

## PROGRAM ADVISORY COMMITTEE (PAC)

## APPROVED MINUTES

March 26, 2003  
9:30 a.m. – Room A225  
Abbotsford Campus

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- PRESENT:** Bill Cooke (Chair), Susan Brigden, Paul Burkhart, Vi Chappell, Virginia Cooke, Sandra Flynn, Rebecca Frechette, Elaine Harris, Lynn Kirkland Harvey, Gary Ridsdale, Barbara Salingré, Patti Wilson.
- REGRETS:** Priscilla Fouquette, Sheldon Frank
- GUESTS:** Jim Andersen, Tim Atkinson, Debi Block, Paul Franklin, Daniel Kwan, Catherine McDonald, Greg Schlitt, Gloria Wolfson.
- Administrator:** Yvonne Boylan

**1. APPROVAL OF PAC AGENDA****Motion****Bill Cooke**

To approve the PAC agenda for March 26, 2003 as presented.

**APPROVED****2. APPROVAL OF PAC MINUTES****2.1 PAC Minutes: November 27, 2002***Amendments to the minutes:*

Page 2: Calendar copy (page 162) – Bachelor of Kinesiology – paragraph 2: change “or an” to “**and/or**” Arts extended minor....

Page 4: Change entrance requirements for calendar copy (page 162); 2<sup>nd</sup> sentence to read as follows: “Students must have a cumulative GPA of 2.3 (C+) or above; a C+ average on all 12 KPE credits. **Effective September 2004** KPE 170 with a C+ or better **is also required.**”

Page 11: AGRI 123 – first line of description change “seasons complements” to “**season complement**”; and AGRI 128 (course number changed to AGRI 129 as indicated in the February 26, 2003 minutes) – first line of description change “complements” to “**complement**”.

Page 13: # 3.4 – CYC 474 renumbered to CYC 467: correct typing error from “300-level core” to “300-**level** core”.

Page 16 and 17: CYC 201, 210, 220, 267, and 268: change the wording of the prerequisites from “approved certificate” to “approved **related** certificate”. Under course description for CYC 220, correct typing error in first sentence: “theories for behaviour” to “theories **for** behaviour”.

## PAC Approved Minutes: March 26, 2003

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# 2 Approval of PAC Minutes cont'd:

Page 20: CYC 467: change the prerequisite wording from "300-level core courses" to 300-level **CYC** core courses"

Page 21: Calendar copy (page 258) for HIST 485, change prerequisite from "HIST 110, 11 or" to HIST 110, **111** or".

### **Motion**

**Paul Burkhardt/Barbara Salingeré**

To approve the November 27, 2002 PAC minutes as amended.

**APPROVED**

### **2.2 PAC Minutes: December 4, 2002** (note: this is a continuation of the November 27, 2002 meeting).

*Amendments to the minutes:*

Page 1: Attendance: Add Rebecca Frechette to "present".

Page 3: Under calendar copy (page 149): entrance requirements #2 – delete the word "either" so that the sentence reads: "Before applicants are admitted they must attend an information/interview session".

Page 4: Under calendar copy (page 279): change the prerequisites to read as follows: "one of: PHYS 222, or PHYS 381, **a course involving PDE's** and a course involving thermodynamics, ....."

Page 7: Under calendar copy (page 221-223): change the note for CHEM 221, 241, 224 and 324 to read as follows: "After April 2005 CHEM 101, 102, 111, 112 will no longer meet prerequisites for this course".

Page 11: Under calendar copy (page 81): change the word "program" to "programs" in the sentence: "Special programs **s** may be offered at different times".

Page 25: Add the adjournment time of **1:30 p.m.**

### **Motion**

**Susan Brigden/Lynn Kirkland-Harvey**

To approve the December 4, 2002 PAC minutes as amended.

**APPROVED**

### **2.3 PAC Minutes: December 11, 2002**

*Amendments to the minutes:*

Page 1: Attendance: Add Rebecca Frechette to "present".

### **Motion**

**Vi Chappell/Sandra Flynn**

To approve the December 11, 2002 PAC minutes as amended.

**APPROVED**

### **2.4 PAC Minutes: January 29, 2003**

*Amendments to the minutes:*

Page 1: Attendance: Add Rebecca Frechette to "present"; change Vi Chappell from "present to regrets".

