



AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

January 23, 2013
9 – 11am, Room A225/229

1. CALL to ORDER

2. ITEMS for ADOPTION

- 2.1. Agenda – 2013 01 23
- 2.2. Minutes – 2012 12 12 pg. 2

3. BUSINESS

- 9:05 am 3.1. Provost Report
- 9:20 am 3.2. Teaching and Learning Succession Planning, Director Position – Eric pg. 5
- 9:40 am 3.3. Graduate Course and Program Approval Policy – Sylvie pg. 9
- 10:10 am 3.4. Fast Track for Program Approval Process – Cherylpg. 19
- 10:30 am 3.5. APPC Subcommittee on the Ed Plan Update – Chantellepg. 21

4. ADJOURNMENT and NEXT MEETING

Next meeting: February 20, 2013, 9 – 11 am, A225/229

5. INFORMATION ITEMS

- 5.1. APPC website: http://www.ufv.ca/senate/Senate_Standing_Committees/APPC.htm



MINUTES
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

December 12, 2012
9 am - Room A225/229

Present: E. Davis, G. Palmer, J. Hogan, S. Pattridge, M. Bos-Chan, C. Slavik, J. Todrick, N. Weinberg, C. Marlor, G. Schlitt, J. English, C. Bell, M. Brosinski, T. Coates, D. Griffiths, A. Chan, W. Burton, S. Hardman, D. Alary, K. Isaac, C. Dahl,

Regrets: Z. Dennison, J. MacLean, B. Derbyshire, O. Steyn, V. Dvoracek, A. Wiseman, I. McAskill

Guests: P. Geller, P. Wilson, D. Francis (on A. Wiseman's behalf)

Recorder: J. Nagtegaal

1. CALL to ORDER

The meeting was called to order at 9:05 am.

2. ITEMS for ADOPTION

2.1. Agenda – 2012 12 12

MOTION:

THAT APPC approve the 2012 12 12 agenda as presented.
C. Marlor/C. Dahl

CARRIED

2.2. Minutes – 2012 11 14

MOTION:

THAT APPC approve the 2012 11 14 minutes as presented.
C. Bell/M. Brosinski

CARRIED

3. BUSINESS

3.1. Provost's Report

- Eric welcomed Darren Francis as a guest attending on A. Wiseman's behalf and Patti Wilson who will be replacing K. Isaac while she is on leave.
- UFV's Exempt Status decision has been delayed until after the Quality Assurance Framework has been finalized. This was discussed at Senate and they moved that the Chair of Senate send a letter to the Ministry asking that the decision to delay UFV's Exempt Status be reversed. The UFV Board Chair will also likely send a letter.
- The Advising Review site visit was in early November. The external panel is expected to complete their report and recommendations by February.



- UFV is collaborating with NVIT on a degree program for NVIT students in the Chemical Addictions (CHAD) Advanced Diploma program. UFV faculty will be going to NVIT's Burnaby Campus to put on courses that will allow students in the CHAD Advanced Diploma program at NVIT complete a Bachelor degree from UFV.
- A Task Force on Research and Scholarship will be meeting to determine what type of research and scholarship UFV should support. The goals of the Task Force are:
 - To determine which kinds of research and scholarship UFV should most support, given our mandate, strategic directions, education and research plans, and the changing landscape of post-secondary education;
 - To image the best ways of supporting research and scholarship at UFV, ways which are easily accessible, clear, comparatively simple, fair, and transparent (and best utilize our existing resources).
- Some Universities in the United States are now considering using completion rates rather than FTE's or 'fill rates' to calculate their funding. In New Zealand their Government is now funding based on completion rates. This trend could be considered in Canada and would have implications that would need to be discussed. Schooling is becoming increasingly expensive and many students want to finish in a timely manner.
- The Dean's, AVP of Research, Provost, and Vice-Provost are hosting an Holiday Open House today from 2 – 4pm. Everyone is encourage to attend and celebrate the end of another year.

