

PROGRAM ADVISORY COMMITTEE (PAC)
MEETING

April 30, 2003
9:30 a.m. ● Room A225
Abbotsford Campus

APPROVED M I N U T E S

Present: Bill Cooke (Chair), Paul Burkhart, Virginia Cooke, Sandra Flynn, Barbara Salingré, Elaine Harris, Patti Wilson, Rebecca Frechette, Susan Brigden, Vi Chappell

Regrets: Sheldon Frank, Gary Ridsdale, Lynn Kirkland-Harvey, Yvonne Boylan

Guests: Paul Franklin, Ora Steyn, Jim Andersen, Doug Nicol, Moira Gutteridge-Kloster, Eric Davis and Betty-Joan Traverse

Recorder: Priscilla Fouquette

1. Approval of PAC Agenda

Additions to the Agenda:

- 3.7 Changes to the PAC Course Outline
- 3.8 Program Information - Suggestion for a Form
- 3.9 Workshop for Program Heads
- 3.10 Update of UCC Adhoc Committee. - ~~A~~ew Program Approval Process@
- 3.11 Correction of Credit HSRCA - Wanda Gordon

Moved that the agenda be approved with additions

Approved

2. Approval of Minutes

2.1 Approval of February 26, 2003 Minutes

Exhibit #2.1

- % Items 3.5 and 3.6 are still not reflected in Calendar Copy portion. New courses: TESL 300, 310 and 333 and ENGL 379, 491 and 492 must be included in Calendar Copy format at the end of the minutes.
- % Changes to 3.4 Bachelor of General Studies - Change in Admission Criteria

Calendar copy (page 96 - Entrance Requirements)

~~Students can enter the program after completion of a minimum of 30 university level credits, including three credits of English composition or other writing courses. Please note a minimum 2.0 GPA is required for entry into the degree program.~~

Students ~~can enter the program~~ must have 30 post-secondary credits* of which 9 must be university-level credits including 3 credits of English composition or other writing courses (see program requirements on page 96). A minimum 2.0 GPA is required for entry into the degree program.

*For the purpose of this degree post-secondary credits will be interpreted as credits that are transcribed by UCFV as 100-level or higher.

Motion:

Virginia Cooke/Vi Chappell

Motion to approve the minutes as amended.

2.2 Approval of March 26, 2003 Minutes

Not Available

Approved

Exhibit #2.2

3. NEW PAC BUSINESS

3.1 Computer Information Systems

Paul Franklin

Exhibit #3.1

3.1.1. Minor in CIS

- % How does this minor differ from the computer science minor for the B.Sc, students?

The difference between this minor and a computer science minor is that the computer science minor requires quite a bit of mathematics, it's modeled on computer science minor at SFU and designed to be a complete match for students that are intending to carry on or at least have a computer science minor rather than a CIS minor.

- % What degrees are you intending this minor for, B. A., B. Bs. Admin. How would it differ from the minor in Information Systems within the B. Bs. Admin. that already exists?

The information systems courses that they teach are quite different than ours. Ours are more technical, theirs are more business oriented. There isn't a match there that we have to worry about. We are looking at departments of Bs. Administration, Geography, Geology and Kinesiology which would be an interest to their students. Does not believe there is duplication with other minors offered in other Departments.

- % This minor in comparison to the Arts Minor equals what is equivalent to an extended minor. There was concern voiced re: students finishing within the 120 credits.

CIS did not feel that it was possible for students to get a grounding in this area with fewer credits.

- % Are these requirements consistent with a major and not a minor? Concerns with Minor being too heavy.

Upper-level requirements are consistent with a major but the lower level requirements are consistent with an extended minor. Still reasonable to consider it as a minor. They do not believe that they could make the minor smaller. The minor is sufficient for a PDP. There isn't the breadth in the program required in the Extended Minor. This minor is not out-of-line with the Math and Biology minor requirements.

- % Is there a concern with seat reserves and students actually being able to get into these courses?

Not at this time.

- % PAC would like it noted in the Minor and Extended Minor that students should be prepared to come with the correct prerequisites, one of them is Math. 12.

- % Also note: Reword - ~~A~~Declare a minor with the department~~@~~not ~~A~~Applying to a program~~@~~

- % Academic performance: it is very difficult to monitor students and their GPA in a minor as they are not in a program as such. Must complete the minor requirements with a grade point average of at least 2.0 (a C average).

These students would be tracked by the Department and Asst/Advisor.