Page 5: 3.2.2 Chemistry Department: record "motion" votes for **opposed as 3.**

Page 6: Calendar Copy (page 144): Under lower-level requirement change the credit for Math 211 Calculus III from ~~4-credits~~ to **3 credits.**

## PAC Approved Minutes: March 26, 2003

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#2 Approval of PAC Minutes cont'd:

### **Motion**

**Barbara Salingré/Virginia Cooke**

To approve the January 29, 2003 PAC minutes as amended

**APPROVED**

### **2.5 PAC Minutes: February 26, 2003**

Not available.

### **3. PAC BUSINESS**

#### **3.1. School of Social Work & Human Services**

*Gloria Wolfson*

- First Nations Studies Certificate & Community Support Worker Certificate.

#### PART A: First Nations Studies Certificate:

Bill indicated that the Certificate in Extended Studies Program Proposal is the first to be approved under the guidelines which were approved by the UCFV Board of Governors in May 2002. The program is intended as a type "B" certificate which is 5 to 30 credits and for students who have completed a credential and returning to complete an option of the credential. This program can also apply to students who qualify from outside the institution. Bill indicated that this proposal is a type "B" certificate and therefore does not need to go through the "Letter of Intent" approval process. The proposal follows the "part-time" vocational model, which means that the proposal can come directly to PAC for approval and then to UCC.

Gloria indicated that the title of the program should read "Certificate in Extended Studies in Social Services with a First Nations Option". The entrance requirements will be *"completion of a Social Service Diploma, Bachelor of Social Work Degree, Substance Abuse Diploma, Criminal Justice Diploma, Criminal Justice Degree, Adult Education Degree, Bachelor of General Studies, or equivalent"*.

It was suggested that Gloria provide PAC with a copy of the "calendar copy" indicating the program requirements and have it brought back to PAC as an Information Item.

Bill made reference to the "registration order" for those students registered in this program – students who graduate with a Social Services Diploma will lose their registration order, however, they will get their registration order back if they register for this program which will bring them in with the Social Services Diploma students. "Reserved Seats" are not normally reserved for students in this program. The general guidelines are available on the web, through the A & R site under the following address: [www.ucfv.bc.ca/ar/misc](http://www.ucfv.bc.ca/ar/misc).

### **Motion**

**Lynn Kirkland-Harvey/Paul Burkhart**

To approve the program proposal for a "Certificate in Extended Studies in Social Services – First Nations Option" as amended.

**APPROVED**

**RECOMMENDED TO THE UNIVERSITY COLLEGE COUNCIL**

### **Action**

**Gloria Wolfson**

PAC recommended that Gloria provide a copy of the "calendar copy" outlining the program requirements and have it brought back to PAC as an Information Item at a future PAC meeting.

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# 3.1 School of Social Work & Human Services cont'd:

### PART B: Community Support Worker – program revision

Gloria provided a brief description and the rationale for revisions of the program. Since the course's inception back in the early 1990's, the program was successfully run for several years by the School of Social Work and Human Services with HRDC funding. In 1995-96, the Continuing Education department took over the program renaming it the "Community Special Needs Attendant". With the reorganization of Continuing Education in 2002, the School of Social Work and Human Services were asked repatriate the program. We were unable to fill the program in the CSNA format as the market had changed to need more entry level training.

The School of Social Work and Human Services is reverting to the old Community Support Worker program with revisions to reflect current knowledge and skills required in the field. Students will be able to use the credits from the CSW as a stepping stone to further education including Social Services, Adult Education, General Studies, Early Childhood Education, and Arts. The full-time program will also qualify for student loan funding and may be eligible for HRDC and EI sponsorship.

Gloria requested that the PHIL 110 and HSER 193 courses be deleted from the program as they do not add significant relevant knowledge or skills to the certificate program and the course content is no longer seen as essential for working in the field as support workers need to learn specific communication skills for individual clients. Gloria indicated that HSER 192 was revised to include HSER 193 increasing it to 3 credits; and to increase the credits from 1.5 to 3.0 for HSER 196. For students who wish to ladder into the Social Services Diploma program, they will need to pick up the PHIL 110 course.

Bill indicated that an effective date with the 18 month warning to students was not required.

### Motion

**Vi Chappell/Paul Burkhart**

To approve the following changes to the Community Support Worker Certificate Program: change to the entrance requirements; and deletion of courses HSER 193 and PHIL 110.

**APPROVED**

### **FOR CALENDAR COPY CHANGES: pages 9 and 10**

Changes to titles, course descriptions, number of credits, pre- and co-requisites and course objectives:

#### HSER 127: Practicum Placement Seminar

Change to course description and objectives; and pre- and co-requisites.

#### HSER 131: Practicum

Change to course description and pre- and co-requisites.

#### HSER 190: Introduction to Community Support

Change to course description and objectives.

