

UNIVERSITY COLLEGE OF THE FRASER VALLEY
PROGRAM ADVISORY COMMITTEE (PAC)
MINUTES

February 25, 1998
9:30 a.m. - Room A225
Abbotsford Campus

PRESENT: Ron Coreau (Chair), Sheila Brygadyr, Bill Cooke, Tim Cooper, Vickie Grieve, Judy Inouye, Daniel Kwan, Varlene MacLeod, Jeff Morgan, Lori Nelson, Beverly Trifonidis

REGRETS: Stephanie Martin

GUESTS: Susan Milner, Dave Wyatt

1. APPROVAL OF AGENDA

Additions to the agenda: 3. (c) PHYS 381 - Prerequisite Change
4. (b) Calendar Time Schedule

Motion:

Lori Nelson / Tim Cooper

To approve the 1998-02-25 PAC agenda with additions.

CARRIED

2. APPROVAL OF MINUTES

Corrections: Page 1. Daniel Kwan recorded as present at meeting.
Page 3. "Home Care" changed to "Home Support."
Page 13. Noting student concern on the downgrading and elimination of English 12 as a prerequisite for Communication courses.

Motion:

Vickie Grieve / Varlene MacLeod

To approve the 1998-01-28 PAC minutes with corrections.

CARRIED

3. NEW / CONTINUING BUSINESS

(a) ANTH 130 - Course Description Change - ANTH 469 - Course Title Change
Dave Wyatt noted that PAC had asked him to bring back to PAC a new course description that would better reflect the proposed new title "World Religions" for ANTH 130. Dave stated that the emphasis in the course has changed to a more descriptive tour of world religions. ANTH 130 is a prerequisite for Religious Studies courses and is a general survey course. He requested a change in title to "World Regions" and a course description change to reflect the change in emphasis. If possible, this change should be recorded in the 1998/99 calendar.

It was pointed out that any change to a course that changes the way it is presented in the calendar should come through PAC and not be considered housekeeping issues.

Motion:

Bill Cooke / Tim Cooper

To approve ANTH 130 course title change to “World Religions” and course description change as presented.

CARRIED

ANTH 469 - Title Change

Dave Wyatt requested that ANTH 469's title be changed from “Symbol, Myth and Meaning” to “Myth and Ritual.” He noted the present name was borrowed from SFU but the new title better indicates the content of the course.

Motion:

Tim Cooper / Jeff Morgan

To approve the title change from “Symbol, Myth and Meaning” to “Myth and Ritual” for ANTH 469.

CARRIED

Calendar Copy (page 106)

Religious Studies

Religion plays a significant role
 Religious studies courses explore

Religious studies enables students to investigate religion in an empathetic yet critical way. Anthropology 130 (~~Religion and Culture~~) (World Religions) introduces religion, while Religious Studies 201 and 202 (Religions of the West, Religions of the East) use scripture and other materials to go deeper. Philosophy 240 (Faith and Reason) and Anthropology 469 (~~Symbol, Myth, and Meaning~~) (Myth and Ritual) examine important aspects of religion.

Calendar Copy (page 155)

ANTH 130: (formerly 230)

3 credits

~~Religion and Culture~~ World Religions

Prerequisites: None

Transferability: UBC, SFU, UVIC, Open University, TWU

An introduction to world religions beginning with the search for ~~its~~ religion's essence (in ideas ranging from the Perennial Philosophy to the theories of Durkheim, Marx, Freud and Jung) and continuing with an overview of indigenous religion (the Sto:lo, Hopi and Tsembaga), and religions of the West (Judaism, Christianity, Islam), and the East (Hinduism, Buddhism, Sikhism). The course uses lectures, discussions, readings and films to consider such questions as “What is religion?”, “What does religion do for individuals?”, and “What is religion’s place in today’s world?”

Calendar Copy (page 156)

ANTH 469

4 credits

~~Symbol, Myth and Meaning~~ Myth and Ritual

(b) MATH 302 - Prerequisite Change

Susan Milner requested that the prerequisites for MATH 302 be modified to read "MATH 104 with at least a B+ , **or** MATH 106, **or** MATH 270." Susan noted that prerequisites for MATH 106 are strictly enforced and the course has become more intense and covers more topics giving students a good chance of success in MATH 302. It is the perception by the instructors teaching the MATH 106 course that it has been able to achieve a higher level than when it first started out because they have been enforcing the prerequisites.