3.1 Minor in CIS cont'd:

- % Will the Faculty of Education, at either SFU or UBC accept our students with a minor in CIS? That has not been decided yet and SFU does not have a secondary cohort for computer sciences at this point so they will not get in with this one. The students would be competing for admission only on their other teachable subject and that is a concern.

- % There was a question on exclusion of CIS 100

It was explained that this was simply a service course and not part of their program.

Motion:

Patti Wilson/Susan Brigden

To approve the New Program Proposal: Minor in CIS with amendments.

In Favour: 8

Opposed: 1

Approved

3.1.2 New Program Proposal: Extended Minor in CIS

- % The same concerns were voiced with the wording of the ~~A~~Entrance Requirements@ declaring as opposed to applying.

- % The changes in Academic Performance: deletion of the last sentence in the second paragraph and the conversion of the first sentence in the first paragraph.

Motion:

Paul Burkhart/Susan Brigden

To approve the New Program Proposal: Extended Minor in CIS with amendments.

In Favour: 8

Opposed: 1

Approved

3.1.3 Change to Course: CIS 392 - Internetworking (credit change)

- % It was noted that with the change in credits the total hours per term were also changed.
- % Maximum enrollment in course is 35 and that is correct.

Motion

Susan Brigden/Sandra Flynn

To approve the course change to CIS 392

Approved

3.2 English Department: New Course ENGL 245

Jim Andersen

Exhibit #3.2

Indian Literature in English

- % Several members voiced how pleased they were to see the direction the department was taking with the addition of this course.
- % There were concerns, however, with the minimum holdings in the Library. It was explained that this is part of a UCFV initiative and must have institutional support.
- % Could there be a confusion with the name of the course? Should it be referred to as an Introduction to Indo-Canadian Literature? It was agreed that because the Calendar includes description and title it becomes less of an issue, but, if the course appears strictly with its title, confusion might occur.

Motion:

Vi Chappell/Virginia Cooke

To approve ENGL 245 as presented.

Approved

3.3 Geography Department

Doug Nicol

Exhibit #3.3

3.3.1. New Course: GEOG 341 - World Cities

Motion:

Vi Chappell/Susan Brigden

That GEOG 341 be approved as presented.

Approved

3.3.2 New Course: GEOG 411 - Advanced Topics in Environmental Issues

- % Change in the prereq. to ECON 361 and not ECON 360
- % Change the capitalization of the word **Geographical** on the Calendar Description.
- % The course is called **Advanced Topics in Environmental Issues** that suggests that you might offer it once with one topic and another time with another topic and if you do, is it the intent that students could take both courses for credit? We would then label the courses A, B, and C. Doug replied that it is not the intention of the Department to encourage a student to take this course more than once and that it was not necessary to give it an A, B, C notation.

Motion:

Paul Burkhardt/Barbara Salingré

That GEOG 411 be approved with amendments.

Approved

3.3.3 Change to Program: Geography Major - The inclusion of GEOG 470 be listed as an option to GEOG 452

Motion:

Paul Burkhardt/Barbara Salingré

To approve the inclusion of GEOG 470, Field Studies in Geography, be listed as an option to GEOG 452, Field Methods and Techniques, in the Upper Level Requirements for the Geography Major.

Approved

The incorporation of GEOG 341 and GEOG 411 into the program and the Upper-Level Requirements.

Motion:

Virginia Cooke/Barbara Salingré

To approve the inclusion of GEOG 341 World Cities and GEOG 411 Advanced Topics in Environmental Issues, in the Upper Level Requirements for Human Geography.

Approved

**3.4 Philosophy Department: New Course: PHIL 364
Philosophy and Politics**

Moira Gutteridge-Kloster

Exhibit #3.4

- % It was noted that the prerequisites of 45 credits from Applied or Arts or Science program could not be able to be enforced by the Registrar's office.
- % It was agreed that the pre-reqs. Should read: 45 university-level credits.

Motion:

Virginia Cooke/Vi Chappell

That PHIL 364 be approved as amended.