#### HSER 192: Supporting Skill Development

Change to pre- and co-requisites. It was recommended to include the pre- or co-requisite: HSER 125, or PSYC 250

#### HSER 195: Relationships and the Community

Change to course description and prerequisites

## PAC Approved Minutes: March 26, 2003

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# 3.1 School of Social Work & Human Services cont'd:

### HSER 196: Personal Care

Change to title; course description and objectives; prerequisites and number of credits. It was recommended to change the prerequisite wording – from “permission of the Program Director” to “department”.

#### **Motion**

**Barbara Salingré/Sandra Flynn**

To approve the changes to the course outlines for HSER 127, 131, 190, 192, 195 and 196 as amended.

**APPROVED**

**FOR CALENDAR COPY CHANGES: pages 11 and 12**

### **3.2 Continuing Studies & English Department**

*C. McDonald/J. Andersen*

#### ♦ TESL: Teaching English as a Second Language Certificate

Jim Andersen provided a brief overview of the TESL Certificate Program. The program was developed in response to student requests for improved career opportunities upon completion of their bachelor's degree. Demand for teachers of ESL is worldwide, and countless opportunities exist for trained practitioners. Most institutions of comparable size and stature have TESL programs, and the certificate will add to the comprehensiveness of the UCFV program offerings. It will also facilitate institutional partnerships with institutions abroad, as TESL training is a well-established component of professional development programs for English teachers overseas. The program will encourage students to select a coherent program of studies centered on language, culture and teaching. The program will also encourage interdisciplinary perspectives among faculty and contribute to internationalization at UCFV.

For submission of the TESL Certificate to PAC, it was indicated that no letter of intent was required. The certificate is considered a “middle” certificate which requires higher academic standards. PAC asked if the certificate could be changed to a type “A” rather than a “B” as submitted in the proposal. This was not done as it would require more credits and a different approval process. Jim also indicated that the courses may not count towards a degree. With review of the program requirements, it was recommended that the entrance requirements read as *“Applicants must have completed 60 credits at UCFV with a cumulative GPA of 2.67 or higher, or equivalent at a recognized post-secondary institution”*. For the graduation requirement, it was suggested to add *“Completion of degree program”* as number 2, changing the total requirements to 9. It was also noted that the eligibility for TESL Canada Certification should be included in the calendar and read as follows: *“Qualified for level 1 certification. Graduates are responsible for applying to TESL Canada for certification”*.

#### **Motion**

**Sandra Flynn/Patti Wilson**

That PAC approve the new program proposal for the Teaching English as a Second Language Certificate Program as amended.

**APPROVED**

**RECOMMENDED TO THE UNIVERSITY COLLEGE COUNCIL**

## PAC Approved Minutes: March 26, 2003

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# 3.2 Teaching English as a Second Language cont'd:

### **Action**

**Catherine McDonald/Yvonne Boylan**

PAC recommended that Catherine work with Yvonne on the revised proposal to be forwarded to UCC at their next meeting.

**FOR CALENDAR COPY CHANGES: pages 12, 13 and 14**

### **3.3 Arts and Applied Arts: English Department**

*Jim Andersen*

- ♦ New Course: ENGL 209

English 209 is intended to allow students to learn the basic components of English word-formation, sentence structure, and usage, in accordance with the conventions of English as spoken and written in contemporary Canada. The course is a means for students to develop a stronger understanding of the English language as a subject of inquiry and as an instrument, the effective use of which requires a degree of specialized knowledge.

### **Motion**

**Barbara Salingré/Virginia Cooke**

That PAC approve the new course outline for ENGL 209 "The Structure of the English Language" as presented.

**APPROVED**

**FOR CALENDAR COPY CHANGES: page 14**

- ♦ New Program Proposal: English Honours Program

*Jim Andersen*

Jim Andersen briefly outlined the requirements needed for students to apply for the English Honours Program. The Honours program follows the Bachelor of Arts requirements in addition to the requirements for an English Major. It was also indicated that students will be able to complete the Honours program within the four year degree program. It is expected that students can carry the additional workload to complete the Honours program. There were some minor changes made to the program requirements as follows:

GPA Requirements: Entry CGPA: minimum of 3.5 on all courses applicable to the Bachelor of Arts taken at UCFV or at a recognized post-secondary institution.

Course Requirements: In addition to the requirements for the English major, candidates must complete an additional 12 **upper level English** credits.

New Course Outlines: PAC reviewed the course outlines for ENGL 491 and 492. No changes were recommended.

### **Motion**

**Barbara Salingré/Susan Brigden**

That PAC approve the new program proposal for English Honours Program as amended and the new courses ENGL 491 and 492.

