

PROGRAM ADVISORY COMMITTEE (PAC)
MINUTES

March 29, 2000
9:30 a.m. - Room A225
Abbotsford Campus

PRESENT: Norah Andrew (Chair), Jean Ballard, Bill Cooke, D'Anne Epp, Barry Garner, Elaine Harris, Ian McAskill, Patti Wilson.

REGRETS: Shomik Bhattacharya, Sheryl Henderson, Varlene MacLeod, Cheryle Wiens,

GUESTS: Dale Box, Craig Chamberlin, Marion Llewellyn, Catherine McDonald, Bonnie Sigaty, Marjan Van Oeveren, Noham Weinberg

1. APPROVAL OF PAC AGENDA

Motion:

D. Epp / J. Ballard

To approve the 2000-03-29 PAC agenda.

APPROVED

2. APPROVAL OF PAC MINUTES

Motion:

J. Ballard / P. Wilson

To approve the 2000-02-23 PAC minutes.

APPROVED

3. NEW / CONTINUING BUSINESS

(a) ANTH 210 - Change of Title and Calendar Description

Jean Ballard noted that the department was asking for a course description change and title change from "Social Organization" to "Kinship and Gender: An Introduction". When the original course was developed it included any or all of such things as family, religion, gender, etc. Over the years other courses have picked up religion and some other aspects of social organization. The department decided to rename and rewrite the description of ANTH 210 with a focus on family and gender. It now fits well with other course offerings in SCMS. Learning objectives are very similar but focus on kinship and gender.

This course has not been taught for several years. The department does not anticipate any problems for students.

Motion:

B. Cooke / I. McAskill

To approve the course description and title change from “Social Organization” to “Kinship and Gender: An Introduction” to ANTH 210.

APPROVED

Calendar Copy (page 193)

ANTH 210

3 credits

~~Social Organization~~ **Kinship and Gender: An Introduction**

Prerequisites: ANTH 102

Corequisites: none

Transferability: UBC, SFU, UVic, OU, TWU, UNBC

Anthropology 210 is an introduction to studies of kinship and gender, using examples from a variety of societies and cultures. Topics may include social structure and kinship, the place of gender in stratification systems such as caste and class, ceremonies which emphasize gender, and the ways in which various social structures have changed. This course draws extensively on anthropological studies of small-scale and tribal societies, such as the Dobe Ju'hoans of southern Africa, the Trobriand Islanders of the South Pacific, the Haida of the Northwest Coast, the Nuer and Masai of east Africa, and others.

(b) ECON 110 - Deletion From the UCFV Calendar

Dale Box reviewed the discussion at the last PAC meeting and the concerns of the Business Administration department with the deletion of ECON 110. Michael MacColl presented his concerns and lack of consultation with the Economics department. He felt that, because ECON 110 had no prerequisites, it would be a good candidate in the mix for the BIS proposal as a focus pertaining to Canadian studies. By eliminating ECON 110, it prevents the casual student's ability to take an introductory Canadian Economy course. Michael also pointed out that ECON 110 was one of the options in the Administration Certificate program and is a popular option. Dale Box noted that there have been two students graduating from the certificate program in each of the last three years, and students still have the option of taking ECON 100 or ECON 101. The department believes that ECON 100 or ECON 101 is a better course than ECON 110 - students gain a better understanding of the Canadian economy. It was also noted that the Economics department is putting in place, for purposes of articulation, what is now commonly in place in other institutions across Canada.

Motion:

E. Harris / I. McAskill

To approve the deletion of ECON 110 from the UCFV calendar.

APPROVED

Opposed: 1

Barry Garner noted that with “service courses” it is always very difficult to balance what the “pure” people feel inside the department and what the people who are serviced by that department requires. He felt that when PAC is approving changes to courses we tend to rely on departments to consult, but PAC should be questioning this more closely, especially when service courses are involved.

Calendar Copy (page 221)

| | |
|--|------------------|
| ECON 110 | 3 credits |
| The Canadian Economy | |

- (c) GD 255 and GD 262 - Number and Title Course Description Change
 Marion Llewellyn requested that the title of GD 262 be changed to *Three-Dimensional Design*. It is more descriptive of what they are currently doing in the class, which is designing an environment which includes all kinds of things other than graphics. Also it runs into architectural graphics.

Motion: **D. Epp / B. Garner**

To approve GD 262 title change to “Three Dimensional Design”.

APPROVED

Motion: **B. Garner / D. Epp**

To approve GD 255 title change to “Computing for Graphic Design 3” and a course description change.