Approved

3.5 History Department: New Course HIST 464

Eric Davis

Exhibit #3.5

India, the Punjab and Diaspora: A study of Migration and Community Formation in Canada

- % The same concerns raised earlier, lack of Library resources, were raised again. It is estimated that the resources will cost approximately \$12,000. It was explained that the History Department understands the issue and believes they cannot run the course on a regular basis because of these costs. They are prepared to offer it next winter because the course designer has designed it in such a way to supply all the readings but can not do that on a permanent basis. They also realize that it will take considerable funds to continue offering this course but if this an Institutional initiative, they (UCFV) will have to come up with the funds. It was explained that if we were awarded an Indo-Canadian Chair, funds would then be available for resources. This could also be a fund-raising priority for CR& D. Virginia will take the list forward to SAG for further discussion.

Motion:

Vi Chappell/Virginia Cooke

That HIST 464 be approved as presented.

3.6 Modern Languages Department

Betty-Joan Traverse

Approved

Exhibit#3.6

Changes to Courses: FREN 225, 325

FREN 225 - Francophone Language and Culture via Media

- % These course changes must be made to fulfill the requirements of the Ministry for accreditation.
- % Normally this prereq. change would require eighteen months notice.
- % This change would not appear in the Calendar until next year and implementation would be September 2004.
- % The Prereqs for this fall will read: FREN 12, FREN 101 and 102, or FREN 219, or permission of instructor. Effective Fall 2004, FREN 219 only.

Motion:

Virginia Cooke/Barbara Salingré

That FREN 225 be approved with amendments.

Approved

FREN 325 - Advanced French Conversation

- % Prerequisite change: One of FREN 210, 215, 219, 220, 225, 230, FREN 219; or instructor's permission. *FREN 219 required Fall 2004.

Motion:

Virginia Cooke/Patti Wilson

That FREN 325 be approved with amendments.

Approved

3.7 Changes to the PAC Course Outline

- % There are two items of concern that Bill would like to look at:
1. Structure of hours
 2. Implementation dates on course outlines
- % Dates - Discussion:
- C There are many dates associated with a course: Course outlines that are fully reviewed and departments have done a regular review and changes to a course outline or changes to a portion of an outline i.e. prerequisites. (Outline has not been reviewed but part of it has been revised) and a completely new outline.
- C If changes are made when do departments expect to implement the change and then do not confuse that date with the formal review date. Keep the original revision date.

3.7 Changes to PAC Course Outlines cont'd:

- C Perhaps clarify the (Four years after ^ implementation date) by inserting the word course before implementation.
- C Do we need to go back to a tic box **T** " that says this is a course review or this is a course revision or this is a new course.
- C Perhaps a course origin date - when was it approved as a new course?
- C We need to be clear about the effective date, the implementation date, original approval date and expiry date.
- C Use the course outline forms when you create a course and when you review it and then perhaps have a simpler form that is a change to an outline. The problem with this is at what point do the changes become a revision. A simpler form could be used for a change to an outline: title, credit and description.
- C Approval date, effective date for this version of this course outline, expiry date of this outline, full review date.
- C Bill will take these suggestions and come back with samples for further discussion.

Hours:

- C Looking at the form, course hour equivalent are the hours that are used for the FTE calculation and that is the 45 and 60.
- C The other one under instructional hours is the hours per week which comes to 37.
- C The problem we have right now is we have is a mix of these i.e. on FREN 325, we have under Lectures - 60 hours and that certainly is not the classroom hours. The only constraint we have is that ASC has been asked to review the guidelines for the assignment of credit and are looking for a simpler process. That may change in the way these hours become useful, but certainly the course hour equivalents are going to be required for the FTEs.
- C Suggestion to add this column (Course Hour Equivalent) to the form. Do we care how the structure of hours is divided. Should it appear under the credits? Do we feel comfortable with the addition to the form. Who is the audience for these forms? The students, the auditors, the advisors, BCCAT, PLA, the Registrar's office.
- C When we attach 60 hours to a course outline, is it possible for students to come back and say we didn't get our 60 hours worth.... perhaps we need to have something a bit more accurate as far as contact hours go.
- C The total hours are approved by us but the structure of the hours is to be altered by the departments.
- C Maximum enrollment why should it be on this form. One argument is that the methodology should be consistent with the enrollment. One of the values of the form is that it helps structure the thinking of departments as they put new courses together and make changes to existing courses.
- C A sub-committee will be set up out of this committee to review this form and see if it is meeting all the purposes that we require and how well it is working. Bill was looking at simple changes but perhaps it is time to relook/revamp it completely. Susan Bridgen has offered to be part of that committee and representatives from A & R - Warren and Elaine. Perhaps we should also ask Norah Andrews to sit on this as well as she has experience from the reporting side as well. We should also check with other institutions and see what they are using. Check with BCCAT and what they are using and require. Bill will put it out to UCFV and see what the interest is. There may be recommendations from the UCC Adhoc Committee as well.
- C **Bill will set up an adhoc committee to review the course outline form..**