**APPROVED**

**RECOMMENDED TO THE UNIVERSITY COLLEGE COUNCIL**

**FOR CALENDAR COPY CHANGES: pages 14 and 15**

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# 3 PAC Business cont'd:

### 3.4 History Department

*Daniel Kwan*

- ♦ New Courses: HIST 264 and 420

Daniel provided a brief overview of the new courses. There was some concern raised whether the library would have sufficient resources for students taking HIST 264. Daniel indicated that the library has sufficient resources to handle the courses. There were no changes to the course outlines as presented.

#### Motion

**Virginia Cooke/Sandra Flynn**

That PAC approve the new course outlines for HIST 264 and HIST 420 as presented.

**APPROVED**

**FOR CALENDAR COPY CHANGES: page 16**

### 3.5 Library and Information Technology

*Tim Atkinson*

- ♦ First Nations Library Tech Program Option

Bill Cooke indicated that this request is for a change to the program and the entrance requirements and not a request for a new program. Tim Atkinson provided PAC with a brief overview of the program – background, goals, why the program name includes “First Nations”, and who has been developing the curriculum. Tim indicated that the program is offered on a cost recovery basis. The program requires the same entrance requirements as indicated in the calendar for the “day” students – interview to determine previous work in libraries, interest in libraries, evidence of ability to handle course work, written communication skills, oral communication skills, ability to sort and organize material – this is based on a point system and applicants must score 40/60 for acceptance into the program. The change to the program was the course fee structure which at this time will not be indicated in the calendar as it may not be viable with the new structure of fees. Tim indicated that if the option should fill, they will come back to PAC with a calendar insert. Currently the program is not advertised in the calendar.

Numbering of courses – for ease of administration, it was suggested by the Registrar to keep the course numbering parallel to the regular course numberings within the program. Where courses have been broken into modules they have been assigned letter designations, e.g. LIBT 100A, LIBT 100B. Tim indicated that LIBT 135 is an anomaly specific to a First Nations setting and not relevant to the “day” students.

On the official course outline for LIBT 100A, it was indicated that the “objectives” are not the same as the LIBT outline. Tim indicated that this was a “cut and paste” error and that he will make the revisions and forward them to Yvonne Boylan, Administrative Assistant to PAC.

#### Motion

**Paul Burkhardt/Vi Chappell**

That PAC approve the revised proposal for changes to a program – “Library and Information Technology Program – First Nations Option” as amended.

**APPROVED**

#### Action

**Tim Atkinson/Yvonne Boylan**

That Tim Atkinson make the changes to the objectives on the official course outline for LIBT 100A and forward the changed outline to Yvonne Boylan.

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# 3 PAC Business cont'd:

## **3.6 Computer Information Systems**

*Paul Franklin*

- ♦ New Courses: CIS 386 and COMP 360

CIS 386: Human Factors: no changes to the course outline as presented.

COMP 360: Computer Graphics: a change was suggested to the Prior Learning Assessment Recognition (PLAR) from "no" to "yes".

### **Motion**

**Barbara Salingré/Susan Brigden**

That PAC approve the new course outlines CIS 386 and COMP 360 as amended.

**FOR CALENDAR COPY CHANGES: page 16**

## **3.7 Mathematics and Statistics Department**

*Greg Schlitt*

- ♦ Declaration of Concentration for Bachelor of Science

Greg Schlitt indicated that there are currently a great number of student in the BSc program who have not declared their major or minor concentrations which is a problem when students are close to graduation. This is a request to change some language in the Calendar to guide students towards declaring much earlier than currently is the practice. Greg proposes two conditions to be included in the calendar. Under condition 1, it was suggested to include "formerly" before "declare a major/minor..." and change "...minor by the completion of 60 credits" to read "minor by the time they have completed 60 credits". Condition 2; add "education" to the last sentence before "advisor regarding their options".

### **Motion**

**Lynn Kirkland-Harvey/Susan Brigden**

That PAC approve the Declaration of concentration for Bachelor of Science conditions to be added to the Calendar as amended.

**APPROVED**

**FOR CALENDAR COPY CHANGES: page 17**

## **4. INFORMATION ITEM**

### **4.1 ENGL 099 Prerequisite Equivalent**

- ♦ The English Department will accept an LPI level 4 or ENGL 12 with a grade of "B" or better as meeting the prerequisites for ENGL 099. The LPI level 4 is equivalent to the CPT score of 41 and not a change to the prerequisite. ENGL 12 should be added to the prerequisite.