APPROVED

Calendar Copy (page 238)

| | |
|---|------------------|
| GD 255 | 3 credits |
| Electronic Pre-Press II Computing for Graphic Design III | |
| Prerequisites: completion of first foundation year | |
| The shift in Digital Prepress technology has revolutionized the industry and shifted total responsibility onto the graphic designer for preparation of files, rip ready, for print production. The student will learn and practice more sophisticated file preparation techniques in order to successfully complete a creative design solution for print. | |
| GD 262 | 3 credits |
| Three-Dimensional Graphic Design | |
| Prerequisites: completion of first foundation year and year 1 | |

The proliferation of visual materials generated by the information age has meant graphic designers have sought alternate avenues of expression in order to be seen. This course introduces students to the experience of solving problems in three dimensions. Students will experience how the ~~medium~~ discipline affects communication together with conventional modes of package design.

(d) Floral Design Certificate

Catherine McDonald noted one change to the proposal under “Cooperative and/or other placement arrangements”, which should read: “The students will have sixty hours work experience. The program has seven proposals taken over twelve weeks. A discussion was held on the increased service demand on Admissions and Registration. It was suggested that under “Effects on other programs and disciplines” the first sentence should read: *No negative effects on other programs, and no unusual demands for services from other areas are anticipated.*

Norah suggested that the issue of “increased demands on services and other programs” should be added to the PAC agenda and discussed at a future meeting.

Agenda: 2000-04-26

Catherine noted that industry supports this certificate program proposal and will hire the graduates. There is a demand in the Lower Mainland and employers like the hands-on experience students get in this program. The Floral Design program will start in September 2000.

Motion:

P. Wilson / B. Cooke

To approve the Floral Design certificate proposal as presented with amendments of the insertion of “*sixty*” instead of “*thirty-five*” hours work experience, and under “Effects on other programs and disciplines” the first sentence to read: *No negative effects on other programs, and no increased or unusual demands for services from other areas are anticipated.*

APPROVED

A discussion was held on what happens to students who fail a portion of the program. It was noted that students pay a large registration fee and have two registrations. A student would not be refunded the first fee if they failed the modules, but they would not have to register for the second block of modules. Bill Cooke stated that “entrance requirements” should be used instead of “prerequisites.” Catherine noted that the department is considering a change to the entrance requirement by requesting the applicant have grade 12, or equivalent,

and include a interview assessment. She would bring the program back to PAC if they instituted this requirement.

Motion:

B. Garner / B. Cooke

To approve the seven (7) Floral Design course modules with suggested amendments - change to numbered code to FLDE 01 through FLDE 07; change to title of first two modules to Floral Design - Basic I and Floral Design - Basic II; deletion of “program advisory committee from PLAR; change to prerequisite wording to “*Admission to Floral Design certificate program.*”

APPROVED

Bill Cooke that the modules be numbered with code: FLDE 01 through FLDE 07 and change the title of the first two modules to Floral Design - Basics I and Floral Design - Basics II to be more identifiable on transcripts. It was also suggested that under PLAR that “program advisory committee” be omitted from each module outline. Under prerequisites in the module outlines it was suggested that it read: “*Admission to the Floral Design certificate program.*”

Norah suggested that the changes be made to the module course outlines and forward them back to PAC for review, along with any further changes to the entrance requirements if they are made.

Action: Catherine McDonald

Calendar Copy (page 3)

| | |
|---|-----------|
| Community Access, Business, & Information Technology | |
| Community Access | |
| Continuing Education | 88 |
| Continuing Education Certificate Programs | 88 |
| Bookkeeping | |
| Floral Design | 89 |
| Gerontology — Nursing..... | |

Calendar Copy (page 89)

Floral Design — This program focuses on mastering correct mechanics and basic shapes of floral design using fresh materials as well as treated and dried floral products. Students will receive practical, hands-on experience, and course content that is current with the floral industry.

Entrance Requirements: Grade 12 or equivalent (or 19 years and out of school one year), 500 word paragraph outlining interest in the program, and a preliminary interview with the instructor. Students should have strong written and verbal English skills equivalent to Intermediate/Advanced levels in College and Career Prep.

Contact Bonnie Sigaty at (604) 864-4572.

Calendar Copy (page 280)

| | |
|---------------------|----|
| F | |
| Floral Design | 89 |

(e) KPE 282a, b,c, and d - Request for Approval

Craig Chamberlin noted that he had met with his department and discussed the suggested change in the title of KPE 282 from “Exercise and Special Populations” to “Exercise and Specific Populations”, as requested by PAC at the February meeting. The department requested PAC approval of the original title for the following reasons. The course curriculum was approved in 1996 and the request of PAC was a restructuring of the single, 3-credit course into four, 1-credit courses. Because the content was not changing, maintaining consistency of title was important and would not be a useful undertaking at this time. The department felt that the department was best suited to determine if a particular word is, or is not, appropriate within the context of the use of that word. The use of the term “special population” was felt to be appropriate for this course.

Motion:

I. McAskill / B. Garner

To approve the restructuring of KPE 282 course from a single 3-credit course into four, 1-credit courses (KPE 282a, b, c, d).