3.8 Proposal for a program Outline for PAC

- % The information that is used to develop a proposal for a program considers a lot more than what we are particularly interested in. In the developing a program proposal package, there is a list of things that PAC wants and Bill believes it is time to review that. Perhaps we need to make it more clear what items need to come to PAC. For example, today, with the Minor in CIS, we had entrance requirements but under program regulations the continuance in program was mixed with the graduation requirements. The other items under program regulations were addressed in that fairly simple paragraph. It is important for departments to know that when they build a program, that these are the things that must be in the program.
- % The UCC Adhoc Committee is looking at what different committees along the way would have to look at - UCC, PAC. For example, there is no reason that UCC receives copies of the course outlines and there is no reason for PAC to get the package of letters of support from industry or other people, students surveys, etc. because presumably our focus is more on curricular matters. There is some attempt to try and clarify and also streamline what departments need to take where. For example the Nursing Program that we received earlier in the year was very thick and what concerned PAC was covered in two pages plus course outlines.
- % The draft list of items that Bill circulated includes what he believes departments should recognize when they are presenting programs.
- % The one area that we have seen increase are Type B certificates - 5 - 30 credit ones and we will probably be seeing more of those because they are a way for departments to get involved in cost recovery activity using a package of credit courses and other. We need to make it clear that this is the list of criteria that we are looking for.
- % The ideal would be to have a fillable data base that we could pull out the items that we need.
- % The items in the Full Proposal are defined by the Ministry.
- % We will wait for the UCC ad hoc committee on program proposals to come forth with their recommendations for further discussion.

3.9 Workshop for Program Heads

- % It is time to have another workshop/presentation for incoming department heads, new PAC members and program assistants, giving them the information required to bring their items to PAC in a timely and efficient manner.
- % Virginia and Rebecca volunteered to help pull this together. Check Norah's old materials.

3.10 Update of UCC Ad hoc Cmte - New Program Approval Process

Bill reported that the committee had reviewed the program approval process and had suggestions that would bring it in line with current Ministry requirements. This would make it somewhat shorter as the letter of intent would not be required - only internally. The material that comes to PAC may not be altered although Bill had suggested that much of the full proposal, especially labour market demand and sponsor letters, would not be useful to PAC.

3.11 Correction of Credit HSRCA - Wanda Gordon

There was a typo to the number of credits in the Home Support/Resident Care Attendant (HS/RCA) Program Calendar Copy.

The approved program is a 24 week, 24 credit program. HSRC 160 course in the Calendar copy Program Outline from 3 credits to 4 credits and the total program credits from 23 to 24.

4. INFORMATION ITEMS

- 5. Meeting was adjourned at 12:15 p.m.

NEXT PAC MEETING
Wednesday, May 28, 2003
9:30 A.M. Room A225
Abbotsford Campus

Calendar Copy Changes

3.1 Calendar Copy

Minor in Computer Information Systems		
Lower-level requirements		
<u>Course</u>	<u>Title</u>	<u>Credits</u>
COMP 125	Principles of Computing	3
COMP 150	Introduction to Programming	4
CIS 190	System Hardware Concepts	4
3 other lower level CIS or COMP courses (Excluding CIS 100, CIS 110 and CIS 115)		9
Total		20
Upper-level requirements		
<u>Course</u>	<u>Title</u>	<u>Credits</u>
Any 5 upper level (300 or 400 level) CIS or COMP courses		15
Total		35 credits
Entrance Requirements		
Students may declare the CIS minor once they have completed the lower level requirements. A GPA of 2.67 or better in the lower level CIS/COMP courses is required for acceptance. Students should declare the minor to the CIS Department.		
Students also require B. C. Principles of Math 12 (or equivalent) with a grade of C+ or better in order to take required CIS and COMP courses.		
Academic Performance for the minor in CIS		
Students in the CIS minor program must maintain semester and cumulative grade point averages of at least 2.0 (a C average). Students must have a GPA of 2.0 (a C average) on the courses required. Upper-level CIS and COMP courses must be completed with a grade of C or higher in order to be counted for credit towards the minor.		
Students who do not maintain the required cumulative grade point average will be placed on Academic Warning for one semester. If they do not attain the required CGPA, they will be required to withdraw from the minor.		