### **Motion**

**Barbara Salingré/Virginia Cooke**

That PAC approve the change to prerequisites for ENGL 099 as presented.

**APPROVED**

**FOR CALENDAR COPY CHANGES: page 17**

- 4.2 Paul Burkhart suggested that to save time, we cut the presentations from the guests and assume that PAC members have read the agenda package before the meeting.

## **5. ADJOURNMENT**

Motion to adjourn at 12:20 p.m.

**APPROVED**

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**PAC DRAFT MINUTES**  
**MARCH 26, 2003**  
**CALENDAR COPY CHANGES**

**3.1 Part B: Community Support Worker – program revision**

Calendar Copy (page 173)

**Community Support Worker Certificate Program**

This program prepares people to work in a variety of roles with children and adults with mental and/or physical disabilities. Graduates are prepared for employment in community support roles, such as group homes for people with mental and/or physical disabilities, and in various special education settings. Special education assistants work under the supervision of classroom teachers and perform such duties as coaching in basic subjects, preparing specialized teaching materials, and meeting students' special physical needs, as well as maintaining progress records.

The program includes both theoretical studies and practical applications and focuses on basic information and skills needed by front-line workers in the social services and educational systems, including professional roles and standards, values and ethics, history of service delivery, philosophies, training technologies, communication, and creation of community support. The program can be taken on a full-time or part-time basis.

**Transfer**

Some of the courses in the program are transferable to university and are clearly marked in the course descriptions. In addition most courses in this program will apply to the Social Services Diploma, and many courses can be used towards other diploma and degree programs.

**Entrance Requirements**

*See Entrance Requirements for the Social Services Diploma*

- ♦ Suitability for working with people with disabilities is required and could consist of volunteer work in a classroom setting and/or with special needs adults.
- ♦ Applications will be assessed using a point rating system with points awarded for past academic education, all work or volunteer experience, demonstrated writing ability, reference letters, personal statement, and the group interview. Admission will be granted on a first-come, first-qualified, first-served basis to those scoring above the required threshold and who have completed a successful interview.

**How to Apply**

*See Social Services diploma "How to Apply" instructions.*

**Continuance in program**

*See Social Services diploma section*

**Academic Regulations**

*See Social Services diploma section*

**Fees and Additional Costs**

Fees stated are approximate for 2003/04 and are subject to change. See *fees and other costs section on page 21 for more information.*

Fees are \$110 per regular course credit (eg \$330 for a 3-credit course). Courses numbered HSER 190, 192, 195 and 196 will be \$500 per course. Textbooks and additional supplies will cost approximately \$150 per course.

There will also be other expenses such as travelling to practicum sites and field trips. Two courses are only offered on the Chilliwack campus.

Funding may be available through student loans or HRDC. Contact the Financial Aid office for more information.

**Laddering to a Social Services Diploma**

Students possessing a Community Support Worker certificate may proceed on to earn a Social Services diploma, which will qualify them for jobs in program management and administration, and which is partially transferable to degree-level studies in social work, adult education, and general studies.

Students wishing to complete the Social Services diploma program, on either a part- or full-time basis, must apply to that program on or after October 1<sup>st</sup> for the following September start. See the Social Services diploma section for more information.

**Program Outline**

For complete details on courses see *Course Descriptions* beginning on page 194.

**Community Support Worker Certificate**

**Semester 1**

Course	Title	Credits
CMNS 155	Communications for Human Services	3
HSER 120	Intro to Interpersonal Communications	3
HSER 125	Human Development	3
HSER 127	Practicum Seminar	1
HSER 190	Intro to Community Support	3
SOWK 110	Intro to Social Work & Human Services	3
Total		16

**Semester II**

HSER 192	Supporting Skill Development	3
HSER 195	Relationships and the Community	3
HSER 196	Personal Care for the Handicapped	3
HSER 131	Practicum	6
Total		15
Total Program Credits		31

Students wanting a certain type of practicum may be required to do a block practicum in May and June (6-8 weeks full-time). Students currently working in the field may be able to challenge part of the practicum. See the program director for more information.

Students can enhance their certificate by completing continuing studies in sign language, computer skills, food safe and other relevant support skills courses.

Community Support Worker Certificate cont'd:

Calendar Copy (page 287): change to prerequisites and course description.

**HSER 127**

**Practicum Placement Seminar**

**1 credit**

~~Prerequisites: SSSW 110, 120, CMNS 155, and admission into Community Support Worker program.~~

~~This course, which meets weekly for the first semester, will prepare you for your practicum. Included are discussions of various jobs in the field, requirements of the job, and the values and attitudes necessary for success in the field.~~

Pre- or Co-requisites: SOWK 110, HSER 120, HSER 190, CMNS 155, and admission into the Community Support Worker Program.

