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## UPAC MEMORANDUM

UPAC Chair: Sue Brigden  
Phone: 4372

UPAC Assistant: Amanda Grimson  
Phone: 4571

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**TO:** Undergraduate Program Advisory Committee Representatives

**FROM:** Amanda Grimson, UPAC Assistant

**DATE:** January 22, 2010

**RE:** NOTICE OF UPAC MEETING

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An Undergraduate Program Advisory Committee (UPAC)

meeting is scheduled for:

**Friday, January 29, 2010**

9:30 am, Room A225 (Abbotsford campus)

*[Agenda package attached]*

## UNDERGRADUATE PROGRAM ADVISORY COMMITTEE (UPAC) MEETING

Friday, January, 2010  
9:30 a.m. – Room A225  
Abbotsford Campus

### AGENDA

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#### 1. APPROVAL OF UPAC AGENDA

#### 2. APPROVAL OF UPAC MINUTES

- 2.1. UPAC draft minutes: December 18, 2009 Exhibit 2.1 (p.5)

#### 3. UPAC BUSINESS

- 3.1. Trades** *R. Arnold* Exhibit #3.1 (p.7)  
Change to program: Professional Cook program  
For information/discussion: Professional Cook program marketed as “Culinary Arts”
- 3.2. Arts** *J. Bishop* Exhibit #3.2 (p.10)  
Change to program: Liberal Arts diploma  
Change to program: Associate of Arts
- 3.3. History** *R. Anderson* Exhibit #3.3 (p.13)  
Change to program: History major
- 3.4. Journalism** *L. Kirkland-Harvey* Exhibit #3.4 (p.14)  
Change to program: Introduction to Journalism certificate
- 3.5. Health Sciences** *S. McGladdery* Exhibit #3.5 (p.15)  
Change to program: Health Care Assistant
- 3.6. Continuing Studies** *C. Isaac* Exhibit #3.6 (p.17)  
Change to program: Nursing Unit Clerk
- 3.7. ESL/Continuing Studies** *M. Bos-Chan/C. Isaac* Exhibit #3.7 (p.19)  
New course code: TEFL (Teaching English as a Foreign Language)  
New course: TEFL 01, TEFL Theory  
New course: TEFL 02, TEFL Teaching Practices  
New course: TEFL 03, Teaching the Four Skills  
New course: TEFL 04, Developing a Teaching Grammar  
New course: TEFL 05, TEFL Special Topics I  
New course: TEFL 06, TEFL Special Topics II  
New course: TEFL 07, TEFL Practicum  
New program: Teaching English as a Foreign Language

### **3.8. Computer Information Systems**

*O. Steyn* Exhibit #3.8 (p.34)

Early implementation of increase in prerequisites: CIS 292

### **3.9. Modern Languages**

*A. Cameron* Exhibit #3.9 (p.35)

Early implementation of increase in prerequisites: FREN 225

### **3.10. Business Administration**

*M. Breedveld* Exhibit #3.10 (p.37)

Changes to program policies: BBA and Business Administration diploma

Change to program: BBA Financial Management concentration

Change to program: BBA Accounting and Financial Management concentration

Change to program: BBA Operations Management/Management Information Systems concentration

Change to program: BBA Accounting option

Change to program: BBA Marketing option

Change to program: BBA Human Resource Management option

## **4. COURSE OUTLINES**

The following courses are ready for publication following UPAC approval. Official course outlines are available online at <http://www.ufv.ca/calendar/courseoutlines/upac/>.

### **4.1. Biology**

4-year review with changes: BIO 093, 301

### **4.2. Communications**

Change to prerequisites: CMNS 212/ MACS 212, CMNS 335

Change in ownership of cross-listed course: CMNS 300/ JRNL 300 (owned by Communications)

### **4.3. Computer Information Systems**

New course: CIS 135, Introduction to Informatics

Revisions: CIS 100

Change to prerequisites: CIS 162, 292, 371, 380, 480, 495, 496

Changes including prerequisites: COMP 315; CIS 285, 291

Changes including prerequisites and credits: CIS 185

### **4.4. Geography**

New course: GEOG 440, Advanced Research Topics in Urban Geography

4-year review with changes: GEOG 101, 102, 130, 140, 201, 202, 271, 302, 304, 307, 343, 353, 354, 362, 411, 447

4-year review with no changes: GEOG 344, 352

### **4.5. History**

New course: HIST 328, History of Mennonites in Canada

New course: HIST 391, Late Imperial and Revolutionary Russia, 1860-1945

New course: HIST 392, The Soviet Union in the Cold War Era

New course: HIST 416, Gender, Race, and Nation in European Imperialism

New course: HIST 440, Local History for the Web

4-year review with changes: HIST 108, 208, 209, 210, 308, 310, 329, 358, 390, 408, 418, 426, 457, 458

4-year review with changes: HIST 323/ EDUC 323

### **4.6. Mathematics**

4-year review with changes: MATH 104

#### **4.7. Physics**

New course: PHYS 232, Experimental Methods in Physics

New course: PHYS 275, Survey of Medical Physics

Changes including name, credits, and hours: PHYS 222

#### **4.8. Social, Cultural, and Media Studies**

Course code change: LAS 206, cross-listed as ANTH 206/ MACS 206/ SOC 206 (formerly SCMS 206)

Course code change: ANTH 225, cross-listed as SOC 225 (formerly SCMS 225)

Course code change: SOC 255, cross-listed as ANTH 255/MACS 255 (formerly SCMS 255)

Course code change: ANTH 325, cross-listed as SOC 325 (formerly SCMS 325)

Course code and number change: ANTH 260, cross-listed as SOC 260 (formerly SCMS 230)

Course code and number change: ANTH 360, cross-listed as SOC 360 (formerly SCMS 330)

Review with changes; course code change: SOC 270, cross-listed as ANTH 270/ MACS 270 (formerly SCMS 270)

Review with changes; course code change: MACS 334, cross-listed as SOC 334 (formerly SCMS 334)

Review with changes; course code change: ANTH 387, cross-listed as SOC 387 (formerly SCMS 387)

Review with changes; course code change: ANTH 468, cross-listed as SOC 468 (formerly SCMS 468)

#### **4.9. Teaching English as a Second Language**

Changes including credits and hours: TESL 333

#### **4.10. Upgrading and University Preparation**

New course: COMP 062, Introduction to Computers: Navigating the Digital World

#### **4.11. Visual Arts**

4-year review with changes: VA 115

New cross-listing: JRNL 365 cross-listed with VA 365/ FILM 365

### **5. INFORMATION**

**5.1.** Policy 340.17, Change in Prerequisites

Exhibit #5.1 (p.55)

**5.2.** Discontinued courses: MATH 116, 117

### **6. ADJOURNMENT**

## UNDERGRADUATE PROGRAM ADVISORY COMMITTEE (UPAC) MEETING

Friday, December 18, 2009  
2:30 p.m. – Room A225  
Abbotsford Campus

### DRAFT MINUTES

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**Present:** S. Brigden, B. Cooke, C. Loten, S. Pattridge, E. Spalding

**Guests:** E. Harris, W. Podrouzek, T. Porter, B. Salingre

**Recorder:** A. Grimson

#### 1. APPROVAL OF UPAC AGENDA

**MOTION:**

To approve the agenda as presented.

S. Pattridge/E. Spalding

CARRIED

#### 2. APPROVAL OF UPAC MINUTES

**2.1. UPAC draft minutes: November 27, 2009**

**MOTION:**

To approve the UPAC draft minutes of November 27, 2009 as presented.

S. Pattridge/E. Spalding

CARRIED

#### 3. UPAC BUSINESS

**3.1. Teacher Education Program**

Change to program: TEP course sequence

**MOTION:**

To approve the change in course sequence for the Teacher Education Program as presented.

E. Spalding/C. Loten

CARRIED

**3.2. Psychology**

New program: Certificate in Extended Studies in Arts: Psychology Honours

B. Cooke noted that, where applicable, calendar copy for Extended Studies certificates should refer back to the main program rather than repeating the same information. UPAC members also felt that the format of the submitted proposal may cause some confusion; W. Podrouzek indicated that a simplified version will be prepared for submission to Senate.

**MOTION:**

**B. Cooke/S. Pattridge**

To approve the creation of the certificate in Extended Studies in Arts: Psychology Honours as presented.

**CARRIED**

**4. COURSE OUTLINES**

**MOTION:**

**E. Spalding/C. Loten**

To approve the following course outlines as presented.

**CARRIED**

**4.1. Anthropology**

Review with changes including title: ANTH 210

**4.2. Education**

Changes including title and description: EDUC 445

Changes including description: EDUC 452

**4.3. Geography**

New course: GEOG 323, Geography of War, Terrorism, and Peace

**4.4. Social, Cultural, and Media Studies**

New cross-listed course: SOC 385/MACS 385, Television and Social Values: *The Simpsons*

**4.5. Visual Arts**

Changes including description: VA 123 and VA 124

**5. ADJOURNMENT**

The meeting was adjourned at 3:25 pm.

## **Rationale for Changes to the Professional Cook Program**

Effective: Immediately

The Industry Training Authority (ITA) has directed training providers to implement changes to the Professional Cook program. The Professional Cook program is now being recognized as an apprenticeship program and the program outline headings have changed in response to that. The attached Program Standards Notification issued June 16, 2009 provides additional information on the changes required.

Currently our Professional Cook program has 3 levels. With the changes ITA is implementing, those 3 levels will convert into 2 levels of apprenticeship; PC1 and PC2. A third apprenticeship level, PC3, will require additional work experience and we may consider offering that level in the future.

As well as the program outline headings changes, the final exam will be replaced with a Provincial Certificate of Qualification (CofQ) exam. The CofQ exam will be invigilated by a representative of the ITO (typically from the BC Government Agents office) and as a result, final exam marks will not be entered into banner.

Changes to the UFV calendar are not required as the sample topics listed are still correct.