3.1 Calendar Copy

Extended Minor in Computer Information Systems

Lower-level requirements

<u>Course</u>	<u>Title</u>	<u>Credits</u>
COMP 125	Principles of Computing	3
CIS 145	Web Publishing or	4
CIS 146	Web Publishing - Intermediate	
COMP 150	Introduction to Programming	4
COMP 155	Object Oriented Programming, OR	4
CIS 180	Introduction to Visual Programming	
CIS 190	Systems Hardware Concepts	4
CIS 192	Introduction to Networking	4
CIS 230	Databases and Database Management Systems	4
CIS 270	Analysis and Design	3

Total

30 credits

Upper-level requirements

<u>Course</u>	<u>Title</u>	<u>Credits</u>
Any 6 upper-level CIS or COMP courses		18

Total

48 credits

Entrance Requirements

Students may declare the CIS extended minor once they have completed the lower level requirements. A GPA of 2.67 or better in the lower level CIS/COMP courses is required. Students should declare the extended minor to the CIS Department.

Students also require B. C. Principles of Math 12 (or equivalent) with a grade of C+ or better in order to take required CIS and COMP courses.

Academic Performance for the extended minor in CIS

Students in the CIS extended minor program must maintain semester and cumulative grade point averages of at least 2.0 (a C average). Students must have a GPA of 2.0 (a C average) on the courses required for acceptance. Upper-level CIS and COMP courses must be completed with a grade of C or higher in order to be counted for credit towards the minor.

Students who do not maintain the required cumulative grade point average will be placed on Academic Warning for one semester. If they not attain the required CGPA, they will be required to withdraw from the minor.

3.1 Calendar Copy - Page 228

CIS 392 Internetworking

4 Credits

Prerequisites: Acceptance to the CIS degree. Completion of CIS 292 or CCNA certification

This course provides advanced Routed Internetwork knowledge. Students will learn how to install, configure and troubleshoot complex Internetworks as found in medium to large organizations. Topics include routing protocols such as BGP, OSPF, EIGRP, and RIP and advanced IP address management techniques in large scaleable networked environments. Other related topics include traffic management with access control lists, redundant default gateways and the related security issues when routing between multiple autonomous systems.

3.2 Calendar Copy

ENGL 245 Indian Literature in English

3 Credits

Prerequisites: Any two first year English courses.

This course examines Indian literature written in English in its social and historical contexts. The course focuses primarily on fiction by Indo-Canadian authors, but course materials may include influential works by other Indian writers and works in other genres (e.g., autobiographies, essays, film).

3.3 Calendar Copy

GEOG 341 World Cities

4 credits

Prerequisites: GEOG 241 or GEOG 242

Geographic perspectives on the cultural, political, and socio-economic conditions of selected world cities. The spatial context of such problems as urban decay, housing shortages, poverty, sustainability and social justice will be explored in selected cities.

3.3 Calendar Copy

GEOG 411 Advanced Topics in Environmental Issues

4 credits

Prerequisites: One of GEOG 211, 311 or ECON 361, and one other 300/400 level geography course.

This course provides students the opportunity to explore topics and issues of environmental concern from a geographical perspective. Emphasis will be placed on seminar discussions, field trips and case studies.

3.3 Calendar Copy - Page 59

Geography Major Requirements

Upper-Level Requirements: 32 credits

- C Geography 352
- C One course in physical geography (GEOG 301, 302, 401, 402)
- C One course in human geography
(GEOG 311, **341**, 343, 344, 345, 360, **411**, 443, 444, 445)
- C Geography 433
- C Geography 452 **or GEOG 470**
- C No more than eight credits of the required 32 credits may be in Directed Readings/Directed Studies courses.

3.4 Calendar Copy - Page 276

PHIL 364

3 credits

Philosophy and Children

Prerequisites: 45 university-level credits ~~credits from Applied or Arts or Science Programs.~~

What is a child? The concept of a child occupies a precarious position and has not always received the attention that it deserves. Not yet a fully rational agent, but endowed with the potential to become one, the child's status spells trouble for core philosophical concepts. Theories of rationality, freedom, personal identity, and responsibility all impact children and their caregivers, yet often ignore them. Delving into philosophical theory and the practical issues of childhood, this course is of great importance not just to philosophers but to anyone who works with children, has children, or was once a child.

