that such and such a course at the college is the equivalent of a course at Simon Fraser University. J. Ellis indicated that the procedure proposed did not follow that form, but that the Academic Board would be expected to identify those courses considered being offered at a university level, and that such courses should normally carry transfer credit. The specific decision as to whether or not direct course equivalency would be given would be one referred to the departments, allowing for decision as direct equivalents, subject area equivalents and unassigned credit. He further noted that one of the difficulties had been the lack of willingness of the university to accept courses from the colleges with the result that little substantive information was available. The new procedures were expected to provide that a feedback was available. The new procedures were expected to provide a feedback mechanism which could be of value both to the university and the colleges.

K. Burstein was concerned with page 12, item 4, and noted that it was proposed to agree to accept and act upon the information provided by the Academic Board unless it can be shown to be in question, and felt that this was not a sufficiently clear-cut procedure. He was of the opinion that if Simon Fraser signed onto these principles, the other universities should do so. He also was concerned with the matter of accreditation and recognition of courses from other jurisdictions.

J. Ellis indicated that in the United States there are accrediting agencies and that appropriate data can be obtained, but there was further provision for utilization of the principle of utilizing evaluations from a leading university in the particular region. K. Burstein felt that if the Admissions Board was being charged with utilization of this type of data and making decisions on accrediting, it could do similarly for B.C. colleges.

W. Williams again indicated his reservations on the capability of the Academic Board at the present time to adequately carry out the functions proposed.

L. Boland noted that earlier J. Ellis had referred to the possibility of transferring course work in Fine Arts, and commented that the fact credit transfer might be refused might arise from decision that this university did not deem it to be an appropriate university level study.

Vote was then under taken on Recommendation No. 2.

MOTION CARRIED
12 in favor
2 opposed
2 abstained

4. Recommendation No. 3

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University request the Academic Board to inform the university of those courses and programs offered by colleges in this province that can be considered equivalent in terms of content, levels and requirements to courses and programs typically found in the first two years at university. (Part B)."

K. Rieckhoff referred to previous discussion which had included aspects which would pertain to item 3. He had been of the opinion that the Academic Board would indicate university level courses and also the type of credit which would be allocated, but he now understood that the Board would provide a general statement as to level, but that it would not make specific recommendations regarding Simon Fraser courses, direct or indirect equivalent, and wished to know whether he was correct in that interpretation, to which an affirmative answer was given. J. Ellis referred to Recommendation No. 6.

G. Sperling enquired as to how the subject committees, to which reference had been made, were selected, as to the frequency of meetings and as to whether or not it was intended that they would meet more frequently. D. Tuck responded, noting that a number of the disciplines had held meetings and that much of the preliminary work had been set in motion through a meeting convened at the Academic Board held in December. He noted that the Chemistry group had met again recently.

L. Boland expressed the view that if the Academic Board identified courses such as Fine Arts as being at the university level, it would still not resolve the problem as to what action Simon Fraser University should take concerning the course.

D. Sullivan commented on the question which had been raised by K. Rieckhoff and the response thereto, as he had believed it had been the intent to have the Academic Board indicate subject equivalents, etc. Under certain conditions he believed this would be a logical thing for the subject committees to participate in. However, as currently expressed, he felt that the proposed procedure would not do a great deal more than make information more accessible and better disbursed within the public, since the matter of Simon Fraser course equivalents would still be a departmental prerogative. He commented that under Recommendation 8 - unassigned credit in a subject area - that this matter was a faculty responsibility, and that the faculty would have to determine whether or not it approves transfer credit, for example in Fine Arts, toward the Arts degree. He was still not clear as to who would make the decision and felt that difficulties could arise.

J. Ellis referred to the protective mechanisms as outlined under transfer credit on page 25, noting that a student seeking admission with transfer credit is advised that he must meet the general and specific requirements of the faculty and departments in which he chooses to major.

K. Burstein believed the issue unclear, as it was understood that the Board would assess courses as being college level transferable courses and that under the report all transferable courses would be transferred in total, with the amount of credit to be divided among three categories. J. Ellis noted that this was correct, but that the items could not be read without looking at the totality of the report, and that in some instances, particularly where a student changes fields, some of the transfer credit would not apply to the particular degree being sought.

Further question was raised by K. Burstein concerning courses such as Fine Arts, Italian, with enquiry as to the sub-committee that might give consideration to these. J. Ellis indicated that one of the premises of the report was that a student's experience with an institution of higher learning is more than the sum total of the number of courses that he had, and that if the student had attended a reputable institution and does university level work, presumably he should have some recognition for that. He was of the opinion that because some areas of human knowledge, generally recognized as being reputable at a university level, are not taught at this institution, did not seem to be sufficient reason for failure to recognize the worthwhile experience undertaken elsewhere insofar as the granting of credit is concerned.

J. Hutchinson considered that the item in its present form should be defeated, as it could lead to blanket accreditation of virtually every existing course in every academic transfer program from the regional colleges in the province.

Vote was then undertaken on Recommendation No. 3.

MOTION CARRIED
 10 in favor
 5 opposed
 2 abstained

K. Burstein requested that his negative vote be recorded.

5. Recommendation No. 4

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University agree to accept and act upon the information referred to in Recommendation 4 until or unless it can be shown to be in question."

L. Boland suggested that the item not be passed, as it provides for only two options, namely acceptance or rejection. He was of the opinion that there should be provision for an intermediate position of acceptance with limitations.

D. Sullivan suggested that it was desirable that further consideration be given the mechanisms, particularly of those pertaining to unassigned credit and equivalencies. He also felt it desirable to wait until the Academic Board indicates that it has completed its feasibility

study. He was in agreement in principle but was concerned about the methods.

Vote was then undertaken on Recommendation No. 4.

MOTION CARRIED
9 in favor
6 opposed
1 abstained

6. Recommendation No. 5

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University agree with the principle that a student should be able to complete a four-year degree in approximately four academic years, whether or not he commences his studies at this university, provided that: (Part C)

- 5.1 he maintains a satisfactory level of achievement in full programs of university level studies.
- 5.2 he spends at least the last two years of his degree program at the university.
- 5.3 he does not change his academic objectives.
- 5.4 he has made a reasonable effort to complete prerequisites of lower division work for his chosen program during his first two years of study."

J. Ellis spoke briefly and noted that much of the material had been covered in earlier comments. If a student starts to major, for example, in Fine Arts, but does two years in that study and then transfers to Simon Fraser University for a B.A. in English, he obviously could not satisfy condition No. 5.3, as his academic objectives have changed. Similarly, he has to meet the requirements, general and specific, of both department and faculty. The principle is one of completing a four-year degree in approximately four years, subject to the conditions noted.

S. Wassermann noted that an individual is expected to undertake the last two years of his work here, but that on page 25 there is provision for an exceptional case. J. Ellis noted that a number of individuals had raised questions on this item, and that indeed page 25 was to provide for very unusual cases.

K. Rieckhoff noted that he was in general agreement with these suggestions, but that he saw certain practical difficulties in application, and that in a number of cases it would not be possible for an individual to finish his degree in four years if certain items are lacking that are specifically required by department or faculty.

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D. Sullivan was concerned at the lack of specific means for making it clear to a student where the responsibility lies as to how the non-direct equivalent credits would apply. He was hopeful that more clarification would arise. J. Ellis suggested that Recommendation 10 might take care of a number of these matters, with the understanding it would be necessary to make widely known the fact that a student intending to major in certain subject fields might be expected to enroll as a freshman in the university if there are obvious difficulties of transfer credit in the particular discipline.

Vote was then under taken on Recommendation No. 5.

MOTION CARRIED
9 in favor
2 abstained

7. Recommendation No. 10

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University request the Undergraduate Admissions Board to inform Senate of major and honors programs in which the principle agreed to in recommendation 5 appears difficult to meet. (Part C)."

MOTION CARRIED
13 in favor

ADJOURNMENT

It was suggested that another special meeting be held. It was moved by S. Wong, seconded by G. Sperling that the meeting adjourn.

MOTION CARRIED
7 in favor
6 opposed
1 abstained

The meeting adjourned at 11:45 p.m.

H. M. Evans
Secretary

DRAFT UNTIL APPROVED BY SENATE

MINUTES OF A MEETING OF THE SENATE OF SIMON FRASER UNIVERSITY HELD
FRIDAY, MAY 9, 1969 IN THE FACULTY LOUNGE AT 9:55 A.M.