We would however like UPAC's approval to have the titles on our Professional Cook completion report in banner changed to reflect the new terminology.

Thank you.

Rolf Arnold  
Director, Trades & Technology

## PROFESSIONAL COOK CERTIFICATE PROGRAM

Professional Cook (CURRENT) Level 1	Professional Cook (PROPOSED CHANGE) PC1	Comments
1A: Vegetable & Starch Cookery	A: Occupational Skills	uses existing materials from 1J
1B: Meat & Poultry Cookery	B: Stocks, Soups & Sauces	uses existing materials from 1D
1C: Seafood Cookery	C: Vegetables and Fruits	uses existing materials from 1A
1D: Stocks, Soups & Sauces	D: Starches	uses existing materials from 1A
1E: Meat, Poultry & Seafood Cutting & Processing	E: Meats	uses existing materials from 1B, 1E
1F: Cold Kitchen	F: Poultry	uses existing materials from 1B, 1E
1G: Baking & Desserts	G: Seafood	uses existing materials from 1C, 1E
1H: Basic Food Service & Kitchen Management	H: Garde-Manger	uses existing materials from 1F
1I: Egg and Breakfast Cookery	I: Eggs, Breakfast Cookery & Dairy	uses existing materials from 1I
1J: Safety, Sanitation and Equipment	J: Baked Goods & Desserts	uses existing materials from 1G
1L: Final Exam	K: Beverages	uses existing materials from 3F
Professional Cook (CURRENT) Level 2	Professional Cook (PROPOSED CHANGE) PC2	Comments
2A: Vegetable & Starch Cookery	A: Occupational Skills	uses existing materials from 1H, 2H, 2K
2B: Meat & Poultry Cookery	B: Stocks, Soups & Sauces	uses existing materials from 2D
2C: Seafood Cookery	C: Vegetables and Fruits	uses existing materials from 2A
2D: Stocks, Soups & Sauces	D: Starches	uses existing materials from 2A
2E: Meat, Poultry & Seafood Cutting & Processing	E: Meats	uses existing materials from 2B, 2E
2F: Cold Kitchen	F: Poultry	uses existing materials from 2B, 2E
2G: Baking & Desserts	G: Seafood	uses existing materials from 2C, 2E
2H: Basic Food Service & Kitchen Management	H: Garde-Manger	uses existing materials from 2F
2K: Health Care/Cook-Chill	I: Baked Goods & Desserts	uses existing materials from 2G
2L: Final Exam		
Professional Cook (CURRENT) Level 3		
3A: Vegetable & Starch Cookery		
3B: Meat & Poultry Cookery		
3C: Seafood Cookery		
3D: Stocks, Soups & Sauces		
3E: Meat, Poultry & Seafood Cutting & Processing		
3F: Cold Kitchen		
3G: Baking & Desserts		
3H: Basic Food Service & Kitchen Management		
3K: Health Care/Cook-Chill		
3L: Final Exam		



# Memo

To: UPAC  
From: Harv McCullough, Faculty of Trades & Technology  
Date: December 2, 2009  
Re: For information: Professional Cook marketing name change

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This note is for information only, to the UPAC group.

Our intention is to call the Professional Cook program "Culinary Arts" for only marketing purposes. We have been advised that the general public and more importantly, the Secondary Schools don't understand the name of Professional Cook. Both groups of people have been conditioned to the term Culinary Arts. Apparently some students have attended other institutions because they didn't realize our program in the same as all others in the Province and those Institutions use the term "Culinary Arts".

The certificate we give to completed students will not change, as the official name, both Provincial and National, is "Professional Cook".



## MEMORANDUM

**TO:** Faculty of Arts Curriculum Committee

**FROM:** Joanne Bishop, Director, Arts Advice Centre

**SUBJECT:** Change to Liberal Arts Diploma Lab Science Requirement to include an additional course: Geography 116. Add Geography 116 to the Table of Subject Areas for the Associate of Arts degree.

**DATE:** October 20, 2009

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Please accept this proposal for the following changes:

**1. Change to Liberal Arts Diploma Lab Science Requirement to include an additional course: Geography 116.**

Rationale: This change will keep the requirements in line with the Bachelor of Arts Lab Science Requirement (Geog 116 approved Oct. 2, 2009). As the Diploma ladders into the BA, this only makes sense.

**FROM:**

**Lab Science requirement (Four credits from):**

- Astronomy 103 or 104
- Biology, 100-level or higher
- Chemistry, 100-level or higher
- **Geography 101 or 102**
- Kinesiology/Physical Education 163 or 170
- Physics, 100-level or higher
- Psychology 202\*.

**TO:**

**Lab Science requirement (Four credits from):**

- Astronomy 103 or 104
- Biology, 100-level or higher
- Chemistry, 100-level or higher
- **Geography 101 or 102 or 116**
- Kinesiology/Physical Education 163 or 170
- Physics, 100-level or higher
- Psychology 202\*.

**2. Add Geography 116 to the Table of Subject Areas for the Associate of Arts degree.**

Rationale: Geography 116 is transferable to one or more of UBC, SFU, UNBC and UVIC and therefore meets the criteria for the Lab Science requirement for the Associate of Arts Degree.

**FROM:**

[http://www.ufv.ca/calendar/2009\\_10/ProgramsA-B/ARTS\\_AA\\_SUBJ.htm](http://www.ufv.ca/calendar/2009_10/ProgramsA-B/ARTS_AA_SUBJ.htm)

Arts

[www.ufv.ca/arts](http://www.ufv.ca/arts)

**Table of subject areas**

The following list contains the subject areas which apply to Associate of Arts program categories. English is a requirement of the Associate of Arts degree, but cannot be used to meet the Humanities requirements. Not all courses in each subject area have university-level credit. It is important to use the B.C. Transfer Guide available online at [www.bctransferguide.ca](http://www.bctransferguide.ca) to check that your course choice is transferable to at least one of UBC, UNBC, UVic, or SFU.

Humanities	Social Sciences	Sciences		
		MATH/ Stats/ COMP	Lab Science	Elective
<ul style="list-style-type: none"> <li>• Art History</li> <li>• Film</li> <li>• French</li> <li>• Halq'eméylem</li> <li>• History</li> <li>• Japanese</li> <li>• Mandarin</li> <li>• Philosophy</li> <li>• Punjabi</li> <li>• Religious Studies</li> <li>• Russian</li> <li>• Spanish</li> <li>• Theatre</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Anthropology</li> <li>• Criminology</li> <li>• Economics</li> <li>• Geography</li> <li>• Latin American Studies</li> <li>• Media &amp; Communications Studies</li> <li>• Political Science</li> <li>• Psychology</li> <li>• SCMS</li> <li>• Social Work and Human Services: SOWK 110, HSER 120/125/150/283</li> <li>• Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Computing Science (does not include CIS courses)</li> <li>• Mathematics</li> <li>• Psychology 110</li> </ul>	<ul style="list-style-type: none"> <li>• Astronomy 103 or 104</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Geography 101/102</li> <li>• Kinesiology 163 or 170</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Geography 201/202/251/253</li> <li>• Kinesiology 215/270</li> <li>• Mathematics</li> <li>• Physics</li> </ul>

**TO:**

Arts

[www.ufv.ca/arts](http://www.ufv.ca/arts)

## Table of subject areas

The following list contains the subject areas which apply to Associate of Arts program categories. English is a requirement of the Associate of Arts degree, but cannot be used to meet the Humanities requirements. Not all courses in each subject area have university-level credit. It is important to use the B.C. Transfer Guide available online at [www.bctransferguide.ca](http://www.bctransferguide.ca) to check that your course choice is transferable to at least one of UBC, UNBC, UVic, or SFU.

Humanities	Social Sciences	Sciences		
		MATH/ Stats/ COMP	Lab Science	Elective
<ul style="list-style-type: none"> <li>• Art History</li> <li>• Film</li> <li>• French</li> <li>• Halq'eméylem</li> <li>• History</li> <li>• Japanese</li> <li>• Mandarin</li> <li>• Philosophy</li> <li>• Punjabi</li> <li>• Religious Studies</li> <li>• Russian</li> <li>• Spanish</li> <li>• Theatre</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Anthropology</li> <li>• Criminology</li> <li>• Economics</li> <li>• Geography</li> <li>• Latin American Studies</li> <li>• Media &amp; Communications Studies</li> <li>• Political Science</li> <li>• Psychology</li> <li>• SCMS</li> <li>• Social Work and Human Services: SOWK 110, HSER 120/125/150/283</li> <li>• Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Computing Science (does not include CIS courses)</li> <li>• Mathematics 110</li> <li>• Psychology 110</li> </ul>	<ul style="list-style-type: none"> <li>• Astronomy 103 or 104</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Geography 101 or 102 or 116</li> <li>• Kinesiology 163 or 170</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry 201/202/251/253</li> <li>• Kinesiology 215/270</li> <li>• Mathematics</li> <li>• Physics</li> </ul>

# MEMO



ATTACHMENT 4.4.21

To: UPAC  
From: History Department  
Date: 22/01/2010  
Re: History major: calendar update

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The History Department proposes the following update to History program calendar copy.

New courses HIST 328, 440, 499J, 391, 392, and 416 should be added to the list of courses in their appropriate breadth category under the upper-level requirements for the history major.

## **Proposed calendar copy:**

### **Upper-level requirements: 32 credits**

- Four 300- or 400 level credits in each of the following four breadth areas:
  - **Canada:** one of HIST 301, 321, 322, 323 (or EDUC 323), 324, 325, 327, **328**, 329, 330, (396G, H), 424, 425, 426, 428, 430, 431, 436, **440**, 484, (499C, H, I, **J**)
  - **US/Latin America:** one of HIST 340, 357, 358, 359, 370, 374, 375, (396C, E), 454, 456, 457, 458, 459D
  - **Europe:** one of HIST 308, 309, 310, 311, 313, 314, 315, 317, 318, 319, 320, 390, **391**, **392**, (397D, E, G), 408, 410, 414, 415, **416**, 418, 420, 485, 499D
  - **Asia/Middle East:** one of HIST 335, 364, 381, 382, 385, 398, 464, 465, 486, 487
- An additional sixteen 300- or 400-level history credits from any of the breadth categories or HIST 300, 401, 489, or 490.