This course will prepare you for your practicum. Included are discussions of various jobs in the field, requirements of the job, and the values and attitudes necessary for success in the field and relevant information for selecting and beginning a practicum. In a human services practicum, students are matched to an experienced supervisor in the field who shares expertise and acts as a role model.

Calendar Copy (page 287): change to pre- and co-requisites and course description

**HSER 131**

**Practicum**

**6 credits**

~~Prerequisites: Completion of all first and second semester courses of CSW program including SSSW 127~~

~~Co-requisites: SSSW 196~~

~~This 200-hour practicum is mandatory for all students. While education is offered in the classroom, integration of classroom instruction and field experience are of the utmost importance. If you are currently employed, the practicum must be in a work setting that provides a substantially difference service than your place of employment. Although all options and opportunities will not be available to you in all practicum settings, you are responsible for developing your own learning experience. Evaluation will be made by both the agency supervisor and the UCFV supervisor.~~

Prerequisites: CMNS 155, HSER 120, 125, 190, SOWK 110, and First Aid Certificate (Red Cross Standard First Aid, Red Cross Emergency First Aid, Occupational First Aid Level One, or St. John's Standard First Aid).

Pre- or Co-requisites: HSER 127, HSER 192, 195, 196

Supervised experience in work situations in which you could later find employment. You will have an opportunity to practice skills gained in prerequisite courses and will receive feedback about your competencies. There will be a weekly seminar, either on an individual or group basis.

Calendar Copy (page 287): change to course description and objectives

<b>HSER 190</b> <b>Introduction to Community Support</b> <b>Prerequisites: None</b> An introduction to the field of community support for people working or planning to work in a direct hands-on position supporting children or adults with mental <b>and/or physical</b> disabilities. The course offers.....	<b>3 credits</b>
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Calendar Copy (page 287): change to pre- and co-requisites

<b>HSER 192</b> <b>Supporting Skill Development</b> Prerequisites: <del>SSSW 120</del> <b>HSER 120, 190.</b> <b>Pre- or co-requisite: HSER 125, or PSYC 250</b>	<b>3 credits</b>
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Calendar copy (page 288): change to course description and prerequisites

<b>HSER 195</b> <b>Relationships and the Community</b> Prerequisites: <del>SSSW 120, SSSW 110, SSSW 190,</del> <b>HSER 190</b> This course will provide you with clear insight and understanding into the critical issue of relationships with and of people with <del>mental handicaps</del> <b>disabilities</b> . It will offer a challenging look at individual values and belief systems, and provide <del>you with</del> strategies for creating and maintaining.....	<b>3 credits</b>
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Calendar copy (page 288): change to title, course description and objectives; prerequisites and number of credits

<b>HSER 196</b> <b>Personal Care <del>for the Handicapped</del></b> Prerequisites: <del>None</del> <b>HSER 190 or permission of department</b> This <b>practical</b> course <del>will cover the fundamentals of providing</del> <b>provides</b> the prospective worker with an <b>fundamental</b> overview of techniques involved in providing personal care, <b>safety and comfort</b> to people with multiple <del>handicaps</del> disabilities. The role of the community support worker in relation to the particular responsibilities of other health care professionals will be examined.	<b>1.5 to 3 credits</b>
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**3.2 Teaching English as a Second Language Certificate**

Calendar Copy (page 94) (note: this is a copy from the 2003-04 calendar as submitted by the department)

<b>Teaching English as a Second Language (TESL)</b> This certificate program prepares students for careers as teachers of English to speakers of other languages. It can be taken either after completion of a bachelor's degree program or while completing one. See page 72 for additional information or contact Catherine McDonald at 604-864-4650 or email <a href="mailto:mcdonaldc@ucfv.bc.ca">mcdonaldc@ucfv.bc.ca</a>
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Calendar Copy (page 72) (note: this is a copy from the 2003-04 calendar as submitted by the department)

**TEACHING ENGLISH AS A SECOND LANGUAGE  
(TESL certificate)**

The TESL certificate program prepares students for careers as teachers of English to speakers of other languages.

Completion of the certificate program qualifies graduates for Level I certification from TESL Canada, the national organization of TESL professionals in Canada.

There are many opportunities to work in this rapidly growing educational field. The TESL certificate prepares you for the real world of teaching because it offers you a useful combination of theoretical and practical knowledge. You will be taught up-to-date techniques and proven educational principles by qualified professionals. You will also be given valuable in-class practice teaching experience.