SPECIAL MEETING - THE ELLIS REPORT (CONTINUED)

OPEN SESSION

Present:	Strand, K. T.	Chairman
	Baird, D. A.	
	Boland, L. A.	
	Burstein, K. R.	
	Srivastava, L. M.	
	Haering, R. R.	
	Okuda, K.	
	Rieckhoff, K. E.	
	Stratton, S. T.	
	Sullivan, D. H.	
	Walkley, J.	
	Wassermann, S.	
	Williams, W. E.	
	Wong, S.	
	Evans, H. M.	Secretary
	Barboza, J.	Recording Secretary
	Collins, E.	Recording Secretary
Absent:	Branca, A. E.	
	Cole, R. E.	
	Collins, M.	
	Conway, J.	
	Dampier, J. L.	
	D'Aoust, B.	
	Ellis, A. J.	
	Hamilton, W. M.	
	Harper, R.J.C.	
	Hean, A.F.C.	
	Hutchinson, J. F.	
	Koerner, O.	
	Korbin, D.	
	Lachlan, A. H.	
	Lett, S.	
	MacKinnon, A. R.	
	McLean, C. H.	
	Perry, G. N.	
	Shrum, G. M.	
	Sperling, G. B.	
	Tuck, D. G.	
	Vidaver, W. E.	

CONTINUATION OF CONSIDERATION OF RECOMMENDATIONS OF THE ELLIS REPORT

8. Recommendation No. 6

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University empower the Undergraduate Admissions Board to seek from academic departments a listing of course equivalencies related to lower division courses and programs offered in the several institutions of higher learning in the province. (Part C)."

J. Ellis indicated that the intent of Recommendation 6 was to set up the necessary conditions for the Registrar's Office to deal with the students' transfer of credit and that the purpose of approving 6 would be to make possible the implementation of Recommendation 8.1. It envisages preparation of a master list which would indicate for the colleges and the university whether a course carries course equivalent credit, subject area credit, or unassigned credit - if credit at all.

W. Williams referred to the amendment proposed by the Senate Committee on Undergraduate Admissions and Standings since, in his view, there was not enough distinction between credit and standing in Recommendation 6. A clarification and expansion of terms and intent is desirable.

D. Sullivan indicated that he agreed with the principle but not with the language and felt that before the item was passed there need be much more explicit terminology, as he was fearful that with the present wording there could be considerable argument at a later date over the intent.

L. Srivastava indicated that he supported the intent of the section but believed that the wording required modification.

Further discussion was undertaken with explanation by J. Ellis and additional questioning.

Vote was then undertaken on Recommendation No. 6.

MOTION FAILED

The Chairman indicated that Section 6 would be set aside for subsequent modification and consideration.

9. Recommendation No. 7

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University empower the Registrar to award transfer credit up to a maximum of 60 semester hours for university level courses

so designated by the Academic Board or analogous agencies. (Part C)."

J. Ellis commented on the intent of No. 7 and its relationship to other sections of the report. He had envisaged that when a student entered university there would be a number of preliminary steps taken that were routine and that these would then move the student towards his major department in terms of making certain that the student had necessary prerequisite study for undertaking majors and the like. As a part of the routine process the departments would have given considerable direction to the Registrar through Recommendation No. 6 but follow-up would be expected. No. 7 would empower the Registrar to award transfer credit that the student carries with him on subjects which have been seen as the equivalent of university level studies, to a maximum of 60 semester hours, but that the awarding of such hours may or may not mean a shortening of the degree, with this then moving into the departmental area of concern.

D. Sullivan commented on his reservations on the process described. He envisaged that the university would get information from the Academic Board, and generate a list of courses by submitting them to the departments for a statement of which courses are equivalent and which ones have acceptable area credit. He was concerned, however, over the matter of the residual credits beyond the specific equivalents and the acceptable area requirements that departments might accept, and that it was up to the Faculty of Arts, or other Faculties, to identify those courses which might be acceptable towards the particular degree beyond those in the specific and area fields. In particular, the Faculties of the university would have to say how much of the unassigned credit is to be applied to each of the degrees. He considered that there should be deferment on Items 6, 7, 8 and 9 until the mechanisms could be spelled out.

L. Boland expressed concern that through the provision of Recommendation No. 4 it was necessary to review Items 8.2 and 8.3 carefully as otherwise the university in effect could be giving a British Columbia degree rather than a Simon Fraser University degree.

R. Haering indicated that he wished to speak in favor of Recommendation No. 7 and against the arguments raised by D. Sullivan as he believed that procedures suggested might be somewhat better but not greatly better than the procedures which have previously existed. He was of the opinion that appropriate use of Recommendation 4 would provide the protection being sought.

L. Srivastava spoke in favor of Item 7 and did not believe it would create the difficulties suggested by D. Sullivan. Further consideration might be necessary under Item 8 and 9.

K. Okuda saw no difficulty with Item 7, but was concerned about the transfer of credit from institutions outside the Province of British Columbia. He did not believe that D. Sullivan's suggestions could be applied in terms of outside transfer courses without encountering significant difficulties.

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W. Williams indicated general agreement with D. Sullivan, although he concurred with K. Okuda that it would not be appropriate to invoke Faculties and a number of other agencies directly in a number of these decisions. He was convinced that it was necessary to more precisely word the section dealing with unassigned credit.

S. Stratton believed that Section 7 should be approved, particularly in principle, and that if it was necessary to add something further along, that this could be adequately done.

J. Ellis noted that it had been necessary to make recommendations without knowledge as to what an independent Faculty might do in an area of unassigned credit. He drew attention to page 25 and its conjunction with Recommendation 10 on page 17, as follows:

"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 honor." - "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."

He presumed that departments and faculties would be more definitive in the statements that they would make concerning transfer credit.

Vote was undertaken on Recommendation No. 7.

MOTION CARRIED
10 in favor
1 opposed
1 abstained

10. Recommendation No. 8

Moved by R. Haering, seconded by J. Walkley,

"It is recommended to the Senate of Simon Fraser University to request the Registrar to designate all transfer credit under these headings: (Part C)

- 8.1 Simon Fraser University course equivalents.
- 8.2 Unassigned credit in a subject area.
- 8.3 Unassigned credit.

The sum of these three should be equal to total hours granted by the transferring institution for the student's transferable courses."

J. Ellis indicated that Section 8 is assigned to provide a mechanism in which the Registrar would examine the transferable courses and categorize them into three groups. He noted that the

Undergraduate Admissions Board was concerned about the wording of the last sentence in Recommendation 8, that the Advisory Committee had spent an hour trying to word that particular sentence and that none were happy when the item was completed, but that there had been agreement upon the intent. He further noted that it has been accepted by the Senate Committee on Undergraduate Admissions and Standings which had proposed an amendment on the intent that, for example 37 transferable hours equals 37 Simon Fraser University hours. He considered that the amendment of the Undergraduate Admissions Committee also embodied certain difficulties in wording. Nevertheless, there had been overall agreement on intent.

W. Williams enquired as to whether the reference to the principles of transferable credit pertained only to B.C. institutions or to other agencies. J. Ellis indicated that the intent was also to pertain to other areas and drew attention to the references which had been made to analogous agencies elsewhere. He referred to pages 13 and 14 of the report.

W. Williams commented upon the variations that can arise from area to area, and J. Ellis indicated that problems did exist but that reference to the recognition given by a leading institution in the area could help to overcome some of these difficulties.

L. Boland indicated that the procedures were still not clear and that the Registrar had now been empowered to grant up to 60 semester hours without clarity of procedures.

R. Haering suggested that at this stage commitment was being made only to one specific transferring agency, the Academic Board of British Columbia. He was of the opinion that the other references were perhaps purposely vague so that some control might be maintained. From this standpoint the prime intent, since most students were from British Columbia agencies, was to establish specific recommendations concerning transfers within the province.

K. Okuda was of the opinion that there was re-argument of Recommendations 6 and 9 instead of Recommendation 8, and that he was of the belief that Item 8 presented merely a mechanism.

D. Sullivan disagreed that Item 8 represented a mechanism only and commented that the last sentence of Item 8 represented a principle. He did not consider it possible for the Registrar's Office to write across the world for data and that appropriate mechanisms would be necessary to seek advice within the university on a number of items.

J. Walkley considered that the important words are 'student's transferable courses' and that it was his assumption that if a course is acceptable, the hours carried by the course would be transferable.