Note: Of the 32 upper-level credits, a minimum of 12 credits must be at the 300-level and a minimum of 12 credits must be at the 400-level.

## **JOURNALISM CERTIFICATE**

### **OLD:**

#### **Introduction to Journalism Certificate (13 credits)**

##### **Required Courses**

MACS 130 Mass Communication in Canada (3 credits)

MACS/JRNL 235 Introduction to Journalism in Canada (3 credits)

JRNL/CMNS 300 Introduction to the Practice of Journalism (3 credits)

CMNS/JRNL 301 Advanced Practice of Journalism (4 credits)

### **NEW:**

#### **Introduction to Journalism Certificate (12-13 credits)**

##### **Required courses**

MACS 130 Mass Communication in Canada (3 credits)

MACS/JRNL 235 Introduction to Journalism in Canada (3 credits)

CMNS/JRNL 300 Introduction to the Practice of Journalism (3 credits)

##### **Plus one of:**

CMNS/JRNL 301 Advanced Practice of Journalism (4 credits)

ENGL/JRNL 373 Literary Journalism (4 credits)

VA/FILM/JRNL 365 Documentary Storytelling (3 credits)

##### **Rationale:**

ENGL 373 and VA 365 are being added to expand the upper level options available to students taking the certificate. This is to address specific fields of journalism and the student's own area of interest, e.g. literary journalism or documentary journalism. These changes have the support of the Communications, English, and Visual Arts departments, and the Journalism Curriculum Committee.

**School of Health Sciences**

**MEMORANDUM**

**TO:** UPAC

**FROM:** Sandi McGladdery, HCA Program Coordinator

**DATE:** December 2, 2009

**SUBJECT:** Correction to the Academic Entrance Requirements for the Health Care Assistant program

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The provincial curriculum for the Health Care Assistant (HCA) program was released in February 2008 to replace the old provincial Home Support/Resident Care Attendant (HS/RCA) curriculum which was in use at UFV. In March 2009 approval was given for implementation of the new, provincial HCA curriculum at Health Sciences.

The minimum program applicant requirement as stated in the provincial HCA curriculum is, “an ability to comprehend, speak, read, and write English at a minimum of a grade 10 level”. The minimum for the HS/RCA program at UFV has been an ability to comprehend, speak, read, and write English at a minimum grade 11 level. The grade 11 English level required at UFV and/or CPT of 48 has historically been seen to prepare students for success in the program and it was our intent to maintain this English requirement as the minimum entrance requirement for the new program.

During the Pre-UPAC process in February and March, 2009, feedback from Admissions and Records indicated that the old wording for the HS/RCA academic entrance requirements was confusing. In consultation with Admissions and Records, the entrance requirements were reworded for the HCA program.

**Previous wording for HS/RCA program:**

Successful completion of one of the following academic prerequisites:

- B.C. secondary school graduation. Official Grade 12 transcript required
- Grade 11 with English 11 (regular, not modified). Official transcript required
- College and Career Preparation (Advanced Level certificate)
- General Education Development (GED) certificate
- Composition Placement Test (minimum score 48)

Note: ESL (English as a Second Language) applicants will be assessed on an individual basis by the ESL department.

**Revised, approved wording for the HCA program:**

1. Successful completion of one of the following academic requirements:
  - Grade 11
  - B.C. secondary school graduation or equivalent
  - A minimum of 6 credits at post-secondary level
2. Successful completion of one of the following English requirements.
  - English 11 (regular, not modified) or UFV English 081
  - English 12 or UFV English 091 or 099
  - Any first year university level English or Communications course
  - Students for whom English is a second language may be required to have an English language assessment through the English as a Second Language department at UFV. Students must demonstrate English ability in reading, writing, listening/speaking, and vocabulary at the 70s level with a minimum GPA of 2.33 (C+).

The first program offering the HCA curriculum started May 31, 2009. There did not appear to be any problem with entrance requirements as the majority of the applicants were already on file at Health Sciences and were grandfathered in, having met the previous requirements. It was with the applicants to the second intake of the new HCA program that difficulties began to emerge, particularly for mature students who were unable to supply official transcripts. The new entrance requirements include both an academic requirement and an English requirement, but more importantly, the option of acceptance based on a CPT score of 48 or better had been eliminated thus limiting access to a number of our program applicants. We had inadvertently changed the academic entrance requirements.

Following consultation with Elaine Harris and Sybille Stegmueller, I would like to propose the academic entrance requirements for the HCA program at UFV be worded as follows:

1. Successful completion of one of the following academic prerequisites:
  - Grade 11 with regular English 11 or UFV English 081
  - B.C. secondary school graduation or equivalent with regular English 11 or UFV English 081
  - A minimum of 6 credits at post-secondary level
  - Mature students, age 19 or over, will be considered if they meet the prerequisites for English 105 at UFV (please refer to the UFV calendar).
2. Students for whom English is a second language may be required to have an English language assessment through the English as a Second Language (ESL) department at UFV. Students must demonstrate English ability in reading, writing, listening/speaking and vocabulary at the 70s level with a minimum GPA of 2.33 (C+).

The above proposed correction to the HCA admission requirements establishes a standard of English prerequisite options that will best support success in the program and facilitate access for the mature student.



**Office of Cheryl Isaac,  
Director, Continuing Studies**  
33844 King Road,  
Abbotsford, B.C. V2S 7M8  
Phone: 604-854-4527  
Fax: 604-859-8462  
Email: [cheryl.isaac@ucfv.ca](mailto:cheryl.isaac@ucfv.ca)

## MEMORANDUM

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Date: November 6, 2009

To: UPAC Members

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RE: NURSING UNIT CLERK CERTIFICATE PROGRAM CHANGE

We are requesting approval for a change in the Nursing Unit Clerk Certificate Program.

By adding the new course, Medical Imaging (HLTH NC12), our students will have additional skills and be therefore better equipped to function competently in hospitals where medical imaging labs exist as well as increase their employment opportunities in private medical imaging clinics.

**Nursing Unit Clerk Program**  
(Revised)

<u><b>Title</b></u>	<u><b>Course Code</b></u>	<u><b>Hours</b></u>	<u><b>Instructor</b></u>
Communication Skills	HLTH NC01	30	Heather
Medical Terminology	HLTH NC00	45	<i>Kathy/Judy</i>
Patient Chart Records	HLTH NC02	15	<i>Shirley</i>
Admissions/Transfers	HLTH NC03	27	<i>Shirley</i>
Pharmacology#1	HLTH NC04	30	<i>Heather</i>
Pharmacology #2	HLTH NC05	40	<i>Heather</i>
Diagnostic Orders	HLTH NC06	36	<i>Shirley</i>
<b>Medical Imaging</b>	<b>HLTH NC12</b>	<b>36</b>	<b><i>Shirley</i></b>
Laboratory Orders	HLTH NC07	48	<i>Heather</i>
Surgical Orders	HLTH NC08	36	<i>Shirley</i>
Therapeutic Orders	HLTH NC09	33	<i>Shirley</i>
Hospital Practices	HLTH NC11	24	<i>Heather</i>
Practicum	HLTH NC10	<u>150</u>	Heather/Shirley
Total		550 hrs	

# Teaching English as a Foreign Language

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## PROGRAM OVERVIEW

The TEFL (Teaching English as a Foreign Language) certificate program is a full-time program for UFV students who intend to teach English language classes in non-English speaking countries. These students may be international or domestic students. The program prepares students by giving them a thorough grounding in language teaching theory and methodology, English language structure, teaching approaches for each of the four skills, assessment, and other specialized areas English language instruction. Students will have the opportunity to observe English language teaching in a variety of teaching environments and will also participate in peer based teaching activities.

**Rationale:** This program was developed in response to local student requests for specialized training in teaching English as a foreign language as well as requests from international students who wish to teach overseas. Most institutions of comparable size and stature have TEFL programs and the certificate will add to the comprehensiveness of our offerings. It will also facilitate institutional partnership with UFV's international department and contribute to internationalization at UFV. In addition, the program will also assist in developing partnerships with institutions abroad, as TEFL training is a well-established component of professional development programs for English teachers overseas.

**Faculty/department:** Faculty of Access and Continuing Studies, English as a Second Language

**Program title and credential:** Teaching English as a Foreign Language certificate

**Advisory committee:** Maria Bos-Chan, Cheryl Isaac, Gilmour Joep, Kerry Johnson, Celeste-tina Hernandez, Marcela Jonas

**Program duration and total number of credits:** 195 hours/13 credits

**Implementation date:** May 2010

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## ENTRANCE REQUIREMENTS

Students must meet UFV's English language entrance policy criteria.

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## PROGRAM REQUIREMENTS

		Hours	Credits
TEFL 01	TEFL Theory	30	2
TEFL 02	TEFL Teaching Practices	45	3
TEFL 03	Teaching the Four Skills	45	3
TEFL 04	Developing a Teaching Grammar	30	2
TEFL 05	TEFL Special Topics I	15	1
TEFL 06	TEFL Special Topics II	15	1
TEFL 07	TEFL Practicum	15	1

COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2014  
*(four years after UPAC approval) (month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>TEFL 01</b>	Continuing Studies	<b>2</b>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	TEFL Theory	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course provides students with a historical overview of educational theory and present-day research with an emphasis on language education and language acquisition, particularly as they relate to English language teaching and learning in an EFL context.