Motion:

To approve prerequisite modification to MATH 302 to read: "MATH 104 with at least a B+, **or** MATH 106, **or** MATH 270."

CARRIED

Calendar Copy (page 209)

MATH 302	3 credits
Analysis of Observational and Experimental Data	
Prerequisites: MATH 104 with at least a B+, or MATH 106, with at least a B, or MATH 270	

(c) PHYS 381 - Prerequisite Change

Tim Cooper noted that they have had to build a second engineering transfer program for students going to UBC. UBC has notified UCFV that PHYS 381 would be the equivalent to their MATH 257 with the prerequisites proposed in this submission. This course must be available to students in their 4th term at UCFV. Currently PHYS 381 has a prerequisite of a 4th term course (MATH 310). Experience has shown that if students take PHYS 221 in their 3rd term, then this suffices to get them started on PHYS 381. Tim proposed the following (to UBC) prerequisites for PHYS 381 should read:

Prerequisites: (PHYS 112, MATH 211, MATH 310) or (PHYS 112, PHYS 221, MATH 211 and Corequisites: MATH 310)

It was suggested that MATH 213 should be removed from the calendar and as a prerequisite.

Motion:

Lori Nelson / Vickie Grieve

To approve the proposed prerequisite change to PHYS 381 as presented.

CARRIED

Calendar Copy (page 218)

PHYS 381	3 credits
Mathematical Physics	
Developed in partnership with Simon Fraser University	
Prerequisite: (PHYS 112, MATH 211, 213 MATH 310) or	

(PHYS 112, PHYS 221, MATH
211 and Corequisite: MATH
310)

4. DISCUSSION ITEMS

(a) Function and Role of PAC

Ron Coreau noted that often presenters at PAC find the process very beneficial in developing better courses and programs.

A discussion was held on forming a small subgroup of PAC to look at the small details of a presentation then PAC would only need to look at the larger issues. It was felt that this was not necessary if the presenters followed the consultation process before coming to PAC and PAC enforcing this process. However, it was pointed out that the consultation process would vary in certain program areas and this should be understood.

The suggestion was made that the PAC Chair ask the presenter to guide the committee through the consultation form, particularly certain items on the form, and make a conscious effort to focus on the consultation process. In this way PAC members and presenters can be trained to focus on the issues, depending on the nature of the program. It was also suggested that there should be notification on the consultation form indicating that presenters will be expected to summarize their consultation process as well as the main points of their proposal. With regard to consultation with the Library when a new course is brought forward, presenters should not be given the option - they must consult the Library.

The question was raised as to whose responsibility is it to decide important detailed issues like articulation between institutions, access to students, load issues, funding issues, transferability with other institutions, enhancing educational results for students? Many of the discussions on some of the presentations coming forward have to do with these issues and the objectives should be to serve, strategically, the objectives of the university college. It was noted that the allocation of resources was a management responsibility and the content and structure of the programs would be a PAC/UCC responsibility. Access is not a concern of PAC. PAC should be concerned with academically sound content, success of students, transferability, building on what is there - an institutional quality control body. Broad representation on PAC is very important. It is not necessarily a bad thing that this committee is viewed as a sort of watchdog function.

The linkages between committees and their differences was discussed. Often the differences between committees and lack of communication leads to friction because of the different intentions and questions asked. The issue of how there can be links between PAC making decisions on something that may serve quality and the financial ramifications was discussed.

Standards and prerequisites for courses were discussed. It was noted that the definition of an upper-level credit needed to be explored to improve standards. Without a definition, curriculum advisory committees and departments have been allowed to decide. Also, the question of departments' and instructors' criteria for waiving prerequisites raises a problem of standards as well. The issue of developing prerequisite waiving criteria was discussed. Science enforces prerequisites in most cases - often in Arts this is not the case. It was noted that prerequisites indicate that students have learned the methodology, however, prerequisites may not guarantee student success but does indicate that they are more qualified. Prerequisites are essential as an indication rather than a guarantee. It was felt that there was a need for some principles and guidelines on waving prerequisites.

Examples of waiving of prerequisites by departments and/or instructors were discussed. Why would one instructor in an (e.g.) English course reject a student while another instructor teaching the same course accept or waive the prerequisites? There are no guidelines or consistency and often seem to be unfair in the student's mind. The prerequisite policy does not address waiving prerequisites. However, there is a case for allowing instructors to waive prerequisites and it varies within sections of the same course when the instructor considers the question "will the student likely to be successful in the course" or "am I able to help the student to be successful in the course?" If there is a substantial wait list then the instructor may feel he/she cannot afford the extra time to help the student but if he/she has spaces in the course he/she may feel they can afford the time to help the student. One can't be really rigid if an instructor is willing to spend the time to help a student achieve success.