S. Wong indicated that in the Advisory Committee there had been considerable discussion on this point and that the intention was to ensure some mechanism of calculating the amount of credits which would be given at Simon Fraser University, basically to ensure that it would neither be given too much nor too little.

K. Burstein believed that these items had to be spelled out in greater detail.

J. Ellis indicated that in view of the items currently passed reference primarily was to the use of the Academic Board within the province as an accrediting agency, but that over a long term he expected use of the principle of reference to a leading university in a given locality to provide data on the basis of which appropriate decisions could be made.

Vote was then undertaken on Recommendation No. 8.

MOTION CARRIED
6 in favor
5 opposed
1 abstained

11. Recommendation No. 9

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University request the Undergraduate Admissions Board to issue guidelines to departments in an effort to ensure that a student's program will not become unnecessarily attenuated either by the requirement of repetitive lower division courses or by the requirement of a number of lower division hours significantly in excess of minimum department requirements. (Part C)."

J. Ellis suggested that there was some confusion in the understanding of the intent of Recommendation 6 and Recommendation 9. It was intended that Recommendation 6 specify certain courses as SFU course equivalents and that in large measure this decision would rest with individual departments. Recommendation 9, however, assumes that certain earlier events have transpired including the admission of a student with a certain number of transfer hours, including perhaps a number of unassigned hours. He was of the opinion that the Admissions Board should issue guidelines within the spirit of page 15 and that the middle paragraph on page 15 represents a direction to departments to examine the unassigned credits in the area that the student has, to determine whether these might offer alternatives of the same kind to particular topics that are seen as necessary lower division prerequisites for the student. In those cases where transfers were difficult No. 10 would become operative and students could be informed of overall difficulties.

K. Okuda was concerned with the suggestion that the Undergraduate Admissions Board issues guidelines and did not consider that these could be beyond the general guidelines contained in the report in the sections already passed. To suggest more specific guidelines could lead to the Undergraduate Admissions Board admonishing individual departments for treating a particular student badly. He considered that Item 9 should be defeated but that Item 10 could be the method

whereby Senate would be informed as to areas where major difficulties arise consistently such that further consideration could be given to seek appropriate solution.

W. Williams was of the opinion that it would be illogical and inconsistent to have defeated Recommendation 6 but to then pass Recommendation 9. He did not consider that there was sufficient distinction between credit and standing.

D. Sullivan spoke against Recommendation 9 and rejected the point of view expressed by J. Ellis concerning Item 4 on page 15 of the report, as he considered it the responsibility of the university to set its own programs and not to assume responsibility because of inability of other institutions to offer programs which dovetail.

S. Stratton suggested that Recommendation 9 is one primarily for improving communication through the Admissions Board distributing information and suggesting guidelines.

K. Burstein considered that the issuance of guidelines to departments, especially with respect to program requirements and course structure, could have very serious consequences. Such guidance should come from Senate and should not be delegated to another body. He did not consider that the other body would have competence to carry out the proposal adequately.

J. Walkley believed the proposal appropriate because of the difficulty in obtaining data from departments and felt that Item 10 provided a further appropriate feature.

J. Ellis concurred that there should be no attempt to adjust the university's academic line to the stringencies placed upon regional colleges but believed that guidelines could be well issued under the suggestions made on page 15. He drew attention to the paper circulated earlier by D. Sullivan and believed that it reflected the spirit intended in Recommendation 9. The intent was not to indicate compulsory action but to solicit information to facilitate the overall process. Recommendation 10 would be utilized where necessary to inform a college that the particular kind of work undertaken in certain areas would not represent an acceptable start upon a major program for a student contemplating transfer to Simon Fraser University.

Vote was then undertaken on Recommendation No. 9.

MOTION FAILED
4 in favor
7 opposed
1 abstained

It was noted that this item would be set aside for further consideration and amendments at a later meeting.

12. Recommendation No. 12

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University adopt the proposed Statement on Admissions and Transfer. (Part E)."

J. Ellis noted that Recommendation 12 was a long and complicated recommendation. He considered that the recommendation represented a series of rules growing out of a number of the policies earlier considered, rather than policies within themselves. He noted that the principle of parallelism had been used throughout the section and commented on a number of the elements of parallelism.

He considered that retention of parallel treatment of parallel groups was a particularly important element in the report.

The Chairman indicated that he would undertake a straw vote and that if there was indication the section would not pass, individuals could speak before the actual vote is put. The straw vote suggested the section would not pass.

Discussion was undertaken as to the possibility of considering the sub-sections item by item, but in view of the earlier procedures adopted, it was agreed that this would not be an appropriate time to follow that procedure.

Vote on Recommendation 12 was then undertaken.

MOTION FAILED
1 in favor
9 opposed
2 abstained

It was noted that Recommendation 12 would be set aside for consideration and possible amendments at a later meeting.

13. Recommendation No. 13

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University endorse the Statement on Continuance, Withdrawal and Re-admission. (Part F)."

J. Ellis noted that the committee had a great deal of difficulty with the particular section for a number of technical reasons and that the recommendations put forward represented currently existing policy. He noted further that Recommendation 13 interacts closely with the considerations of Recommendation 12 and suggested that Recommendation 13 be deferred.

Vote was undertaken on Recommendation 13.

MOTION FAILED
11 opposed
1 abstained

The Recommendation will be considered at a later meeting.

14. Recommendation No. 14

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University request the Admissions Board to continue the practice of the Senate Committee on Undergraduate Admissions and Standings in reviewing the cases of students with low records of achievement. (Part F)."

J. Ellis indicated that the present Admissions Committee had carried out this particular task with considerable conscientiousness and that a similar review in future was desirable.

S. Wong suggested that the committee might also consider the records of students with high academic standing.

K. Burstein concurred that review of records was necessary but believed that a more efficient procedure was required to remove the current awkwardness.

D. Sullivan enquired as to whether the intent was to have the same process as at present continued and J. Ellis indicated that the intent was that records be examined without stipulating the specific method.

W. Williams considered it necessary to have examination of a number of individual cases and did not believe that a computer could carry out the operation adequately.

K. Rieckhoff believed that the comments made indicated there was lack of clarity and that there should be clarification, or the section defeated.

Vote was undertaken on Recommendation 14.

MOTION CARRIED
8 in favor
3 opposed
1 abstained

15. Recommendation No. 15

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University encourage the Admissions Board to foster the systematic development of procedures for admitting and ensuring the academic success of Special Entry Students. (Part G)."

place
 J. Ellis spoke to the item and indicated that he could concur with the suggestion of the Undergraduate Admissions Board that the sub-division of the three categories of special early admissions, early entry and mature entry is probably preferable to the continuation of the rather awkward expressions which have been used. The intent is to palce the responsibility for the very important groups clearly in someone's hands. The recommendation is to examine more clearly what is involved, to develop procedures for admitting groups and making certain that there are procedures available to support groups that may need additional assistance.

Vote was undertaken on Recommendation 15.

MOTION CARRIED
 10 in favor
 1 abstained

16. Recommendation No. 16

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University approve in principle a program of course challenge. (Part H)."

J. Ellis indicated that the intent of Recommendation 16 is to recognize a particular fact of social living today and that it is not intended to force the practice suggested upon individual departments but that in some areas of study departments would be prepared to recognize that certain students come with knowledge already available to them.

D. Sullivan supported the principle strongly but noted that it would be necessary that appropriate procedures be developed.

W. Williams supported the principle but wondered if there was implicit a suggestion of retroactivity. J. Ellis indicated that the intent of No. 16 is to gain an approval of the suggestion and that Recommendation 17 will provide for development of procedures. He concurred that it was necessary to draw safeguards and that these should be developed clearly and specifically.

S. Wassermann enquired as to why the course challenge should be limited to 5 courses and J. Ellis indicated that this was simply indicative of what the nature of a system of course challenge might be.

Vote was undertaken on Recommendation 16.

MOTION CARRIED
 13 in favor

The Chairman wished the minutes to show that the vote was unanimous.

17. Recommendation No. 17

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University instruct the Undergraduate Admissions Board to develop with interested departments a program of course challenge and submit the program for Senate approval before the end of 1969. (Part H)."

D. Sullivan enquired as to whether or not the date was realistic. The Chairman suggested that the item could be defeated and the date changed or, alternatively, that the date could be left and that if it is later found impossible to meet the date, report would be made to Senate.

L. Boland was not satisfied that the Undergraduate Admissions Board should be asked to undertake the job but considered that it might be given to another committee.