PREREQUISITES: None  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*  
**TEFL Certificate Program**

**TOTAL HOURS PER TERM: 30**

**STRUCTURE OF HOURS:**

Lectures: 18 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 12 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: annually

*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

Course designer(s): Maria Bos-Chan, Marcela Jonas

Department Head: Maria Bos-Chan

Date approved: November 2009

Supporting area consultation (UPACA1)

Date of meeting: November 27, 2009

Curriculum Committee chair: Cheryl Isaac

Date approved: November 2009

Dean/Associate VP: Karen Evans

Date approved: January 20, 2010

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: January 29, 2010

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Demonstrate a familiarity with the educational theories and practices that have affected teaching to this day.
- Relate some of the theory and research in additional language acquisition, sociolinguistics, applied linguistics, and adult education to English language teaching practices.
- Demonstrate an understanding of the major principles and methodologies that have been applied to English language teaching, as well as some of the major issues and concerns that have resulted from their application.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, practice teaching, reviews, portfolios, research tasks, observations of English language teaching.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example for this course might be:]*

- Brown, D.H. (2007) *Principles of Language Learning and Teaching*, 5<sup>th</sup> Ed.
- Brown, D.H. (1994) *Teaching Principles: an Interactive approach to Language and Pedagogy*
- Celce-Murcia, M., ed (1994) *Teaching English as a Second of Foreign Language* 2<sup>nd</sup> Ed.
- Cook, V. (2001) *Second Language Learning and Language Teaching* 3<sup>rd</sup> Ed.
- Wolfson, N. (1989) *Perspectives: Sociolinguistics and TESOL*
- Howatt, A.P.R. and Widdowson, H.G. (2004) *A History of English Language Teaching*
- Selected historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Tesol Journal, and the English Language Teaching Journal could be included in course packs.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

- 10% weekly quizzes
- 30% reflective papers (2-3 pages)
- 15% book review and presentation
- 30% term research paper
- 15% research paper presentation

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

- Week 1: Distinguishing between approaches, methods, and teacher's beliefs
- Week 2: Historical perspectives on pedagogy and educational theory and Changing perceptions of teaching and learning
- Week 3: History of language education
- Week 4: Current second language acquisition research
- Week 5: The goals of language teaching and the goals of language learning
- Week 6: Second language learning and teaching styles
- Week 7: Motivation in the classroom and learners as individuals
- Week 8: Teaching across proficiency levels
- Week 9: Assessment and evaluation
- Week 10: Sociopolitical and institutional influences on English language teaching and learning

COURSE IMPLEMENTATION DATE:	May 2010
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	January 2014
(four years after UPAC approval)	(month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>TEFL 02</b>	Continuing Studies	<b>3</b>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	TEFL Teaching Practices	
	COURSE DESCRIPTIVE TITLE	

**CALENDAR DESCRIPTION:**

This course will introduce students to a wide range of current instruction techniques, tools, and practices used in TEFL classroom instruction for students of various proficiency levels and for various skills or skill combinations.

PREREQUISITES: None  
 COREQUISITES: None  
 PRE or COREQUISITES: TEFL 01

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**TEFL Certificate Program**

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures:	20	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:	25	Hrs
Other (specify):		Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: annually

(every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

Course designer(s): **Maria Bos-Chan**

Department Head: **Cheryl Isaac**

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: **Cheryl Issac**

Dean/Associate VP: **Karen Evans**

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: **November 2009**

Date of meeting: **November 27, 2009**

Date approved: **November 2009**

Date approved: **January 20, 2010**

Date of meeting: **January 29, 2010**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of a variety of current instruction techniques for English language instruction of learners of different proficiency levels.
- Demonstrate how to incorporate these instruction techniques into effective classroom teaching.
- Design lessons and learning activities using effective and appropriate teaching strategies.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, practice teaching, reviews, portfolios, research tasks, observations of English language teaching.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)                      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example for this course might be:]*

- Jack C. Richards Ed.(2002) *Methodology of Language Teaching: An Anthology of Current Practice*
- M. Celce-Murcia Ed. (2001) *Teaching English as a Second or Foreign Language*
- T. S.C. Farrell (2006) *Succeeding with English Language Learners: A Guide for Beginning Teachers*
- D. Nunan Ed. (2005) *Practical English Language Teaching (Methodology)*  
*Practical English Language Teaching (Young Learners)*
- Selected historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Journal of Teaching Writing, and the English Language Teaching Journal could be included in course packs.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

- 10% weekly quizzes
- 30% reflective papers (2-3 pages)
- 10% book review and presentation
- 20% lesson simulations or demonstrations
- 10% program teaching portfolio content
- 20% research assignment

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

- Class 1: Historical overview of teaching techniques and practices
- Class 2: Current general teaching techniques and practices
- Class 3: Techniques and practices in English language teaching
- Class 4: Considerations regarding teaching practices
- Class 5: Tools and technologies for teaching
- Class 6: Teaching literacy skills (reading and writing)
- Class 7: Teaching aural skills (listening and speaking)
- Class 8: Teaching grammar and structure
- Class 9: Teaching multi-cultural and uni-cultural classes
- Class 10: Teaching learners at various levels
- Class 11: Teaching various age groups
- Class 12: Learner assessment
- Class 13: Evaluating the effectiveness of techniques and practices
- Class 14: Incorporating techniques into lesson plans cont.
- Class 15: Incorporating techniques into lesson plans cont.

COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2014  
*(four years after UPAC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>TEFL 03</b>	Continuing Studies	<b>3</b>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Teaching the Four Skills	
	COURSE DESCRIPTIVE TITLE	

**CALENDAR DESCRIPTION**

This course will familiarize students with current theories, consideration, and methodologies for the teaching of English language reading, writing, speaking, and listening

PREREQUISITES: None  
 COREQUISITES: None  
 PRE or COREQUISITES: TEFL 01 and TEFL 02

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*  
**TEFL Certificate Program**

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 20 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 25 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: annually

*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

Course designer(s): **Maria Bos-Chan, Marcela Jonas**

Department Head: **Maria Bos-Chan**

Date approved: **November 2009**

Supporting area consultation (Pre-UPAC)

Date of meeting: **November 27, 2009**

Curriculum Committee chair: **Cheryl Isaac**

Date approved: **November 2009**

Dean/Associate VP: **Karen Evans**

Date approved: **January 20, 2010**

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: **January 29, 2010**



### LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of current theories and considerations regarding English language instruction of the four skills.
- Design lessons and learning activities using effective and appropriate teaching strategies for the teaching of each skill and combination of skills for learners of different proficiency levels.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, presentations, practice teaching, reviews, portfolios, research tasks, observations of English language teaching.

### METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example for this course might be:]

- H. Douglas Brown (2007) *Teaching by Principles: An Interactive Approach to Language Pedagogy*
- M. Celce-Murcia Ed. (2001) *Teaching English as a Second or Foreign Language*
- D. Nunan Ed. (2005) *Practical English Language Teaching (Listening)*  
*Practical English Language Teaching (Speaking)*
- Selected historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Journal of Teaching Writing, and the English Language Teaching Journal could be included in course packs.

### SUPPLIES / MATERIALS:

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

- 10% weekly quizzes
- 30% reflective papers (2-3 pages)
- 10% book review and presentation
- 20% lesson simulations or demonstrations
- 15% teaching portfolio or final exam
- 15% research assignment

**COURSE CONTENT:** [Course content varies by instructor. An example of course content might be:]

- Week 1: Historical overview of EFL teaching techniques and practices
- Week 2: Current general EFL teaching techniques and practices
- Week 3: Culturally responsive teaching practices
- Week 4: Considerations regarding teaching practices
- Week 5: Tools and technologies for teaching
- Week 6: Techniques for teaching reading
- Week 7: Techniques for teaching writing
- Week 8: Techniques for teaching structure and grammar
- Week 9: Techniques for teaching speaking
- Week 10: Techniques for teaching pronunciation
- Week 11: Techniques for teaching listening
- Week 12: Techniques for teaching vocabulary
- Week 13: Techniques for teaching multi-skills
- Week 14: Assessment of skills
- Week 15: Incorporating techniques into lesson plans

COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2014  
*(four years after UPAC approval) (month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>TEFL 04</b>	Continuing Studies	<b>2</b>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Developing a Teaching Grammar	
	COURSE DESCRIPTIVE TITLE	

**CALENDAR DESCRIPTION:**

This course will provide students who plan to teach English language writing or speaking with a knowledge base of the structure of English for use in developing grammars or organizational systems of the language for learners at various levels of proficiency.

PREREQUISITES: None  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*  
**TEFL Certificate Program**

**TOTAL HOURS PER TERM:** **30**

**STRUCTURE OF HOURS:**

Lectures: **18** Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: **12** Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: **30**

Expected frequency of course offerings: **Annually**

*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

Course designer(s): **Maria Bos-Chan**

Department Head: **Cheryl Issac**

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: **Cheryl Issac**

Dean/Associate VP: **Karen Evans**

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: **November 2009**

Date of meeting: **November 27, 2009**

Date approved: **November 2009**

Date approved: **January 20, 2010**

Date of meeting: **January 29, 2010**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of English language organization patterns.
- Demonstrate the ability to effectively plan lessons for a specific pattern to two or more groups of learners with different proficiency levels.
- Demonstrate the ability to use their knowledge of English language structure to identify pattern errors, especially in relation to assessing proficiency.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, practice teaching, reviews, portfolios, research tasks, observations of English language teaching.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort- led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example for this course might be:]*

- Azar, B. (2005) *Fundamentals of English Grammar*. 3<sup>rd</sup> Ed.
- Azar B, (2005) *Basic English Grammar*, 3rd. Ed.
- Azar B, (2004) *Understanding and Using English Grammar* 3rd. Ed.
- M. Celce-Murcia and D. Larsen-Freeman (1998) *The Grammar Book: An ESL/IFL Teacher's Course* 2<sup>nd</sup> Ed.
- J. Decarrio (2000) *The Structure of English: Studies in Form and Function for Language Teaching*
- G. Kennedy (2005) *Structure and Meaning in English: A Guide for Teachers*
- Selected historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Tesol Journal, and the English Language Teaching Journal could be included in course packs.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

- 10% weekly quizzes
- 30% reflective papers (2-3 pages)
- 15% book review and presentation
- 30% term research paper
- 15% research paper presentation

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

- Week 1: Historical overview of English language structure and grammar systems
- Week 2: Pattern recognition and pattern comparisons between English and languages in other language families
- Week 3: English noun forms
- Week 4: English verb forms
- Week 5: Modifiers, determiners, and other elements of structure
- Week 6: Phrase and clause structure
- Week 7: Linking clause structures
- Week 8: Patterns in comparison forms
- Week 9: Patterns in question forms
- Week 10: Patterns in passive, subjunctive, and imperative forms

COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2014  
 (four years after UPAC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>TEFL 05</b>	Continuing Studies	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	TEFL Special Topics I	
	COURSE DESCRIPTIVE TITLE	

**CALENDAR DESCRIPTION:**

The focus of this course will be student led and largely determined by the cohort in the term in which the course is offered. Topics for consideration may include one of the following: assessment in TEFL; cross-cultural issues; issues with online delivery of language courses; teaching English to children; teaching English to teens; or teaching overseas.