The TESL certificate program can be taken either after completion of a bachelor's degree program or while completing one. If you plan to do a degree and a certificate simultaneously, you should consult with an educational advisor to ensure that you choose and schedule your courses appropriately.

**Entrance requirements**

Bachelor's degree at a recognized Canadian or foreign university or completion of 60 credits at UCFV with GPA of 2.67 or higher.

**How to apply**

Submit the application fee along with your application to the TESL certificate program to the Admissions and Records (A&R) office. If your 60 credits have been obtained at another institution, supply official transcripts. You will be notified of acceptance into the program within three weeks of application.

**Please note:** Students currently in a UCFV credit program do not have to apply to admission to the program. They can apply to graduate from the TESL certificate upon completion of all program requirements and upon completion of their bachelor degree.

**Program outline**

For a complete description of course contents, consult the Course descriptions section of the UCFV calendar, beginning on page 206.

<b>Course</b>	<b>Title</b>	<b>Credits</b>
LING 101	Introduction to Language	3
LING 202	Introduction to Applied Linguistics and Language Acquisition	3
ENGL 209	The Structure of English	3
TESL 300	Foundations of TESL	4
TESL 310	Methods of TESL	4
TESL 333	Practice Teaching (Practicum)	2
Elective	Approved modern language course (Approved course list 1)	3
Elective	Approved course in culture or education (Approved course list 2)	3
Total		25

Teaching English as a Second Language cont'd:

Calendar copy (page 72, 73)

**Completion requirements**

Completion of degree program with cumulative GPA of 2.67 or higher. Completion of courses listed in program outline (above).

**Eligibility for TESL Canada certification**

Qualified for Level I certification. Graduates are responsible for applying to TESL Canada for certification.

**Course scheduling**

Courses within the TESL certificate program are offered on a limited basis, so it is important for you to consult the course scheduling sheet available from Catherine MacDonald, Program Director, Continuing Studies at 604-864-4650 or email [mcdonaldc@ucfv.bc.ca](mailto:mcdonaldc@ucfv.bc.ca)

**Prior Learning Assessment and transfer credit**

You may request up to nine credits of transfer credit or Prior Learning Assessment, consistent with the principles outlined in UCFV's Bachelor of Adult Education program on page 80 of this calendar.

**3.3 Arts and Applied Arts: English Department**

Calendar copy (page 240): New course: ENGL 209

**ENGL 209:**

**The Structure of the English Language**

**3 credits**

Prerequisites: Any two 100 level English courses (English 105 or higher)

This course will introduce students to the phonology, morphology, and syntax of Modern English. While the course will focus on a descriptive approach to grammatical analysis, students will also examine issues of meaning and usage, with particular reference to Canadian English.

Calendar Copy (page 58): English Honours Program

**Insert the following after English minor requirements:**

**GPA requirements**

Entry GPA: minimum of 3.5 on all courses applicable to the BA taken at UCFV standing at a recognized post-secondary institution. A CGPA of 3.5 or higher must be maintained until completion of the program.

**Course requirements**

In addition to the requirements for the English major, candidates must complete an additional 12 upper level English credits. Of the upper-division credits (44 total) the courses must include:

1. English 364 [4 credits] (History and Principles of Literary Criticism) or English 366 [4 credits] (Studies in Critical Approaches to Literature)

## PAC Approved Minutes: March 26, 2003

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# 3.3 English Honours Program cont'd:

2. English 370 [4 credits] (The History of the English Language) or English 375 [4 credits] (Rhetoric: Composition Theory) or English 376 [4 credits] (Rhetoric: An Historical Survey)

3. English 491 [4 credits] (Honours Directed Reading) and English 492 [4 credits] (Honours Essay)

### Language requirement

Students must demonstrate proficiency in another language. This may be demonstrated by completing 6 credits of work with a GPA of 3.0 or higher in the department of modern languages (MOLA) at UCFV or by submitting evidence of comparable achievement at a recognized post-secondary institution. The English Honours Committee may, in some cases, determine proficiency by administering a language proficiency assessment with the assistance of a qualified specialist in the language the candidate chooses for evaluation.

### Application

Applications will be accepted beginning May 1, 2003. Applications must be approved by the department head or designate and approved by the Dean of Arts and Applied Arts. Applicants must have completed 60 credits with the specified GPA.

Calendar copy (page 243): [New Courses: ENGL 491 and 492](#)

### ENGL 491

#### Honours Directed Reading

**4 credits**

Prerequisites: Acceptance to Honours Program as outlined in the calendar; completion of all lower-level course requirements for the English major and a minimum of 24 upper-level requirements for major.