Enquiry was made as to whether or not the passing of Recommendation 17 would automatically include the specific proposals generated in Part H of the report. The Chairman indicated that he had earlier stated that if the principle was approved, a simple organizational and procedural framework might be developed somewhat as outlined, but that this was indicative and not binding.

K. Burstein concurred with L. Boland that the Admissions Board might not be the appropriate body and believed that Senate itself should give consideration to the item. S. Wong suggested that the Senate Committee might coordinate the study.

W. Williams was of the opinion that the Admissions Board would be an appropriate body to undertake action.

R. Haering expressed the view that it might be appropriate to have a committee undertaking the work.

L. Srivastava suggested that the Admissions Board would be the appropriate body.

Vote was undertaken on Recommendation 17.

MOTION CARRIED
9 in favor
5 opposed

18. Recommendation No. 18

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University request the Acting President

to make provision, as may be possible, for the academic planning and student advising services that are presently lacking or deficient. (Part I)."

J. Ellis indicated that Recommendations 18 and 19 go together and constitute a request to the President to examine the area of student advising and the additional area of provision of information upon which Senate can do adequate planning.

Vote was undertaken on Recommendation 18.

MOTION CARRIED
11 in favor
1 abstained

19. Recommendation No. 19

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University request the Acting President to undertake or cause to be undertaken a study designed to bring about a better articulation of the various university services that are related to admissions, standings and credits. (Part I)."

Vote was undertaken on Recommendation 19.

MOTION CARRIED
11 in favor
1 abstained

20. Recommendation No. 20

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University agree that students enrolling for the first time at the University in September 1969 be governed by new policies on Admissions, Credits and Standings, providing that agreement is reached on all necessary aspects of the policies by no later than May 15, 1969. It is understood that all existing policies and procedures will remain in force unless specifically amended or revoked until they are superseded by the new policies and procedures. (Part J)."

J. Ellis described the rationale behind the dates suggested but noted that there had been some delay in the matter coming before Senate and that Recommendations 12 and 13 had not yet been approved and that there were other areas now requiring clarification.

The Chairman enquired as to the number of Senators who would be in a position to reconvene after luncheon, but response indicated there would be difficulty in developing a quorum.

K. Rieckhoff considered it almost impossible to follow the suggested timing and believed that implementation for September might be difficult if not impossible.

D. Sullivan considered the statement too broad and did not believe that it could be accomplished by September.

L. Srivastava suggested a change in procedure and that there appeared to be no great difficulties in Recommendations 21 and 22. He suggested that consideration be given to Items 21, 22 and possible 23 and that a small working group composed of Professor Ellis and other interested members of Senate be charged to re-examine the sections which have not passed and to come back with revised versions on such items.

The Chairman indicated agreement with the proposal but noted that Item 23 would not be considered until all other items had passed.

S. Wong believed that every effort should be made to consider implementation for September 1969 and that the date of May 15 might be changed to May 31.

K. Burstein expressed concern similar to those of Professor Rieckhoff and was not satisfied that there was great urgency, particularly if items would be passed too hurriedly.

S. Wong enquired as to whether or not it was the Chairman's intention to reconvene Senate during the current terms of membership of a number of persons, and the Chairman indicated that this was the intent.

Vote was undertaken on Recommendation 20.

MOTION FAILED
6 in favor
6 opposed

21. Recommendation No. 21

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University empower the present Undergraduate Admissions Committee to act for the Admissions Board until the latter is constituted. (Part J)."

MOTION CARRIED
9 in favor
2 abstained

22. Recommendation No. 22

Moved by R. Haering, seconded by J. Walkley,

"It is recommended that the Senate of Simon Fraser University empower the present Appeals Group to act for the Appeals Board until the latter is constituted. Part J)."

MOTION CARRIED

8 in favor

3 abstained

The Chairman indicated that, within the present rules, it would be necessary for Senate to reconvene at a later stage to consider, in the following order, Items 6, 9, 12, 13, 20 and 23. He referred to the suggestion of L. Srivastava concerning a working group and requested that persons who have specific written amendments, in addition to those that have already been suggested, be sent to him promptly. He asked for an indication as to the persons who would be willing to meet as a Working Committee. He then indicated that he proposed to meet, following the present session, with L. Boland, K. Burstein, S. Stratton, L. Srivastava, D. Sullivan and J. Walkley.

The meeting was recessed at 12:35 p.m. to be reconvened at the call of the Chair.

H. M. Evans
Secretary

DRAFT UNTIL APPROVED BY SENATE

MINUTES OF A SPECIAL MEETING OF THE SENATE OF SIMON FRASER UNIVERSITY
HELD MONDAY, JUNE 9, 1969 IN THE FACULTY LOUNGE AT 7:30 P.M.

OPEN SESSION

Present:

Strand, K. T.

Chairman

Barlow, J. S.
Brown, R. C.
Burstein, K. R.
Campbell, M. J.
Carlson, R. L.
Claridge, R. W.
Cole, R. E.
D'Aoust, B. R.
Freiman, L.
Hutchinson, J. F.
Kenward, J. K.
Korbin, D.
Lachlan, A. H.
Lebowitz, M. A.
McDougall, A. H.
Rieckhoff, K. E.
Sayre, J.
Srivastava, L. M.
Stone, A. L.
Stratton, S. T.
Sullivan, D. H.
Tuck, D. G.
Turnbull, A. L.
Walkley, J.
Wassermann, S.

Ellis, J. F.
Evans, H. M.
Kelsey, I. B.
Meakin, D.
Mackie, M.
Day, J.A.P.
Barboza, J.)
Wright, L.)

Secretary

Recording Secretaries

Absent:

Baird, D. A.
Caple, K. P.
Collins, M.
Drache, S.
Funt, B. L.
Hamilton, W. M.
Hean, A.F.C.
MacKinnon, A. R.
McLean, C. H.
Perry, G. N.

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The Chairman called the meeting to order and outlined the business before Senate, to consider proposed revisions, additions and alternative wordings to the Ellis Report on Admissions and Standings. He informed Senate that the special committee appointed to study certain parts of the Ellis Report had recommended that their suggestions be taken in a certain order, as listed on the Agenda, and that Senate would comply with this.

K. Burstein suggested that Paper S.240-12 be dealt with first, so that Senate decisions could be implemented before fall enrolment. D. Sullivan said that implementation was the last factor to be considered and spoke against the motion.

Moved by K. Burstein, seconded by A. Lachlan,

"That Paper S.240-12 be dealt with first."

MOTION FAILED

1. PAPER S.240-2 - Motion H or Motion H.1

J. Ellis introduced Motion H. He said there had been a great deal of discussion on this motion in committee and he was prepared to withdraw his proposal in favor of Motion H.1. Senators heard arguments that H.1 was biased against transfer students and gave students already in Simon Fraser an advantage, as they would have less adjustment to make and their grades would likely be better at first. Another argument said that in practice the warning system brought little overall advantage.

Moved by D. Korbin, seconded by J. Kenward,

"That Motion H be adopted."

MOTION FAILED

Moved by K. Burstein, seconded by D. Sullivan,

"That Motion H.1 be adopted."

MOTION CARRIED

Motion H.1 represents a rewording of page 36 of the Ellis Report - "Statement on Continuance, Withdrawal and Re-admission" as follows:-

"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 re-admitted 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."

2. PAPER S.240-4 - Motion B

J. Ellis introduced Motion B and said that this motion would clarify the situation with regard to maximum transferable credit.

Moved by L. Srivastava, seconded by K. Rieckhoff,

"That Motion B be adopted."

MOTION CARRIED

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Under Motion B it is stipulated, "That Senate agree that the maximum credit allowable to a student on transfer is 60 semester hours." This results in changes on page 25 of the report with deletion of sentences 2 and 3 - "In exceptional cases a student may have undertaken upper level studies at another institution that are within, and appropriate to the major field he chooses at this university. If the department in which the student proposes to major so wishes, it may request the Dean of the faculty to petition the Admissions Board to consider granting up to 30 additional transfer hours of credit for courses taken elsewhere that replace specific courses on the student's major program."

It results in a further change on page 34, item 3.4, line 4, such that 3.4 reads as follows:

"An applicant from a foreign country who seeks admission with 60 or more semester hours or its equivalent in subjects acceptable for transfer credit may be considered for admission and transfer credit with the following provisions: Maximum transfer credit allowed will be 60 semester hours; studies must have been undertaken at a fully accredited institution of higher learning; the studies presented for transfer credit must be acceptable to a leading university in his home area toward a program similar to the one to which he seeks admission; and his cumulative GPA must be 2.0 (C) or higher on transferable courses."