PREREQUISITES: TEFL 01 and TEFL 02  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**TEFL Certificate Program**

**TOTAL HOURS PER TERM: 15**

**STRUCTURE OF HOURS:**

Lectures: 8 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 7 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: Annually  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

Course designer(s): Maria Bos-Chan

Department Head: Maria Bos-Chan

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: Cheryl Isaac

Dean/Associate VP: Karen Evans

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: November 2009

Date of meeting: November 27, 2009

Date approved: November 2009

Date approved: January 20, 2010

Date of meeting: January 29, 2010

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of the course content.
- Relate and synthesize course content information to and with information received in TEFL 01 and TEFL 02 in a way that demonstrates familiarity with and an understanding of the pedagogical considerations underlying the topic concerned.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, practice teaching, reviews, research tasks, observations of English language teaching.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example for this course might be:]*

Although the instructor may choose to use a text for this course, given the short duration of the course and the fact that it is part of an integrated, intensive program, it is more likely that the instructor will select historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Tesol Journal, and the English Language Teaching Journal which could be included in course packs.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

20% quizzes  
30% reflective papers (2-3 pages)  
20% lesson plans  
30% demonstration assignment

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

Class 1-2: Historical overview of the topic  
Class 2-5: Current practices  
Class 6-8: Trends and issues  
Class 9-10: Use of materials and tools

COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2014  
 (four years after UPAC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>TEFL 06</b>	Continuing Studies	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	TEFL Special Topics II	
	COURSE DESCRIPTIVE TITLE	

**CALENDAR DESCRIPTION:**

The focus of this course will be student led and largely determined by the cohort in the term in which the course is offered. Topics for consideration may include one of the following: assessment in TEFL; cross-cultural issues; issues with online delivery of language courses; teaching English to children; teaching English to teens; or teaching overseas. (The topic decided on for this course will not repeat the information presented in TEFL 05.)

PREREQUISITES: TEFL 01 and TEFL 02  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**TEFL Certificate Program**

**TOTAL HOURS PER TERM: 15**

**STRUCTURE OF HOURS:**

Lectures: 8 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 7 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: Annually  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

Course designer(s): Maria Bos-Chan

Department Head: Maria Bos-Chan

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: Cheryl Isaac

Dean/Associate VP: Karen Evans

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: November 2009

Date of meeting: November 27, 2009

Date approved: November 2009

Date approved: January 20, 2010

Date of meeting: January 29, 2010

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of the course content.
- Relate and synthesize course content information to and with information received in TEFL 01 and TEFL 02 in a way that demonstrates familiarity with and an understanding of the pedagogical considerations underlying the topic concerned.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, practice teaching, reviews, research tasks, observations of English language teaching.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example for this course might be:]*

Although the instructor may choose to use a text for this course, given the short duration of the course and the fact that it is part of an integrated, intensive program, it is more likely that the instructor will select historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Tesol Journal, and the English Language Teaching Journal which could be included in course packs.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

20% quizzes  
30% reflective papers (2-3 pages)  
20% lesson plans  
30% demonstration assignment

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

Class 1-2: Historical overview of the topic  
Class 2-5: Current practices  
Class 6-8: Trends and issues  
Class 9-10: Use of materials and tools

COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2014  
*(four years after UPAC approval) (month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>TEFL 07</b>	Continuing Studies	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	TEFL Practicum	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

The TEFL practicum gives students who have completed all other course work for the TEFL program the opportunity to put EFL teaching theory into practice. Teaching situations for individual practicum students will vary from small group to whole class environments and may include students from a variety of linguistic, social, and educational backgrounds. Practicum students will complete a minimum of 10 hours of observation and teaching and 5 hours of preparation, consultation, and review with their teaching sponsors and the practicum supervisor.

PREREQUISITES: TEFL 01, 02, 03, and 04  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*  
**TEFL Certificate Program**

**TOTAL HOURS PER TERM:** 15

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 5 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: Annually

*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

Course designer(s): **Maria Bos-Chan**

Department Head: **Maria Bos-Chan**

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair: **Cheryl Isaacs**

Dean/Associate VP: **Karen Evans**

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: **November 2009**

Date of meeting: **November 27, 2009**

Date approved: **November 2009**

Date approved: **January 20, 2010**

Date of meeting: **January 29, 2010**



**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to demonstrate an ability to plan for and teach English language classes based on the information and theory presented in TEFL 01, 02, 03 and 04. Both planning and teaching should reflect a familiarity with and an understanding of the pedagogical considerations outlined in these previous courses, including best practices for teaching English as a foreign language.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Observations of English language teaching, practice teaching, reflective writing, consultation, and reviews,

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example for this course might be:]*

Although the instructor may choose to use a text for this course such as Richards and Lockhart (Eds.) *Reflective Teaching in Second Language Classrooms*, (1996), given the short duration of the course and the fact that it is part of an integrated, intensive program, it is more likely that the instructor will refer to units and sections of texts used for TESL 01-04 in this program.

**SUPPLIES / MATERIALS:**

Instructor-supplied course pack of practicum considerations, observation forms and reflective questions, lesson plan templates, and other materials for use throughout the practicum.

**STUDENT EVALUATION:**

Students will receive credit/no credit for this course based on completion of the practicum requirements which will include guided classroom observations, reflections, and practice teaching.

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

A minimum of 5 hours of observation and classroom assistance, 5 hours of teaching, 3 hours sponsor and practicum supervisor consultation, and 2 hours for a class seminar and student-directed learning/reflective activities.

# Memorandum

**To:** UPAC  
**From:** CIS Department  
**Date:** January 20, 2010  
**Re:** CIS 292 prerequisite change – early implementation

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## **Proposed prerequisite change:**

**From:** CIS 192, or CIS 194, or permission of the instructor

**To:** CIS 192 or CIS 194 with a grade of C or higher

## **Rationale for prerequisite change:**

Currently, students only require a grade of C- in CIS 192 to proceed to CIS 292 which is an elective for all concentrations apart from the Networking and Systems concentration. We would like to increase that to a grade of C. With recent changes to our BCIS Systems & Networking Concentration to make CIS 292 a mandatory course, we want students to be better prepared if they decide to move on to the more advanced networking courses in the program.

## **Rationale for early implementation (September 2010 rather than September 2011):**

CIS 292 is a mandatory second-year course for the Networking Concentration. To take this course a student must have completed CIS 192 successfully. There are students in the program who are not interested in networking, but still need CIS 192 as a mandatory course. Under the current prerequisites, these students can continue with 292 if they pass 192. Instructors would like to have the option of providing these students with a passing grade but not allow them to continue with CIS 292.

The change in prerequisites would allow for students who pass the course with less than a C grade to continue and not have to repeat the course.

We would like to ask that this change be made for September 2010; although it is an increase in prerequisites, we feel that it qualifies under UFV Policy 340.17 (Change in Prerequisites) as removing “demonstrable difficulties with the existing prerequisites.”

CONFIDENTIAL

**From:** Bill Cooke  
**To:** Amanda Grimson  
**Date:** 1/15/2010 8:41 AM  
**Subject:** Re: FREN 225 prerequisite "error"

Hi Amanda,

I don't think that the policy on prerequisite changes has an exception in the case of clerical error. We should look at it from the point of view of what has been published.

The department could make the case to UPAC that this fits under the exceptions allowed in the policy and UPAC might agree to earlier implementation.

Bill

>>> Amanda Grimson 1/14/2010 1:11 pm >>>

Hi Bill,

The French department has brought something to my attention, and I'd like your take on how to proceed.

The issue is with the prereqs for FREN 225. According to the instructor, FREN 219 should be a required prerequisite, as this was "an important part of getting our courses articulated by other universities". It does not currently appear in the calendar (or on the official course outline) as a required course, but is instead an option for satisfying the prereq. This appears to have come about through a bit of an error, however...

I've dug up the history on this course in the PAC/UPAC minutes:

Prior to 2003, the prereqs for FREN 225 were "French 12, FREN 101 and 102, or instructor's permission". On April 30, 2003, PAC approved a request to change the prereq to "FREN 219" only, effective Sept. 2004. The interim prereqs were to be "French 12, FREN 101 and 102, or FREN 219". As you're aware, this type of change typically results in two official course outlines, an interim and a final. (At least, this is the current practice.) It appears that only the interim outline was created, which included a note that FREN 219 would be required for Sept. 2004.