APPROVED

Calendar Copy (page 155)

| | |
|--|----------------|
| Diploma Program (certificate plus 37 38 credits) | |
| Kinesiology Courses: | Credits |
| KPE 164 Intro to Motor Skill | |
| KPE 282 Exercise and Special Populations | 3 4 |
| KPE 366 Applied Counselling Skills for Fitness Professionals | 3 |
| Business Courses: | Credits |
| BUS 120 | |
| Human Services Courses: | Credits |
| SSW 200 Counselling Skills | 3 |

Calendar Copy (page 246)

| | |
|---|----------------------|
| KPE 282 | 3 credits |
| Exercise and Special Populations | |
| KPE 282a | 1 credit |
| Exercise and Special Populations: Children | |

Prerequisites: KPE 190 and KPE 103

Corequisites: none

This course will introduce you to the many growth and maturation concerns which dictate what are appropriate physical activities for children. This course will address the trainability of children, the impact of training on the immature skeleton, and discuss age appropriate activities for pre- and circum-pubertal children.

KPE 282b

1 credit

Exercise and Special Populations: Women

Prerequisites: KPE 190 and KPE 103

Corequisites: none

This course is designed to give the fitness professional the specific knowledge and practical skills to design exercise programs, train, and lifestyle consult women. Women's health issues, physiology, nutrition and social considerations are discussed in order to facilitate active lifestyles and quality of life for women. The latest research in these areas as it relates to exercise for women is also discussed.

KPE 282c

1 credit

Exercise and Special Populations: Elderly

Prerequisites: KPE 190 and KPE 103

Corequisites: none

This course is designed to give the fitness professional the specific knowledge and practical skills to design exercise programs, train, and lifestyle consult the elderly population. Senior's health issues, physiology, nutrition and social considerations are discussed in order to facilitate active lifestyles and quality of life for the aging population. The latest research in these areas as it relates to exercise for seniors is also discussed.

KPE 282d

1 credit

Exercise and Special Populations: Adapted

Prerequisites: KPE 190 and KPE 103

Corequisites: none

A hands-on approach to current trends in the theory and practice in adapted physical activity and fitness. The focus will be on how to include and integrate individuals with disabilities into physical activity and fitness programs.

(f) What Constitutes Upper and Lower University Credit?

Noham Weinberg noted that the SCC felt there were two issues for the B. Sc. degree that needed to be resolved: (i) what constitutes a "university-level" course, and (ii) within the set of these courses, what is an "upper-level" and what is a "lower-level" course? Current requirements for the B.Sc. Degree allow up to 30 credits in electives, 15 of which have to be upper-level credits. Upper-level

credits are defined in the calendar as “credits obtained from the courses numbered 300 and above.” This definition implies that the university-level courses are numbered from 100 through 499. There are cases, however, where the numbering systems are somewhat different. This situation is even more ambiguous with the lower-level credits. There are also a number of courses, nontraditional for a university setting, such as courses in trades, which could provide a valuable breadth and might be counted a lower-level electives. Some courses with 100 level numbering are actually below this level and are college prep courses.

A full discussion was held on a possible course of action to deal with this problem. Bill Cooke noted that UCC had already passed this problem on to ASC along with defining what is an upper- or lower-level course. Bill felt there was a need to decide the level within the institution, being a comprehensive institution, and within that whether there is a segmentation into acceptable credits for university credits of a particular degree or area.

SCC proposed that individual department/programs could be asked to indicate:

- (a) which of their courses should, for the purposes of degree requirements, count as “university level” courses;
- (b) what courses should, for the purposes of degree requirements count as “lower-level” and “upper-level” courses;
- (c) which of their courses, are inadmissible towards their own degree(s), can be used towards other degrees;
- (d) what non-traditional courses could be used towards their degree(s).

It was felt that there was a need to wait for the definition of what is an upper- or lower-level course. Then departments can assess their courses. It is hoped that the definition will be consistent with what is the generally accepted understanding of what upper- and lower-level is. No other university calendars have such a definition - they use numbering to make the distinction.

Bill Cooke noted that from the software point of view, in order to enforce prerequisites he needs to be able to tag courses as being upper- or lower-level. There also needs to be accepted definitions so that when a prerequisite is requested the meaning of that prerequisite is known.

It was suggested that a PAC subcommittee be formed to work with ASC to develop recommendations (joint subcommittee) responding, not only to what ASC is doing, but to the request from SCC. Volunteering for this committee: D’Anne Epp, Ian McAskill, Bill Cooke and Elaine Harris. They would report regularly to PAC.

- (g) Proposed Implementation Process for Review of Course Outlines
Norah Andrew tabled this item. She reported that she attended all the department head meetings and discussed the course outline review with them. She reported the response was very positive. The responsibility for procedures and implementation of the course outline review has been given to the Vice President, Academic.

PAC Agenda: 2000-04-26

4. ADJOURNMENT

B. Cooke

NEXT PAC MEETING
WEDNESDAY, APRIL 26, 2000
9:30 A.M. - ROOM A225
ABBOTSFORD CAMPUS