3. PAPER S.240-5 - Motion C or Motion C.1

Introducing Motion C, J. Ellis said that the motion was aimed at avoiding anomalies in grade averages that can arise from disallowing D marks as credits. He said Motion C endeavoured to have transfer students' D grades viewed in the same way as D grades of Simon Fraser students are viewed.

Discussion on the floor made the points that disallowing D grades from transfer students sets up double standards and transfer students would be at a disadvantage against Simon Fraser students. Another argument, opposing the motion, said that overall quality should not be a criterion of granting credit as it is not the criterion by which course grades are awarded. Another point made was that students are unlikely to pursue courses in which they have received low grades. The Faculty of Arts Curriculum Committee opposes granting credit for D's; the Faculty of Science supports it.

Moved by L. Srivastava, and seconded,

"That Motion C be adopted."

MOTION CARRIED
15 in favor
6 opposed
3 abstained

Under Motion C it is stipulated, "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."

4. PAPER S.240-9 - Motion G or G.1 or G.2

According to J. Ellis, Motion G was an attempt to make the note under 1.2 on page 25 of the original report more explicit.

Moved by L. Srivastava, seconded by K. Rieckhoff,

"That Motion G be approved, i.e. That Senate approve the revised wording of Section 1.2, page 25, Admission with Transfer Credit Note as set forth in Supplementary Paper G."

Substitute motion was made by D. Sullivan, with unidentified seconder,

"That Motion G.1 be adopted."

D. Sullivan said such adoption would be in line with the policy of many North American universities and was necessary in view of the "patently absurd" financing situation of B.C. universities. He said the answer may be to impose a quota on out-of-province students and regretted that there were no exact figures available on the present situation. There followed lengthy discussion. Senators considered what exactly constitutes residence in British Columbia. This would have to be defined by the University, they were told. Arguments stated that discrimination towards out-of-province applicants had already been passed by Senate.

A. Stone said that there should be a deletion from G.1 of the portion reading, "and to students who are not residents of the Province of British Columbia." Arguments against this motion stated that the passage was necessary in view of the financial pressure on Simon Fraser University.

Amendment was moved by A. Stone, seconded by M. Campbell,

"That Motion G.1 be amended by deletion of the final clause of the motion, 'and to students who are not residents of the Province of British Columbia.'"

AMENDMENT TO MOTION
G.1 FAILED

Discussion followed on the main motion that G.1 be adopted.

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Senators regretted that there was not more information on the subject, so they could judge how various categories of students made up the student population. Several Senators wished to have more time for thought on the subject of restricting enrolment.

Question was called on Motion G.1 and a vote taken.

MOTION G.1 FAILED
11 in favor
12 opposed
2 abstained

It was then moved by K. Burstein, with unidentified seconder,

"That Motion G.2 be adopted."

K. Burstein said he was in favor of adoption of SACU tests so the tests could be used as one of several criteria in assessing candidates. He said this would be of particular advantage to mature students and that the number of SACU testing stations overseas would provide a service for foreign applicants.

Some Senators expressed distrust of using results of such tests in assessments. J. Ellis was asked for further information and said at present the tests were being used for information only and data is being correlated and amassed so that universities may compare the tests with students' performance. One Senator's comment was that there may be a danger of bias, perhaps on the basis of class, in the test, also that the philosophy of Simon Fraser University was that there should not be standardized criteria. The question of whether the student would be required to pay the fee for taking the test was also raised. K. Burstein said the test must become mandatory to be eventually useful.

Question was called on the motion to adopt Motion G.2, and a vote taken.

MOTION G.2 FAILED
5 in favor
16 opposed
3 abstained

On Motion G, J. Ellis said that the basic decision had already been passed and the rewording of the note was aimed at making it more explicit. The aim was to have transfer students treated the same way as Simon Fraser students.

K. Burstein suggested deletion of the sentence, "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." He said this passage was misleading to students.

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Amendment was moved by K. Burstein, seconded by K. Rieckhoff,

"That the sentence in Motion G commencing,
'Although usually this calculation will be
correct' be deleted."

Question was called on the amendment, and a vote taken.

AMENDMENT FAILED
5 in favor
14 opposed

Vote was then taken on Motion G.

MOTION G. CARRIED

The passage of Motion G causes rewording of the Ellis Report,
page 25, item 1.2 - Admission with Transfer Credit, as follows:

"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 honor. 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."

5. PAPER S.240-3 - Motion A or A.1 or A.2

Moved by K. Burstein, with unidentified seconder,

"That Motion A.2 be approved."

K. Burstein spoke in support of Motion A.2, stressing the importance of criteria to identify mature students. Another Senator stated that

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criteria as outlined by K. Burstein would not be helpful to mature students. K. Rieckhoff supported the proposal in A.2 because, he claimed, there had to be some means of evaluating mature students.

K. Strand interjected that there would be two votes taken on Paper A.2, the first dealing with Special Admissions, the second dealing with Mature Student Entry.

Question was called on A.2 (1.3) Special Admissions, and a vote taken.

MOTION A.2 (1.3) FAILED

Question was called on A.2 (1.33) Mature Student Entry, and a vote taken.

MOTION A.2 (1.33)
FAILED

D. Sullivan then spoke in support of A.1 and said that the only way of assessing a mature student is by interview and discussion so that the board may decide how his aims relate to his achievements. Discussion showed that Senators felt it was unfair to ask a mature student applicant for a statement of overall aims, as regular students were not called upon to decide on enrolment what their final study program would be. Another view stated was that the mature student was part of the category where it was accepted that an applicant would not have had adequate preparation for study.

Moved by D. Sullivan, and seconded,

"That A.1 be adopted."

MOTION A.1 FAILED

Moved by L. Srivastava, with unidentified seconder,

"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)."

MOTION A CARRIED

This motion results in the rewording of the Ellis Report, pages 29-31, Section 1.3, Special Admissions, as follows:

"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

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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.

6. PAPER S.240-6 - Motion D or D.1

Introducing Motion D, J. Ellis said some definition had been necessary because of the unevenness in the educational system of Canada.

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Discussion ensued on D.1. Several Senators voiced concern over varying standards of acceptance of non-university courses as first-year university work. Examples concerned physics, where Ontario Grade XIII was judged to be equivalent to B.C. Grade XII, and British GCE "A" Levels, which were said to be good equivalents of first year university work. Replying to a question on how leading universities in other provinces act, H. Evans said that leading universities had stiffer requirements than those of newer institutions. Leading universities in B.C. accepted Grade XIII from B.C. high schools and colleges for transfer credit. Leading Ontario universities had varying policies regarding Ontario Grade XIII students.

It was pointed out to Senate that within B.C., standards of Grade XIII work varied, and blanket acceptance of B.C. Grade XIII by the University would remove incentive to upgrade the courses in that grade. J. Ellis said the centralized Department of Education examinations gave a measure of control.

It was moved and seconded,

"That Motion D.1 (2.1) be adopted."

MOTION D.1 (2.1)
FAILED

In discussion on D.1 (3.1), Senator Sayre commented that some countries at present under the GCE system were trying to get away from it and asked permission to make an amendment to the original report. On a point of order, K. Burstein said this action would not be consistent with the rules laid down for the meeting. J. Sayre withdrew his request.

It was moved and seconded,

"That D.1 (3.1) be adopted."

MOTION D.1 (3.1)
FAILED

On D.1 (3.3), H. Evans stressed that this was a guideline only and that the term "senior matriculation" was a very broad term.

It was moved and seconded,

"That Motion D be adopted, i.e., 'That Senate agree that transfer credit be awarded for transferable 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.'"

MOTION D. CARRIED

7. PAPER S.240-7 - Motion E

Presenting Motion E, J. Ellis said the intention was to draw Senate's attention to the transfer students who can be treated in the same way as students already at Simon Fraser University. The aim was to lay down ground rules on grade points for various categories of students.

Moved by D. Sullivan, and seconded,

"That Motion E be adopted, i.e. '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 Guideline 4, page 8.'"

MOTION E CARRIED

It was noted that the following principles were involved (Supplementary Paper E):

"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
1.221, 1.222
1.23
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 should be different from 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 1.24, 2.3
3.4"

8. PAPER S.240-8 - Motion F or F.1

J. Ellis said the adoption of Motion F would reflect existing policy. This was a difficult area and involved awkward judgments. The intention had been simply to provide a structure which could be modified to meet conditions.