The following four calendars correctly listed the prereqs for FREN 225 as follows:

2003/04: French 12, or FREN 101 and 102, or FREN 219 (FREN 219 is strongly recommended, and will be required effective Fall 2004), or instructor's permission

2004/05: FREN 219 or permission of instructor

2005/06: FREN 219

2006/07: FREN 219

A change was subsequently made to the contact hours for a number of Modern Language courses (including FREN 225), approved by UPAC on May 26, 2006. At this point, a new course outline was created for FREN 225, apparently using the **interim** outline that was approved in 2003, minus the note about FREN 219 being required in 2004. (Contact hours were the only approved change to the course.) The new official outline only included FREN 219 as an option, which was reflected in the next three calendars:

2007/08: French 12, or FREN 101 and 102, or FREN 219, or instructor's permission

2008/09: French 12, or FREN 101 and 102, or FREN 219, or instructor's permission

2009/10: French 12, or FREN 101 and 102, or FREN 219, or instructor's permission

The problem is that, although I've been able to track down what I believe is a "clerical" error, the last three calendars have included the prereqs as above, and so fixing it may not be as straight-forward as the department would like. (ie. Students should probably again have notice of the change in the calendar?) Where do we go from here?

Amanda

**From:** BettyJoan Traverse  
**To:** Alan Cameron; Amanda Grimson; Pauline Hadfield  
**Date:** 1/19/2010 11:17 AM  
**Subject:** Re: FREN 219 Pre-Req

Hi Amanda, Pauline and Alan,

UBC made it clear that it was important for them that there be a hierarchy of difficulty within our second year courses, and it was an important detail leading to the approval of our Minor.

I'm not sure why this fell through the cracks during subsequent calendars, but it should be corrected.

FREN 225 is only offered once a year, so will not be offered again until January 2011. If the pre-reqs cannot be corrected until Fall 2011, it is not the end of the world, but the error should be corrected.

At any rate, the pre-reqs for FREN 225 should read:

**FREN 219 or permission of instructor.**

Amanda, if you have any questions, please don't hesitate to contact Alan or myself.

Best regards,

Betty-Joan

>>> Pauline Hadfield 1/15/2010 9:35 AM >>>  
Hi,

Amanda sorted out the FREN 225/219 pre-req problem. She just needs information from the Department outlining why 219 was put forward as a pre-req initially, and why it is necessary to put a rush on the change. Normally, this change would be submitted for Fall 2011. Also, if there is any documentation from the time that the 219 pre-req was put forward, that would be helpful. Once she has this, she will bring it to UPAC and present what happened.

I'm not sure who is going to put this together, but Amanda (Grimson) asked for you to call her, just so she can explain what she has to do.

Thanks,  
Pauline.

## Summary of Business Administration changes:

1. Deletion of two policies:
  - a. the "no more than 5 courses to be repeated" policy
  - b. the "no grade lower than a C in the first two years of the BBA" policy
2. Edits to the required courses in the concentrations and options in order to make them consistent with the revised BBA core. (These BBA core changes are included in the 2010/11 draft calendar.)

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## Calendar copy changes:

## Business Administration diploma

NOTE: Students who were admitted to the Business Administration diploma program prior to Fall 2010 will follow the program requirements in place at their time of entry, with the exception of Bus 206. This course will no longer be offered. Instead of BUS 206, students may take one of the following courses: Bus 202, 204, 221, 223, 224 or 245. If students admitted to the diploma prior to Fall 2010 would like to complete the diploma under the program requirements in place as of Fall 2010, they must notify the Business department program advisor and must complete all program requirements as stated in the calendar.

The two-year diploma program is designed to give graduates a solid educational background on which to build a business career. The Business Administration diploma program develops practical skills in writing, mathematics, and computing, along with an understanding of fundamental principles in the areas of marketing, accounting, economics, and management. By carefully selecting their courses, diploma students can meet the admission requirements of the BBA as well as the prerequisites for upper-level business courses.

## Program regulations

### Standing required for continuance

Students in the Business Administration diploma program must maintain a program GPA and semester average of 2.0.

Note: For entry to the third year of the BBA, diploma students require a higher performance level than the minimum stated above; specifically, no course grade below C, and cumulative Business diploma GPA of 2.67 (see the [BBA degree program entrance requirements](#)).

### Course repetition

The maximum number of courses applying to Business Administration programs that can be retaken is five, whether for repeating or upgrading. This maximum applies to any one program and cumulatively to all Business programs taken at UFV.

## Calendar copy changes:

## Bachelor of Business Administration

NOTE: Students who were admitted to the Bachelor of Business Administration program prior to Fall 2010 will follow the program requirements in place at their time of entry. If students would like to complete the new Fall 2010 program requirements, they must notify the Business department and complete the new 2010 program requirements as stated in the calendar.

UFV offers a program leading to a Bachelor of Business Administration degree. The objective of this program is to produce graduates who are well-equipped to function in and adapt to the rapidly changing business environment. The program provides students with the opportunity to obtain a general background in business. Students are also expected to gain a strong general educational background and are required to meet course requirements in the areas of English, social science, science, and the humanities. The overall emphasis in the program is on ~~applied business studies~~developing management and analytical skills.

Students complete several categories of business and business-related courses. These include lower-level foundation courses (such as human resource management, marketing, accounting, mathematics, economics, and computing) that provide students with the tools they need for more advanced courses at the upper level. A set of core courses in business, mathematics, communications, and economics is required of all students at the upper and lower levels to ensure that they have a solid understanding of all the key functional areas in business.

Students have the option of concentrating in a functional area of business by taking a selection of specialized upper-level business courses. Students also complete advanced courses designed to integrate and provide context for the knowledge gained in earlier business courses. These courses develop comprehensive analytical skills, which prepare graduates to cope with the complex, multi-dimensional problems faced by the modern business manager. For details on options and concentrations, see [this section](#).

### Entrance requirements

The Bachelor of Business Administration degree is a four-year program. Students may enter the program directly from high school, or they may ladder into the program from the two-year [Business Administration diploma](#).

### Option 1: High school graduates

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for ENGL 105.
3. Principles of Math 12 or equivalent, with a minimum C+.

4. One other grade 12 course that is provincially examinable, with a minimum B grade.

### **Option 2: Post-secondary transfer students**

Post-secondary students (including UFV Business Administration diploma students) may enter the BBA program after completion of 30 credits transferable to the diploma or BBA, with a minimum GPA of 2.67.

Note: Students who do not meet the requirements for entry into the BBA may be admitted into the [Business Administration diploma](#) program, for which they must meet the entrance requirements:

1. B.C. secondary school graduation or equivalent.
2. Principles of Math 11 or 12 with a minimum C, or UFV MATH 085 with a minimum C, or a minimum MATA score of 67%.
3. English 12 with a minimum C+, or the prerequisites for ENGL 105.

### **Option 3: Business Administration diploma graduates**

1. Completion within the last 10 years of either the UFV Business Administration diploma or a Business Administration diploma from another Canadian post-secondary institution that is considered equivalent to the UFV Business Administration diploma.
2. A Business Administration diploma GPA of at least 2.67 ~~with at least a C grade in all diploma courses.~~
3. MATH 141, CMNS 251, BUS 221, and BUS 301 (or equivalent courses).

Applicants missing a limited number of specific course requirements may, at the discretion of the Business Administration department, be considered for conditional admission (see below).

### **Option 4: Departmental discretionary admission**

The Business Administration department will also consider applications from Business Administration diploma graduates with at least five years of significant and relevant business experience after completion of the diploma, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The department will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Students accepted to the program under this applicant category may be required by the department to refresh their academic background by completing one or more lower-level

business courses, as determined by the department, in addition to satisfying any course deficiencies.

Students applying under this category must contact the program chair prior to submitting a formal application in order to obtain a written statement of permission to apply. Permission given for this purpose does not imply acceptance; it only facilitates the application process.

### **Program regulations**

#### **Standing required for continuance**

Students in the Business Administration degree program must maintain a program GPA and semester average of 2.67 (B- average).

#### **Academic warning**

Students whose program GPA or semester GPA falls below 2.67 during their program are subject to academic warning for the next semester (see [this section](#) for details). A student on academic warning may not register in a course overload. Students who do not achieve a semester GPA of at least 2.67 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.67 will continue on academic warning until the minimum program GPA of 2.67 is achieved.

#### **~~Course repetition~~**

~~The maximum number of courses applying to Business Administration programs that can be retaken is five, whether for repeating or upgrading. This maximum applies to any one program and cumulatively to all Business programs taken at UFV.~~

#### **Required to withdraw**

Students who have been required to withdraw from the BBA program may have the opportunity to continue as General Studies students, but may not register for any upper-level courses that require admission to the BBA program.

#### **Appeals for readmission**

Students who are required to withdraw from the program must submit an appeal for readmission if they wish to resume studies in the program.

In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work, or to repeat a similar amount of academic work taken previously, in order to demonstrate their academic abilities. Appeals must be



received at least three months before the start of the semester applied for. Re-admission is not automatic.

### **Standing on readmission**

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.

### **Graduation requirements**

a) 2.67 program GPA in years one to four of the BBA.

~~b) No grade less than a C in any course applicable to years one and two of the BBA.~~

~~c) No more than five courses may be repeated through years one to four leading to the BBA.~~ b.) Successful completion of all core and elective courses of the BBA.

Students must meet the department's specific core and elective course requirements described for this program, as well as the department's academic expectations described under Academic Performance Requirements in order to be awarded the degree.

Students who complete the first two years of the BBA and meet the GPA and program requirements for the [Business Administration diploma](#) may apply for that credential.