The Honours Directed Reading course is the first of two courses specific to the Honours Program: a reading course and a course devoted to the writing of an extended research essay. Honours Directed Reading is therefore intended to prepare students to write the research paper. The course will consist of instruction in research techniques and intensive reading in an area of interest to be defined by agreement between students and instructors

### ENGL 492

#### Honours Directed Essay

**4 credits**

Prerequisites: Acceptance to Honours Program as outlined in the calendar; completion of all lower-level course requirements for the English major and a minimum of 24 upper-level requirements for major; completion of Honours Directed Reading.

The Honours Directed Essay is the second of two courses specific to the Honours Program. Preceded by the Honours reading course, the Honours Essay will be devoted to the writing of an extended research paper. This essay is to be the graduating project for the student's B.A. Honours degree in English and should display excellent writing ability, knowledge of scholarly conventions, and thorough familiarity with the student's chosen topic.

Calendar Copy changes cont'd:

**3.4 History Department**

Calendar copy (page 257 and 258): New Courses: HIST 264 and 420

<p><b>HIST 264</b> <b>History of India: Akbar to Independence</b> <span style="float: right;"><b>3 credits</b></span> Prerequisites: none</p> <p>The Indian subcontinent comprises a vast geographic area embracing a startlingly complex and ancient array of cultures. The first objective of History 264 is to provide an introduction to the region with reference to the main theme that shaped its evolution from the Mughal Empire to independence. The course will begin by studying the historiography of south Asia in both the imperial and post-imperial eras. The Mughal Empire, the Company Raj and imperial rule will be explored with reference to Indian society. The impact of the Rebellion and rise of nationalism leading to independence will be studied. Finally, History 264 will study the impact of India on Britain and the Indian diaspora on the world. The second objective of the course is to explore the craft of historical research, analysis and writing.</p>
<p><b>HIST 420</b> <b>World War II</b> <span style="float: right;"><b>4 credits</b></span> Prerequisites: Nine credits of lower-level history which must include HIST 112. In addition, students must have completed HIST 315 or 320.</p> <p>This course addresses selected topics in World War II history such as the soldier's experience, the myth and reality of resistance, the development of weapons systems capable of destroying entire societies, the war against civilians, the decision to use atomic bombs, the judgment or misjudgment at Nuremberg and Tokyo, why the Allies won, and the politics of remembrance.</p>

**3.5 Computer Information Systems**

Calendar copy (page 228 and 230): New Courses: CIS 386 and COMP 360

<p><b>CIS 386</b> <b>Human Factors</b> <span style="float: right;"><b>3 credits</b></span> Prerequisites: Acceptance to CIS degree program</p> <p>Human factors engineering or ergonomics concerns itself with the study of human capabilities and limitations and their relationship to things processes and work environments. This course provides a broad overview of the field with an emphasis on human-computer interface development, user-centered design and usability evaluation. Students learn principles of work and system design that help to improve system performance and reliability.</p>
<p><b>COMP 360</b> <b>Computer Graphics</b> <span style="float: right;"><b>3 credits</b></span> Prerequisites: C+ or better in CIS 280 and COMP 351, acceptance into the CIS degree program.</p> <p>This course focuses on the development of Computer Graphics technology. Topics include graphics hardware, lighting models, texture models and the geometric representation of shapes and surfaces. Evaluation will be based on programming assignments and a large group-based programming project.</p> <p>Note: Students cannot obtain credit for both of <i>CIS 496 Advanced Topics in Computer Applications – Computer Graphics</i> and <i>COMP 360 Computer Graphics</i>.</p>

Calendar copy changes cont'd:

**3.7 Mathematics and Statistics Department**

Calendar copy (page 140 and 141): Declaration of concentration for BSc

**Page 140: Insert the following before “Science major with an Arts...”**

Bachelor of Science students are required to formerly declare a major/minor by the time they have completed 60 credits or they may be removed from the program. Students who are undecided should consult with the Science advisor regarding their options.

**Page 141: Insert the following under “Program Regulations”**

Student admitted to the BSc degree should seek advice from the Bachelor of Science advisor. Bachelor of Science students are required to declare a major/minor by the completion of 60 credits or they may be removed from the program. Students who are undecided should consult with the Science/Education advisor regarding their options.

**4.1 ENGL 099 Prerequisite Equivalent**

Calendar copy (page 239): ENGL 099 prerequisite change

**ENGL 099**

**Pre-College Composition**

Prerequisite: ~~None~~ ENGL 12 with a B or better, or CPT score 41 or better.