Speaking to F.1, D. Sullivan said this alternative raised the percentages in each category by 5%. He said other B.C. universities were using 65% as a standard and lowering this percentage to 60% if they had the capacity. He said he felt it was important that Simon Fraser University standards should not be below those of other B.C. universities. British Columbia, he said, had not faced its educational responsibilities, with the result that higher education is not available to those who wish to have it.

Lengthy debate followed. Senate heard views expressed that the adoption of Motion F would reinforce the public impression that Simon Fraser was a "second-rate university" and that taking the lower standard would make it more difficult to attract good students. Several Senators expressed a wish that this subject could be dealt with at a future date, when more information was available on the University's resource position. Senate was informed by K. Strand that deferring the issue would hinder assessment of applications already being received. He was asked to rule F.1 out of order on the grounds that there was insufficient information available. The Chairman did not accept this.

It was argued that it did not follow that raising the percentage would result in admitting better students. The point was made that there is an escape clause in F.1 and that F.1 met the present pressure on the University. A Senator voiced the opinion that adoption of F would devalue the Simon Fraser degrees.

D. Korbin, who asked to have his comments noted in the minutes, said Senate should be talking in educational terms and not in terms of financial pressure confronting the University. He asked if the University could show more effectively that it was facing a financial-political problem by adopting a quota system instead of raising standards, which would give the impression that the problem was educational.

He said adoption of higher standards would give the University a class bias, as it would penalize students from less well financed schools and give an advantage to students from the richer Coast schools. He said the higher standards would mean that students from the United States would have to be brilliant, which would indicate that "the only good draft dodger is a brilliant draft dodger."

A. Stone suggested that Paper F showed a balance, whereas F.1 was not balanced, and requested that D. Sullivan, who had prepared F.1, accept the same kind of note as was provided on Item 1, - with appropriate percentage adjustment as applying also to Items 2, 3, 4, 5, 6,7. D. Sullivan concurred and the change was incorporated.

Argument was made that F.1 put the emphasis on the standard of the student at admission, rather than at graduation. Imagination could be used to more effectively employ the University's finances - the tutorial system could be dropped to release more money and the space problems could be solved by using existing accommodation outside present University hours.

Speaking for F.1, the opinion was given that students who had higher rates of success elsewhere would be more likely to be successful at Simon Fraser and would therefore improve the quality of the University's output.

It was moved and seconded,

"That Motion F be adopted."

MOTION F FAILED
11 in favor
14 opposed

On Motion F.1, with adjustments, the points were raised that if different faculties adopted different standards of admission, the implicit philosophy of the University would be changed. It was suggested that F.1 be tabled for further thought, and a supporting argument was that adopting it at the meeting would be arbitrary.

Moved by M. Lebowitz, seconded by D. Korbin,

"That F.1 be postponed until such time as Senate has sufficient information on which to act on limiting enrolment."

MOTION TO POSTPONE
F.1 FAILED
8 in favor
12 opposed

On Motion F.1 the view was voiced that this motion's intent was to limit enrolment and it preempted the right of the Board of Governors to make that decision.

Moved by D. Sullivan, and seconded,

"That Motion F.1 be adopted, with appropriate changes, i.e. with the note of Item 1 incorporated in Items 2 - 7 inclusive."

MOTION F.1 AS CHANGED
CARRIED
13 in favor
10 opposed

Voters requesting their votes be recorded as opposed to this motion were Senators Campbell, Claridge, D'Aoust, Freiman, Kenward, Korbin, Lachlan, Lebowitz and McDougall.

Under this motion Senate adopted grade points or averages needed for admission, with changes in the Ellis Report as required. (Part E, pages 23 - 34 inclusive are affected.) The intent raises the averages set forth in the Ellis Report by five percent, on the understanding that if staff and facilities permit, the average five percent lower may be applied.

F.1 as changed reads as follows:

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
(Note: The University may admit applicants whose standing ranges from 60% to 65%, if staff and facilities permit.)
3. Applicants from other Canadian provinces with Senior Matriculation Standing 70% or 2.8 GPA
(Note: The University may admit applicants whose standing ranges from 65% to 70%, if staff and facilities permit.)
4. Applicants from the United States with the equivalent of Senior Matriculation 70% or 2.8 GPA
(Note: The University may admit applicants whose standing ranges from 65% to 70%, if staff and facilities permit.)
5. Applicants from other Canadian provinces with less than Senior Matriculation standing. 80%
(Note: The University may admit applicants whose standing ranges from 75% to 80%, if staff and facilities permit.)
6. Applicants from the United States with less than Senior Matriculation standing. 3.5 GPA
(Note: The University may admit applicants whose standing ranges from 75% to 80%, if staff and facilities permit.)
7. Applicants from other universities (B.C.) 65% or 2.4 GPA
(Note: The University may admit applicants whose standing ranges from 60% to 65%, if staff and facilities permit.)

8. PAPER S.240-11 - Motion I or I.1 or I.2

Introducing Motion I, J. Ellis said this was an attempt to have a list of courses in regional and community colleges compiled, so that the Registrar's Office may process applications for such courses to be credited in a more routine fashion.

On Addendum I.1, D. Sullivan said this intended to encompass courses taught in regional and community colleges but not at Simon Fraser University.

Responding to a question, J. Ellis said the final responsibility for making decisions regarding courses on such a list would be Senate's.

H. Evans said the subject was giving rise to many problems at present, as departments sometimes had trouble making decisions and would reconsider their rulings several times.

Arguments against the proposed system were that the trouble in making decisions was at departmental levels and the proposed changes in I did not solve this.

K. Burstein said I.2 would avoid vacillation.

Moved by K. Burstein, seconded by D. Sullivan,

"That Motion I.2 be adopted."

MOTION I.2 CARRIED
14 in favor
5 opposed
6 abstained

This motion deleted the items proposed in Supplementary Papers I and I.1, which were not approved.

Moved by K. Burstein, seconded by M. Lebowitz,

"That the meeting adjourn."

MOTION CARRIED
18 in favor
6 opposed

The meeting adjourned at 1:30 a.m.

H. M. Evans
Secretary

DRAFT UNTIL APPROVED BY SENATE

MINUTES OF A SPECIAL MEETING OF THE SENATE OF SIMON FRASER UNIVERSITY
HELD MONDAY, JUNE 16, 1969 IN THE FACULTY LOUNGE AT 7:30 P.M.

Present:

Strand, K. T.

Chairman

Baird, D. A.
Barlow, J. S.
Brown, R. C.
Burststein, K. R.
Campbell, M. J.
Carlson, R. L.
Claridge, R. W.
Cole, R. E.
D'Aoust, B. R.
Drache, S.
Freiman, L.
Hutchinson, J. F.
Kenward, J. K.
Korbin, D.
Lachlan, A.
Lebowitz, M. A.
Rieckhoff, K. E.
Sayre, J.
Srivastava, L. M.
Stone, A. L.
Sullivan, D. H.
Walkley, J.

Evans, H. M.
Kelsey, I. B.
Mackie, M.
Meakin, D.
Barboza, J.)
Wright, L. E.)

Secretary

Recording Secretaries

Absent:

Caple, K. P.
Collins, M.
Funt, B. L.
Hamilton, W. M.
Hean, A.F.C.
MacKinnon, A. R.
McDougall, A. H.
McLean, C. H.
Perry, G. N.
Stratton, S. T.
Tuck, D. G.
Turnbull, A. L.
Wassermann, S.

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The Chairman called the meeting to order. Copies of Motion J-2 and Amendment to J-1 were distributed. The Chairman said motions would be taken in the following order: Paper J; if J failed, Paper J-2; if J-2 failed, Paper J-1 and the amendment to J-1 brought forward from the floor.

Dr. Strand introduced Mrs. Drache to Senate. He noted that although Dr. Stone had been present at the previous meeting, he had not been introduced, and the Chair wished to introduce Dr. Stone.

Moved by K. Rieckhoff, seconded by L. Srivastava,

"That Senator Stone be seated."

MOTION CARRIED

PAPER S.240-12 - Referring to Recommendation 20 of the Ellis Report

Motion J

Introducing Motion J, K. Burstein said his concern was that Senate could be in the position of passing policies and delegating implementation with the result that the policies could be radically changed by the implementing body. This matter required a great deal of discussion and immediate implementation would be unfair to students.