### **Program outline**

First Year

#### **Semester I**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
BUS 100	Introduction to Business	3
BUS 160/CIS 110	Computerized Business Applications and MIS	3
ENGL 105	The Reading and Writing of Prose	3
ECON 100	Principles of Microeconomics	3
MATH 141	Calculus for Business	3

#### **Semester II**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
BUS 120	Essentials of Marketing	3
BUS 143	Accounting I	3
BUS 162	Mathematical Methods for Business	3
CMNS 125	Introduction to Workplace Communication	3

ECON 101	Principles of Macroeconomics	3
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Second Year

### **Semester III**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
BUS 144	Accounting II	3
BUS 203	Organizational Behaviour	3
BUS 221	Professional Selling	3
CMNS 251	Professional Report Writing	3
MATH 106	Statistics I	3

### **Semester IV**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
BUS 201	Human Resource Management	3
BUS 227	New Business Development	3
BUS 247	Management Accounting	3
BUS 301	Economic and Business Statistics	4
Elective	Lower- or upper-level Business elective	3

Third Year

### **Semester V**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
BUS 261	Business Law	3
BUS 320	Business Research Methods	3
ECON 307	Managerial Economics	3
Elective	Upper-level Business elective	3
Elective	General education requirement (see Note)	3

### **Semester VI**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
BUS 349	Financial Management I	3
Elective	Upper-level Business elective	3
Elective	Upper-level Business elective	3
Elective	Upper-level Business elective	3

Elective	General education requirement (see Note)	3
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Fourth Year

### Semester VII

Course	Title	Credits
BUS 404	Management Science	3
Elective	Upper-level Business elective	3
Elective	Upper-level Business elective	3
Elective	Upper-level Business elective	3
Elective	General education requirement (see Note)	3

### Semester VIII

Course	Title	Credits
BUS 403	Strategic Management	3
BUS 405	Strategic Management Simulation	3
Elective	Upper-level Business elective	3
Elective	Upper-level Business elective	3
Elective	General education requirement (see Note)	3

Note: Students in the BBA program must meet the following general education requirements:

- a) One natural science (lab) course.
- b) One humanities course other than English.
- c) One social science course ~~other than economics.~~
- d) One other general education elective other than business. (This includes any university-level course of three credits or more.). ~~Students must consult with the program assistant regarding acceptable electives.~~

## BBA Calendar copy changes (Cont.)

### Concentrations

The following concentrations are available in the BBA:

- Financial Management
- Accounting and Financial Management
- Organizational Studies
- Operations Management/Management Information Systems

See this section for concentration requirements.

### Options

The following options are also available in the BBA:

- Accounting
- Marketing
- Human Resource Management

See each section for option requirements.

### Bachelor of Business Administration options and concentrations

Students in the third and fourth years of the program may choose to ~~specialize~~concentrate in a functional area of business by taking a selection of ~~prescribed~~specialized courses as their upper-level electives. ~~Students are strongly advised to consult the program advisor for information on course sequencing and availability prior to starting a concentration. Concentrations generally require four courses in the area of specialization while options generally require double this amount.~~

### Financial Management concentration

~~Core: None~~

~~Electives: All four of the following~~

Course	Title	Credits
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 449	Financial Management II	3

## Accounting and Financial Management concentration

**Core:** None

**Electives:** Students are required to take ~~F~~four courses ~~taken~~ from either the Finance ~~courses~~ or Accounting courses listed below; ~~with~~ at least one course must be taken from each list of the two areas.

### Finance courses

Course	Title	Credits
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 449	Financial Management II	3

### Accounting courses

Course	Title	Credits
BUS 338	Accounting Information Systems	3
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 345	Income Tax I	3
BUS 346	Income Tax II	3
BUS 347	Auditing Principles	3
BUS 348	Management Accounting II	3
BUS 439	Advanced Financial Accounting	3
<del>BUS 440</del>	<del>Management Information Systems</del>	<del>3</del>
<u>BUS 443</u>	<u>Financial Accounting Theory</u>	<u>3</u>

## Organizational Studies concentration

**Core:**

BUS 304	Organization Theory and Application	3
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**Electives:** Any three of the following:

Course	Title	Credits
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Applied Organization Theory	3
BUS 309	Selected Topics in Human Resources Management	3
BUS 327	Consumer Behaviour	3
BUS 407	Gender and Diversity Issues	3
BUS 408	Teamwork in Organizations	3
BUS 492	Directed Studies	3
CRIM 417	Leadership in Groups and Organizations	3

Note: Students may take **one** other UFV 3rd or 4th year course to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as counting toward the completion of the concentration prior to the student enrolling in the course.

OR

Students may take **one** course at another institution to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as being eligible for transfer credit and as counting toward completion of the concentration prior to the student enrolling in the course. Please contact the department for more details.

### Operations Management/Management Information Systems concentration

**Core: None**

**Electives: ~~Any~~ Students must take the four of the following four courses:**

Course	Title	Credits
BUS 338	Accounting Information Systems	3
BUS 350	Operations Management	3
BUS 440	Management Information Systems	3
BUS <del>450</del> <u>457</u>	<del>Probabilistic Models in Operations Analysis</del> <u>Project Management</u>	3
<del>BUS 451</del>	<del>Computer Simulation Models in Business</del>	3
<del>BUS 452</del>	<del>Computer Applications in Operations</del>	3
<del>BUS 453</del>	<del>Decision Theory for Business</del>	3

## Bachelor of Business Administration — Accounting option

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this option become accountants, UFV's Accounting option is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting. The Accounting option provides the necessary prerequisites or required courses for the professional designations of Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA).

~~This option is designed to equip students with the skills and abilities necessary for a successful career in accounting and/or financial management of corporations or organizations.~~

~~The program requires a minimum of 18 courses at the 300/400 level in business and economics, ENGL 105, MATH 111 or 115.~~

### Program outline

~~Students electing the Accounting option will be required to select two general electives to meet the BBA requirements; these may be chosen from two of the three following areas:~~

- ~~a) One natural science (lab) course~~
- ~~b) One humanities course other than English~~
- ~~c) One social science course~~

### Third Year

#### Semester V

Course	Title	Credits
<del>MATH 115</del>	<del>Differential and Integral Calculus I</del>	<del>4</del>
<del>Bus 261</del>	<del>Business Law</del>	<del>3</del>
<del>or MATH</del>	<del>Calculus I</del>	<del>4</del>
<del>111 Bus 320</del>	<del>Business Research Methods</del>	<del>3</del>
<del>BUS 301</del>	<del>Economic and Business Statistics</del>	<del>4</del>
BUS 343	Intermediate Accounting I	3
<del>BUS 349</del>	<del>Financial Management I</del>	<del>3</del>
<del>BUS 440</del>	<del>Information Management Systems</del>	<del>3</del>
<u>Elective</u>	<u>General Education Elective</u>	

#### Semester VI

Course	Title	Credits
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<del>ENGL 105</del>	<del>The Reading and Writing of Prose</del>	<del>3</del>
<del>BUS 320</del>	<del>Business Research Methods</del>	<del>3</del>
BUS 338	Accounting Information Systems	3
<del>BUS 344</del>	<del>Intermediate Acct II</del>	<del>3</del>
BUS 345	Income Tax I	3
<u>BUS 348</u>	<u>Management Accounting II</u>	<u>3</u>
<u>BUS 349</u>	<u>Financial Management I</u>	<u>3</u>
<u>Elective</u>	<u>General Education Elective</u>	

Fourth Year

### Semester VII

Course	Title	Credits
<del>BUS 305</del>	<del>Industrial Relations</del>	<del>3</del>
<u>BUS 344</u>	<u>Intermediate Accounting II</u>	<u>3</u>
BUS 346	Income Tax II	3
<del>BUS 347</del>	<del>Auditing Principles</del>	<del>3</del>
<del>BUS 439</del>	<del>Advanced Financial Accounting</del>	<del>3</del>
ECON 307	Managerial Economics	4
<u>BUS 404</u>	<u>Management Science</u>	<u>3</u>
<u>BUS 449</u>	<u>Financial Management II</u>	<u>3</u>
<u>Elective</u>	<u>General Education Elective</u>	

### Semester VIII

Course	Title	Credits
<del>BUS 348</del>	<del>Management Accounting II</del>	<del>3</del>
<u>BUS 347</u>	<u>Auditing Principles</u>	<u>3</u>
BUS 403	Strategic Management	3
<del>BUS 404</del>	<del>Management Science</del>	<del>3</del>
<u>BUS 405</u>	<u>Strategic Management Simulation</u>	<u>3</u>
<del>or</del>	Accounting Theory	3
<u>BUS 439</u>	<u>Advanced Financial Accounting</u>	<u>3</u>
<u>or BUS 443</u>	<u>Financial Accounting Theory</u>	<u>3</u>
<del>BUS 430</del>	<del>Management of Innovation</del>	<del>3</del>
<del>One of BUS 433, 434, 435, or 449</del>		<del>3</del>
<u>Elective</u>	<u>General Education Elective</u>	



## Bachelor of Business Administration — Marketing option

This option is designed to equip student with the skills and abilities necessary for a successful career in marketing. Some of the fields which marketing graduates work in include advertising and public relations, marketing research, retailing management, sales and sales management, distribution management, brand/product management, and non-profit management.

~~Students are required to consult the program advisor to declare their option.~~

~~The program requires a minimum of 18 courses at the 300/400 level in business, communications, and economics, ENGL 105, MATH 111, or MATH 115. Students must complete all courses as listed to complete the BBA — Marketing option.~~

~~Students interested in a career in professional selling or business-to-business marketing should consider taking BUS 221 as one of their second-year business electives. BUS 221 is a prerequisite for BUS 461 (Sales Management).~~

~~In choosing electives, S~~students interested in a career in marketing communications should ~~consider takingtake~~ BUS 223 (Advertising), CMNS 375 (Document Design), and BUS 463 (Integrated Marketing Communications); those interested in a career in professional selling should take Bus 390K (Advanced Selling) and BUS 461 (Sales Management).