The issue of department/program heads changes/appointments and their preferences as to how a program is run, it was felt, needed to be addressed. Several instances of programs being changed when a new department/program head was appointed were discussed.

Guidelines for instructors to waive prerequisites should be brought to Admissions and Standards for discussion.

The questions of "whom am I representing at PAC?" or "why am I here?" were discussed. It was felt that a representative on PAC was there because of his/her experience, knowledge and standards in various areas and it is on that basis that they should conduct the discussions and not on the basis of what the people they represent think in a particular area. The committee should also make sure there is a diversity of experience within its membership.

How does PAC know if it is doing a good job? It was felt that PAC has to be involved in the discussion of linkages and the development of criteria and strategic goals as a university college and what role does each committee (UCC/PPP/PAC/ASC/ACC/STCC) play in it. The suggestion of a survey of department/program heads for feedback was brought forward for discussion. What are the kinds of things that make PAC more or less effective as a committee was discussed. The effect on

students of articulation and the ability to transfer courses was discussed.

Ron Coreau summarized the issues identified as follows:

- (1) concern in the signing off of the Consultation Form and how efficient that is.
- (2) the linkages issues (discussion may be started in the spring as part of a broader discussion as to what the role of PAC vis-à-vis other UCFV committees that look at programs).
- (3) the prerequisites issue and PAC's role in monitoring what those issues are and how departments establish them.

The issue of setting up a PAC subcommittee to look at technical matters in presentations to PAC was discussed. It was decided that such a subcommittee would not be necessary. It was also felt that if the curriculum committees did their job then there should not be very many technical problems. Monitoring consultation process should be enforced but kept flexible.

Under PAC membership it was suggested that the two student representatives be from the general student population at large (one East, one West) and not from the Student Union Society.

Motion:

Lori Nelson / Varlene MacLeod

To approve an amendment to the PAC Terms of Reference membership indicating that the two student representatives be from the general student population at large (one East, one West).

**CARRIED
RECOMMENDED TO UCC**

(b) Calendar Time line Schedule

Ron Coreau distributed a sample of a Time Line Schedule that department/program heads have to meet during the year. He initiated a discussion on the deadline of November 19 as the time to forward revisions needing PAC approval. He suggested that this date be moved up a month. It was suggested that presentations to PAC be spread out over the year and not left to November. It was noted that often it is not known when the changes would apply when they are presented early in the year. The bulk of the presentations to PAC come in November and December and this is not likely to change because of the need to link up more with other institutions' accesses, flexibilities and issues. More PAC meetings should be scheduled at this time and skip meetings at other times in the year. Consideration also needs to be given to the workload of the people preparing these presentations. It was suggested that a sentence should be added to the Time Line Schedule stating that "**any submissions after December 31 may not be included in the calendar.**"

Action: Ron Coreau

Concern was expressed that in some cases department/program heads

often make substantive changes in programs that should go through PAC, thinking they are editorial changes. It was suggested that PAC should direct the Community Relations department to communicate, in their covering letter to department/program heads, an explanation of substantive changes that need PAC approval, and what changes are editorial. It was suggested that PAC might wish to suggest to department/program heads when they should be reviewing their programs with a view to presenting these changes to PAC at an early date.

It was noted that it was very important for students to have a calendar as early as possible in order to understand and plan their programs and courses. In order for the calendar to come out on time the deadlines need to be enforced. Services to students are the most important issue.

Ron Coreau summarized the discussion :

- (1) when Community Relations sends its information to the department/program heads that PAC request an attachment be added reminding department/program heads that substantive program changes must go through PAC and that the calendar is under review .
- (2) that the Calendar Review committee submit to PAC a summary of what substantive changes were made.

The questions were raised as to whether the Calendar Copy committee was a subcommittee of PAC and whether someone from Community Relations should be on PAC as a non-voting member at certain times of the year? Further discussions would take place at the next meeting on these issues.

Agenda: 1998-03-25

5. ADJOURNMENT

Bill Cooke

<p style="text-align: center;">NEXT PAC MEETING</p> <p style="text-align: center;">WEDNESDAY, MARCH 25, 1998</p> <p style="text-align: center;">9:30 A.M.</p> <p style="text-align: center;">ROOM A225</p>
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