The Chairman stopped discussion here to discover which Senators wished to speak for or against the motion. At this point, A. Lachlan asked how the Registrar, H. Evans, felt about approval of J-1.

H. Evans said that his personal view was approval or rejection of J-1 would give rise to problems. Generally, implementation of the Ellis Report - given understanding that it could not be expected to work perfectly in every case - would give rise to a lesser set of problems than those encountered without implementation.

Opposing the motion not to implement the Report by the Fall of 1969, a Senator made the point that "fine print" on detailed aspects could not be made in advance and that it would have to be evolved on the basis of practical experience. He said that the Academic Board would provide recommendations, not instructions. Departments were merely being asked to provide more detailed views on what courses they choose to accept.

Miss Mackie was asked for views on the feasibility of implementation of the Ellis recommendations for the September semester. She said she felt it was not possible to implement the entire Ellis Report for the fall semester.

The argument was put forward that a cornerstone of the Ellis Report was that the Academic Board should be the crediting agency on extra-University courses and it was not possible for that body to commence this function in time for the fall semester, 1969.

On the subject of how fall semester applications should be handled without approval of the Ellis Report recommendations being implemented for that time, the suggestion was made that departments could provide the accreditation lists and where the departments lack competence in a subject, UBC could be approached for advice. The further point was made that if this system worked as an interim measure, then there was no reason why it should not be used as the permanent system, obviating the need to obtain the services of the Academic Board.

A Senator, speaking in favor of Motion J-1, said it was imperative that students at present entering colleges should know which of the courses they were contemplating would be acceptable for transfer credit. The interim procedures of J-1 could guide admissions for the fall semester.

K. Burstein interposed that Motion J was not intended to preclude communication between colleges and the University with regard to transfer credit. Senator Burstein closed debate on Motion J by asking how Senate proposed to implement the Report if Motion J failed.

Moved by K. Burstein, seconded by K. Rieckhoff,

"That Motion J be adopted."

MOTION FAILED
3 in favor
17 opposed

Moved by K. Burstein, seconded by K. Rieckhoff,

"That Motion J-2 be adopted."

MOTION FAILED
8 in favor
18 opposed

Speaking for Motion J-1, L. Srivastava said the main merit of this motion was that it set up criteria to be used as a framework until the Academic Board commenced its proposed function. It was not the intention of the Ellis Report that there should be any hastiness about implementation of its recommendations.

L. Srivastava said that he would accept the amendment to J-1 submitted from the floor. The amendment was accepted also by the seconder to the main motion, J. Walkley. These amendments were incorporated in J-1 for discussion.

A request by J. Hutchinson for permission to place another amendment before Senate was refused by the Chair.

Replying to a question, L. Srivastava said the University would only be required to give credit for courses submitted by applicants

if that course had been designated acceptable by the Academic Board or the interim body carrying out the intended function of the Board.

In subsequent discussion, J-1 was criticized on the grounds that it had been indicated that departments had not always cooperated over accreditation with the Registrar's office and this motion did not put pressure on them to do so in future. This problem could be solved if departments were made responsible for their decisions to Senate.

J. Hutchinson proposed an amendment to J-1.

Moved by J. Hutchinson, seconded by J. Sayre,

"That J-1, Part 1, be amended to read: '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 on advice of the liaison committees in the disciplines where appropriate a list of courses offered by Junior and Regional Colleges in British Columbia and to decide which of them are University level courses.'"

A Senator expressed the wish that if the accreditation system could be achieved without the Academic Board's involvement, this should be done.

L. Srivastava asked for this amendment to be changed to read, "to prepare a list of courses in consultation with the liaison committees," rather than "on the advice of the liaison committees." J. Hutchinson rejected this alteration on the grounds that he did not have faith in the strength of the word "consultation."

Questioners asked J. Hutchinson how binding the advice of the liaison committees was intended to be under his amendment. He answered that his intent was that decisions would be made at liaison committee levels, and therefore the advice would be binding.

The principle of putting such power in the hands of the liaison committees was criticized on the grounds that decisions would be made by majority vote. Agreeing with this, a Senator made the point that the Senate representation on the liaison committees is a minor factor.

On a point of information, J. Hutchinson stated that the liaison committees consisted of representatives from the universities and the junior colleges. He did not feel that voting would be influenced by institutional politics.

The argument was heard that Simon Fraser University may have difficulty getting information from the liaison committees during summer, due to its trimester system.

Speaking against adoption of the amendment, a Senator argued that it could delay implementation of critical policies by not giving criteria to students entering the University in the coming fall semester.

Discussion ensued on the possibility of advice, by definition, being binding and J. Hutchinson said that he used the word in the sense of "advise and consent."

Moved by M. Lebowitz, seconded by D. Sullivan,

"That the amendment moved by J. Hutchinson be amended by adding the word 'binding' in front of the word 'advice.'"

A Senator said the proposed amendments depended on the existence of liaison committees for each discipline.

J. Hutchinson said rejection of his amendment would amount to rejection of much of the Ellis Report. He also made the point that the Academic Board on any specific day may not contain a representative from the discipline affected.

Question was called on the amendment to the amendment, and a vote taken.

AMENDMENT TO THE
AMENDMENT FAILED
8 in favor
13 opposed

Question was called on the Hutchinson amendment, and a vote taken.

AMENDMENT CARRIED
15 in favor
8 opposed
1 abstained

The Chairman said that the main motion J-1, with the earlier incorporated changes and with the amendment just approved, would be considered. Replying to a question from the Chair, M. Lebowitz said the intent of the motion was that if difficulties arise in the proposed system, then the matter will be brought before Senate.

Discussion followed on the term "unassigned credit." Senate agreed generally that this was a misleading term.

Moved by J. Sayre, seconded by K. Burstein,

"That J-1 amendment, 2(b), be amended by deletion of the words 'and unassigned credit.'"

J. Sayre said he was asking that a list be received that clearly states where unassigned credit is not given. The students should know this.

H. Evans said that when a student submits documentation it is not necessarily clear what area he will eventually be studying in. At present different faculties treat outside courses in different ways and it seemed unfair that a student should lose credit by changing departments.

K. Burstein asked if the movers of the motion to delete "unassigned credit" would consent to the word "electives" in the place of "unassigned credit." J. Sayre consented, but the Chairman refused permission for the substitution.

A suggestion from the floor was that the problem could be solved by a "final degree check" between three and six months before graduation, when the major objective of the student was clear. The Registrar would implement this by sending the student a form, setting out the remaining requirements for the degree.

Opinions were expressed that the amendment failed to accomplish anything.

Asked to summarize and clarify the intent of the amendment, J. Sayre said the motion was to delete the words "unassigned credit" and replace these words with "and electives."

Moved by J. Sayre, seconded by K. Burstein,

"That J-1 amendment be amended to read '2(b) To obtain from academic departments and faculties an indication of those University level courses they do not consider acceptable for course equivalent, unassigned credit in a subject area, and electives."

Asked whether the original motion, J-1, referred to unassigned credit in a subject area or unassigned credit, the Chairman explained that the original motion applied to the latter.

B. D'Aoust addressed the chair on a point of order. He said that an amendment of wording and intent had been accepted by the Chairman. He added that Senate was unprepared for such a thing and it should not have been accepted. J. Walkley asked that the amendment be tabled.

The Chairman said it was perhaps true that he should have ruled the amendment out of order, but he would not do so.

B. D'Aoust challenged the ruling. J. Campbell seconded the challenge.

Question was called to support the ruling of the Chair, and a vote taken.

MOTION FAILED
AMENDMENT OUT OF
ORDER

J. Sayre gave notice that he intended to bring the amendment before Senate at the following meeting.

K. Burstein moved that Section 1 of J-1, as amended by Senate, should be further amended to end "from the discipline and departments involved."

J. Hutchinson requested the Chair to rule K. Burstein's motion out of order on the grounds that the departments were already represented in the disciplines. The Chairman granted the request and K. Burstein's motion was ruled out of order.

S. Drache suggested another amendment to J-1 on the grounds that Senate was doing the work of the Academic Vice-President.

Moved by S. Drache, seconded by K. Burstein,

"That J-1 be amended to read, 'That Senate charge the Academic Vice-President or a committee(s) nominated by him with implementation of the Ellis Report as speedily as possible. 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.'"

M. Lebowitz asked for this motion to be ruled out of order on the grounds that it contradicted the unamended motion and support of the amendment could be indicated by voting against the motion. The Chairman agreed and S. Drache's motion was ruled out of order.