~~as one of their second-year business electives and CMNS 375 (Document Design) in their third year. BUS 223 and CMNS 375 are both prerequisites for BUS 463 (Integrated Marketing Communications).~~

### Program outline

~~Students electing the Marketing option will be required to select two general electives to meet the BBA requirements; these may be chosen from two of the following three areas:~~

- ~~a) One natural science (lab) course~~
- ~~b) One humanities course other than English~~
- ~~c) One social science course~~

### Third Year

#### Semester V

Course	Title	Credits
<del>ENGL 105</del>	<del>The Reading and Writing of Prose</del>	<del>3</del>
<u>BUS 261</u>	<u>Business Law</u>	<u>3</u>
<del>BUS 301</del>	<del>Economic and Business Statistics</del>	<del>4</del>
BUS 320	Business Research Methods	3
<u>BUS 324</u>	<u>Customer Relationship Management</u>	<u>3</u>

<del>BUS 321</del>	<del>Business-to-Business Marketing</del>	<del>3</del>
<del>BUS 327</del>	<del>Consumer Behavior</del>	<del>3</del>
<del>ECON 307</del>	<del>Managerial Economics</del>	<del>4</del>
<del>Elective</del>	<del>General Education Elective</del>	

## Semester VI

Course	Title	Credits
<del>BUS 321</del>	<del>Business-to-Business Marketing</del>	<del>3</del>
BUS 326	Measuring Marketing Effectiveness	<u>3</u>
<del>BUS 327</del>	<del>Consumer Behaviour</del>	<del>3</del>
BUS 349	Financial Management I	3
<del>MATH 115</del>	<del>Differential and Integral Calculus I</del>	<del>-</del>
<del>or MATH 111</del>	<del>Calculus I</del>	<del>4</del>
<del>ECON 307</del>	<del>Managerial Economics</del>	<del>4</del>
Elective	Upper-level Business General Education E-elective (selected from Marketing course list)	
<del>or CMNS 375</del>	<del>Document Design, Desktop and Web Publishing</del>	<del>33</del>

## Fourth Year

## Semester VII

Course	Title	Credits
<del>BUS 305</del>	<del>Industrial Relations</del>	<del>3</del>
<del>BUS 404</del>	<del>Management Science</del>	<del>3</del>
<del>BUS 325</del>	<del>E-Marketing</del>	<del>3</del>
<del>BUS 324</del>	<del>Customer Relationship Management</del>	<del>3</del>
<del>BUS 403</del>	<del>Strategic Management</del>	<del>3</del>
<del>BUS-eE</del> lective	Upper-level Business elective*	3
<del>Elective</del>	Upper-level Business elective*	<u>3</u>
<del>Elective</del>	Upper-level Business elective*	<u>3</u>
<del>Elective</del>	General Education Elective	

## Semester VIII

Course	Title	Credits
<del>BUS 325</del>	<del>E-Marketing</del>	<del>3</del>
<del>BUS 403</del>	<del>Strategic Management</del>	<del>3</del>

<del>BUS 404</del>	<del>Management Science</del>	<del>3</del>
<del>BUS 405</del>	<del><u>Strategic Management Simulation</u></del>	<del>3</del>
BUS 425	Marketing Strategy	3
<del>BUS 430</del>	<del>Management of Innovation</del>	<del>3</del>
<del>Elective</del>	<del>Upper-level Business elective (selected from Marketing course list)</del>	<del>3</del>
Elective	<u>Upper-level Business General Education E-elective</u> (selected from Marketing course list)	3

Marketing course list

Upper-level Business electives for the Marketing option must be chosen from the following list:

~~Students must choose three of the following, or two and CMNS 375:~~

Course	Title	Credits
BUS 390	Special Topics	3
<del>BUS 390K</del>	<del><u>Advanced Selling</u></del>	<del>3</del>
BUS 421	International Marketing	3
BUS 423	Services Marketing	3
BUS 461	Sales Management	3
BUS 463	Integrated Marketing Communications	3
BUS 470	Business Intelligence	3
BUS 492	Directed Studies	3
<del>CMNS 375</del>	<del><u>Document Design, Desktop &amp; Web Publishing</u></del>	<del>3</del>

### **Bachelor of Business Administration — Human Resource Management option**

This option is designed to equip student with the skills and abilities necessary for a successful career in human resource management. It also provides students with the foundation for successful completion of the Knowledge Exam, the first step in the certification process to obtain the national Certified Human Resource Professional (CHRP) designation.

~~The program requires a minimum of 18 courses at the 300/400 level in business and economics, ENGL 105, Math 111, or MATH 115. Students must complete all courses as listed to complete the BBA—Human Resource Management option.~~

~~Students are required to consult the program advisor to declare their option.~~

Program outline

~~Students electing the Human Resource Management option will be required to select two general electives to meet the BBA requirements; these may be chosen from two of the following three areas:~~

- ~~a) One natural science (lab) course~~
- ~~b) One humanities course other than English~~
- ~~c) One social science course~~

Third Year

### Semester V

Course	Title	Credits
<del>ENGL 105</del>	<del>The Reading and Writing of Prose</del>	<del>3</del>
<del>BUS 261</del>	<del>Business Law</del>	<del>3</del>
<del>BUS 301</del>	<del>Economics and Business Statistics</del>	<del>4</del>
<del>BUS 305</del>	<del>Industrial Relations</del>	<del>3</del>
<del>BUS 304</del>	<del>Organization Theory and Application</del>	<del>3</del>
<del>BUS 314</del>	<del>Recruitment and Selection</del>	<del>3</del>
<del>BUS 416</del>	<del>Training and Development</del>	<del>3</del>
<del>BUS 320</del>	<del>Business Research Methods</del>	<del>3</del>
<del>BUS 423</del>	<del>Services Marketing</del>	<del>3</del>
<del>Elective</del>	<del>General Education Elective</del>	<del>3</del>

### Semester VI

Course	Title	Credits
<del>BUS 305</del>	<del>Industrial Relations</del>	<del>3</del>
<del>BUS 349</del>	<del>Financial Management</del>	<del>3</del>
<del>BUS 314</del>	<del>Recruitment and Selection</del>	<del>3</del>
<del>BUS 416</del>	<del>Training and Development</del>	<del>3</del>
<del>BUS 320</del>	<del>Business Research Methods</del>	<del>3</del>
<del>ECON 307</del>	<del>Managerial Economics</del>	<del>3</del>
<del>BUS 349</del>	<del>Financial Management I</del>	<del>3</del>
<del>Elective</del>	<del>Upper-level Business Elective*</del>	<del>3</del>
<del>Elective</del>	<del>MATH General Education Elective Differential and Integral</del>	<del>3</del>
<del>115</del>	<del>Calculus I (see Note)</del>	<del>3</del>
<del>or MATH 111</del>	<del>Calculus I</del>	<del>4</del>

~~Note: MATH 115 is recommended for business students~~

Fourth Year

## Semester VII

Course	Title	Credits
<a href="#">BUS 403</a>	<a href="#">Strategic Management</a>	<a href="#">3</a>
BUS 404	Management Science	3
BUS 406	Compensation and Benefits	3
<a href="#">Elective</a>	<a href="#">Upper-level Business Elective*</a>	<a href="#">3</a>
<del>BUS 417</del>	<del>Performance Evaluation and Management</del>	<del>3</del>
<del>ECON 307</del>	<del>Managerial Economics</del>	<del>4</del>
	<del>Upper-level Business elective (selected from list of approved electives)</del>	
Elective	<a href="#">General Education Elective</a>	3

## Semester VIII

Course	Title	Credits
<del>BUS 403</del>		
<del>BUS 405</del>	<a href="#">Strategic Management Simulation</a>	3
BUS 418	Workplace Health and Safety	3
<del>BUS 419</del>	<del>Strategic Human Resource Planning</del>	
<a href="#">Elective</a>	<a href="#">Upper-level Business Elective*</a>	3
<del>BUS 430</del>	<del>Management of Innovation</del>	
<a href="#">Elective</a>	<a href="#">Upper-level Business Elective*</a>	3
	<del>Upper-level Business elective (selected from list of approved electives)</del>	
Elective	<a href="#">General Education Elective</a>	3

[Human Resource Management course list](#)

[Human Resource Management—List of approved electives for Human Resources Management option](#)

[Students must choose two of the following\\*~~The upper-level Business electives~~ for the Human Resource Management option must be chosen from the following list:](#)

Course	Title	Credits
<a href="#">BUS 304</a>	<a href="#">Organization Theory &amp; Application</a>	<a href="#">3</a>
<del>BUS 407</del>	<del>Gender and Diversity Issues</del>	<del>3</del>
<del>BUS 350</del>	<del>Operations Management</del>	<del>3</del>
<del>BUS 408</del>	<del>Teamwork in Organizations</del>	<del>3</del>
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Applied Organization Theory	3
BUS 309	Selected Topics in Human Resources Management	3
<a href="#">BUS 400</a>	<a href="#">Business and Society</a>	<a href="#">3</a>

<u>BUS 407</u>	<u>Gender and Diversity Issues</u>	<u>3</u>
<u>BUS 408</u>	<u>Teamwork in Organizations</u>	<u>3</u>
<del>BUS 457</del>	<del>Project Management</del>	<del>3</del>
<del>BUS 417</del>	<del>Performance Evaluation and Management</del>	<del>3</del>
<u>BUS 419</u>	<u>Strategic Human Resource Management</u>	<u>3</u>
<u>BUS 423</u>	<u>Services Marketing</u>	<u>3</u>
<u>BUS 430</u>	<u>Management of Innovation</u>	
BUS 492	Directed Studies	3
<del>BUS 470</del>	<del>Business Intelligence</del>	<del>3</del>

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**  
**POLICY MANUAL**

<u>Title</u>	<u>Section</u>
Change in Prerequisites	340.17
<u>Resolution No.</u>	<u>Approved/Revised</u>
063/89	1989 05 02
052/96	1996 04 03

**POLICY**

Changes to prerequisites must be approved by the Program Advisory Committee.

Notice of change to prerequisites must appear in the UCFV calendar one year prior to the implementation date, unless such changes are necessary to:

1. meet the requirements of external agencies;
2. remove demonstrable difficulties with the existing prerequisites;
3. broaden access to the course.