3.5 Calendar Copy

HIST 464

4 credits

India, the Punjab and Diaspora: A study of Migration and Community Formation in Canada

Prerequisites: Nine lower level history credits. HIST 264 strongly recommended.

The Punjab and adjacent regions of northern India have long been a major source of South Asian migration to Canada. History 464 seeks to understand the factors that encouraged the pre and post Independence diasporas by studying the history of northern India with special reference to the Punjab. It will explore the reasons that the Punjab developed special connections with Canada. The course will then focus on the process of community formation as South Asians sought to gain a foothold amongst an often hostile Anglo-Canadian society. History 464 shall explore the maturation of Indo-Canadian society and its integration into the broader Canadian cultural mosaic. Special attention will be paid to the Sikh community and its experience in British Columbia.

3.6 Calendar Copy - Page 249

FREN 225

3 credits

Francophone Language and Culture via Media

Prerequisites: French 12, or FREN 101, and 102, or instructor's permission.

Prerequisites: FREN 12, or FREN 101 and 102 or FREN 219 or permission of instructor. FREN 219 is strongly recommended and will be required in Fall 2004.

~~Conducted entirely in French. Students will increase their communicative competence and knowledge of Francophone culture by reading on a regular basis articles and advertising from *l'Actualité* a Québécois magazine, and other similar material garnered from various Francophone magazines. They will also access via the Web the front page of major Francophone newspapers, listen to Radio Canada and view television clips from Francophone stations. They will learn specialized vocabulary such as acronyms, expressions having economic, political and social reference, and the latest trendy and/or euphemistic catchwords. Grammar review will be provided as needed according to the media information being studied. Participation in discussions, along with regular written assignments and oral tutorials, further improves students' abilities to understand and express themselves in French.~~

Conducted entirely in French. Students will increase their communicative competence and knowledge of Francophone culture by reading on a regular basis articles and advertising from *l'Actualité* a Québécois magazine, reviewing the major Francophone newspapers via Web access, listening to Radio Canada and viewing television clips from Francophone stations. They will learn specialized vocabulary relating to politics, economics, acronyms and euphemisms. Grammar is reviewed and refined in each class, and tested frequently. Participation in discussions, along with regular written assignments and oral tutorials, further improves students' abilities to understand and express themselves in French.

3.6 Calendar Copy - Page 249

FREN 325

4 credits

Advanced French Conversation

Prerequisites: One of (FREN 210 or 215), or (FREN 220 or 225), or 230, or instructor's permission.

Prerequisites: One of FREN 210, 215, 220, 225, 230, FREN 219; or instructor's permission. * FREN 219 required Fall, 2004

~~This is a one-semester course, conducted entirely in French enabling students to speak as fluently as possible and to understand rapidly spoken French from different Francophone countries and regions. They will be introduced to phonetics and will work on acquiring a good standard pronunciation. At the same time, they will learn to recognize and appreciate different accents and idioms, such as those that exist within France itself as well as those that have developed in former colonies such as Québec, Sénégal and Martinique. Every week there will be a specified topic to discuss within the framework of a specific speech-act.~~

This one-semester course, conducted entirely in French, will develop students oral fluency, through conversational practice, oral projects and an intensive study of phonetics. The latter includes a close examination of the proper articulation of all vowels, consonants and semi-vowels, syllabification, intonation, ~~liaison~~ and ~~enchaînement~~ and other linguistic phenomena which will help students acquire a good standard pronunciation. French 325 will also help students learn to understand different accents and idioms which exist in various parts of the Francophone world, such as Québec, Acadie, Martinique and different regions of France. There is a considerable ~~corrective~~ component to the course, where students are clearly shown the comparative pronunciation between English and French vowels and consonants in order teach English speaking students the best way to articulate French sounds and eliminate their English accents.

3.11 Calendar Copy - page 159

Program Outline		
Course	Title	Credits
HSRC 150	Health and Healing: Concepts for Practice	2
HSRC 155	Work Role: Introduction to Home Support/ Resident Care Attendant Practice	2
HSRC 160	Personal Care Skills in Home Support/Resident Care	4 3
HSRC 165A	Extended Care Practicum	6
HSRC 165B	Intermediate Care Practicum	3
HSRC 165C	Home Support Practicum	2
HSRC 170	Human Relations: Interpersonal Communications	2
HSRC 175	Healing: Special Needs in Home Support/Resident Care	2
HSRC 180	Health: Lifestyle and Choices	1
Total		24 23