On a point of information, K. Burstein asked that the procedures would be to determine transfer credit. Replying, L. Srivastava said that there would be consultation with the disciplinary committees and faculty.

A. Stone asked to amend J-1 so that the last paragraph would read, "Until such time as a particular section is ready for implementation, Senate instruct the Registrar to process applications for admission under the present regulations." He said his suggestion was conditional on the meeting not being adjourned until the matter was handled.

The Chairman ruled A. Stone's suggestion out of order.

Moved by L. Freiman, seconded by J. Sayre,

"That the previous question be put."

MOTION CARRIED
15 in favor
6 opposed
1 abstained

Question was called on Motion J-1 as amended, and a vote taken.

MOTION CARRIED
18 in favor
3 opposed
1 abstained

K. Burstein asked that his opposing vote be recorded.

These motions resulted in the following as related to Recommendation 20 of the Report:-

"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 on the advice of the liaison committees in the disciplines where appropriate a list of courses offered by Junior and Regional Colleges in B.C. and to decide which of them are University level courses;
- 2.a) to obtain from academic departments and faculties an indication of those University level courses which they consider SFU course equivalent, unassigned credit in a subject area, and unassigned credit;
- 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.
- c) to obtain an explanation from academic departments and faculties for their decisions in respect to those University level courses considered not acceptable.
- d) to make all information received in accordance with items 2(a) - 2(c) available to Senate.
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 the 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."

RECOMMENDATION 23

Senate then passed to Recommendation 23 of the Ellis Report, "That Senate make a speedy decision on the question of retroactivity." The Chairman said a motion of "no retroactivity" should be debated and if this failed Senate could pass to discussion of what degree of retroactivity was favored.

Moved by D. Sullivan, seconded by K. Burstein,

"That there be no retroactivity and that the implementation of any section of the motion just passed apply only at the time of introduction with no retroactivity whatsoever."

B. D'Aoust suggested that Senate go into committee of the whole and all members state their views, the discussion to end with the Chairman.

After considerable discussion about a point of order on this matter, it was moved by B. D'Aoust, seconded by J. Kenward,

"That Senate go into committee of the whole, debate this issue and end the debate with the Chairman's remarks."

D. Sullivan asked the Chair to rule this motion out of order as there was already a motion on the floor. The Chair ruled that the D'Aoust motion was in order.

Question was called on the D'Aoust motion, and a vote taken.

MOTION FAILED
7 in favor
10 opposed

It was then stated by the Chairman that discussion would follow on the main motion of no retroactivity and that Senators wishing to speak for or against should so indicate.

D. Korbin asked that Senate hear the Registrar's opinion on the recommendation first. The Chairman agreed to this.

Moved by J. Sayre, seconded by L. Srivastava,

"That each speaker on the motion observe a time limit of two minutes."

MOTION CARRIED

H. Evans said the intent of the motion (that new policies should not be applied retroactively) was that there would be no retroactivity where a student had already been admitted. However, if an application was processed before the effective date of implementation but the student had not yet entered the University, such cases would be considered. Implementation would be effective from the intake date, not the application date. Replying to questions, H. Evans said the motion under debate was the implementation of a) on Page 45 of the Ellis Report and that, as he understood it, the motion was that implementation should run from a particular term and cover all the intake for that term.

Agreeing with the motion, a Senator said that retroactivity would not be feasible and would create more problems than it would rectify.

In reply to a Senator who asked if adoption of c) on Page 45 of the Ellis Report ("New policies should be applied retroactively to all students who petition for review and who can demonstrate that a review, if successful, could shorten their degree program") would be an administrative problem, H. Evans said that the recommendation in c) would be desirable if machinery could be set up for implementing it. It was a most difficult problem, as a student who intended to apply for admission to Simon Fraser University could have been advised to take a particular course under the pre-Ellis system and could find on admission that the advice had been incorrect under the Ellis Report recommendations.

A Senator made the point that the situation could arise where a student was dismissed from the University, while the recommendation d) in the Ellis Report did not put a student in jeopardy.

M. Campbell gave notice that he intended to move adoption of c) after the debate on D. Sullivan's "no retroactivity" motion.

Several Senators voiced views that adoption of retroactivity was dangerous; one said it may set a precedent that would result in departments giving credit in one instance and not in another.

Disagreeing, another Senator said that just because retroactivity would be difficult to implement, that did not mean that it should not be attempted.

Senate heard the argument that if retroactivity were applied to credits, it could also apply to degrees.

Speaking against the motion, a Senator said that if it could be argued that students already admitted to the University knew where they stood, there could have been no point in undertaking the Ellis Report. Recommendation c) of the Ellis Report did not hurt any students and would help many. Agreeing with this viewpoint, another Senator said it was a principle in law that where a law was changed, the new terms were applied to those who would benefit from them but not those penalized by them.

One Senator said that the question should be examined in the light of how it will directly affect the University - adoption of any policy could result in another sit-in. The problem should be presented to the students to gain their opinions.

Question was called on the "no retroactivity" motion, and a vote taken.

MOTION FAILED
11 in favor
11 opposed
0 abstained

J. Sayre asked to move that Senate consider c) on Page 45 of the Ellis Report. The Chairman said that the question of retroactivity turned on implementation and it would be premature to act on implementation at the meeting. He allowed J. Sayre's motion, however.

On a point of order, R. Brown said that M. Campbell had already given notice of motion. M. Campbell then moved that the meeting adjourn.

Moved by M. Campbell, seconded by J. Walkley,

"That the meeting adjourn."

D. Korbin said the Chair had erred by not recognizing the notice of motion given earlier by M. Campbell and which had now been reduced to a move to adjourn. The Chair agreed with this view and disallowed M. Campbell's motion to adjourn.

Moved by M. Campbell, seconded by J. Kenward,

"That c) on Page 45 of the Ellis Report: 'New policies should be applied retroactively to all students who petition for review and who can demonstrate that a review, if successful, could shorten their degree program' be adopted."

On a point of order, D. Sullivan asked to make a procedural motion, but the Chair refused to recognize this.

Moved by K. Rieckhoff, seconded by K. Burstein,

"That the meeting now adjourn."

MOTION TO ADJOURN
CARRIED
12 in favor
7 opposed

The meeting adjourned at 11:20 p.m.

H. M. Evans
Secretary

SUPPORT PAPERS, NOTICES, ETC.

Not complete, but overview.

To: ALL MEMBERS OF SENATE

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

Subject: SPECIAL MEETING OF
SENATE TUESDAY, MAY 6, 1969

Date: April 30, 1969

You will recall that the Special Meeting of Senate which was originally scheduled for Friday, April 18, 1969, was postponed and is to be held on Tuesday, May 6, 1969, at 7:30 p.m. in Cafeteria #1 (Faculty Lounge) to consider the Ellis Report in accordance with the procedures approved by Senate on April 8, 1969 - Paper S.217.

A G E N D A

1. Consideration of the Ellis Report under Procedures outlined in Paper S.217 as approved by Senate April 8, 1969 (papers were distributed earlier).

H. M. Evans
Secretary.

SIMON FRASER UNIVERSITY

MEMORANDUM

All Members of Senate	From K. Strand
	Chairman of Senate
Subject Postponement of Friday, April 18th Senate Meeting	Date April 16, 1969

14733-PC

After discussions with the author of the report on Admissions and Standings, and with a number of members of Senate, I have come to the conclusion that the time between actual receipt of the report by interested persons and the Senate meeting scheduled for April 18th is insufficient for internal communication over certain substantive portions of the Ellis report and, furthermore, is insufficient to enable an appreciation of the inter-relations of certain portions of the report to develop.

As Chairman of Senate I have decided to postpone the meeting of April 18th and I am re-scheduling the meeting for Tuesday, May 6th.

One reason for this conclusion is that Dr. Ellis scheduled hours when he would be available to discuss the report and virtually no Senators have taken this opportunity to discuss the report with him. I feel that the extra time for consultation on the report is necessary in that the report does offer substantive changes toward admission, transfer and standing policies and our relationships with other institutions.

I would like to encourage all members of Departments and Faculties to give the most serious consideration they possibly can to this document.

I have requested that the Deans of the Faculties submit to me, in writing, their responses to the report by Friday, April 25th. I would also like to ask you, as individual Senators, to submit to me, in writing, comments you might have relative to the report by Friday, April 25th.

K. Strand

K. Strand

:dk