3.2. Program Changes for Approval

3.2.1. Associate of Arts Entrance Requirements

MOTION:

THAT APPC approve the changes to the Associate of Arts degree entrance requirements and Table of Subject Areas as recommended by UEC, effective September 2013.

S. Pattridge/M. Bos-Chan

CARRIED

3.2.2. Practical Nursing Diploma Entrance Requirements

MOTION:

THAT APPC approve the changes to the Practical Nursing diploma entrance requirements as recommended by UEC, effective January 2013.

S. Pattridge/M. Bos-Chan

CARRIED

3.3. Discontinuance Policy

UFV currently has no Discontinuance Policy. In May APPC recommended to Senate to create an ad hoc committee to investigate the creation of a policy on the discontinuance of programs. Senate, the Board, and the Joint Board/Senate Governance Committee all supported the creation of this working group and have tasked APPC to look over this policy creation.



MOTION:

THAT APPC establishes a working group to create a policy on the discontinuance of programs.
C. Marlor/C. Slavik

CARRIED

G. Palmer, J. MacLean, C. Marlor, and J. Todrick volunteered to be members of the working group with P. Geller and C. Dahl as resources.

3.4. Challenges and Opportunities Discussion

Eric continued his presentation from the APPC November meeting on the conferences he recently attended: New Western Universities Conference, the Provosts Roundtable of the Education Advisory Board, and the National Vice-Presidents' Academic Council (NATVAC). A video of past Convocation Speakers talking about their UFV experiences was also shown.

Some topics discussed at the conferences were how universities, as they are structured today, are not sustainable and that many universities will have to look at changing how they function in order to be sustainable. The conferences also talked about innovative programs and how students now are transferring from university to college in order to get employable skills.

One challenge facing the tradition university model is the online university. Online schools are attractive to students because it is a go-at-your-own-pace environment and can teach them a skill in a short amount of time. However, in order to succeed at an online school, the student must be motivated to learn on their own, which is not the typical university student. An online university cannot replace the traditional university experience, but it does not mean that students will continue to pay for a traditional university education. Universities need to adapt with the new technologies being created and figure out how to use them to benefit their university. UFV needs to continue to build on its strengths which will set it apart from online universities as well as other traditional universities. Even though change may be necessary, it is important that any changes made are well thought out, strategic, and beneficial for students.

An additional challenge is the diminishing financial support from the government for the post-secondary education system. There may be many factors for this decline, and universities will have to find a way to show the government the benefit of their support.

4. ADJOURNMENT and NEXT MEETING

The meeting was adjourned at 11:00 am. The next meeting is January 23, 2013, 9 – 11am, A225/229.

5. INFORMATION ITEMS

- 5.1. APPC website: http://www.ufv.ca/senate/Senate_Standing_Committees/APPC.htm
- 5.2. Undergraduate Program and Course Approval Process



University of the Fraser Valley
Director, Teaching and Learning
Draft Document for Discussion at TLAC
November 2010

Position Type: Regular Full-Time faculty appointment

Job Reports To: Vice-President, Academic and Provost

Mandate

The main responsibilities of the Director will be to work collaboratively with a wide range of campus constituencies to improve student learning, enhance classroom teaching, encourage external support for innovative and effective teaching strategies, and foster a culture in which effective teaching and the scholarship of teaching is valued and rewarded.

The Director will work with faculty development initiatives; develop, organize and oversee programs to advance the scholarship of teaching and learning and the integration of teaching and research; support pedagogy applications, appropriate technology integration, and management strategies; and, work with appropriate university wide committees to develop new faculty initiatives.

The Teaching and Learning Centre will provide programming to strengthen further teaching excellence and nurture teaching and learning through the innovative use of integrative teaching approaches, educational technology, and interdisciplinarity in teaching.

Duties and Responsibilities

The Director is responsible for two Teaching and Learning Centres; Educational Technology Services, Supported Learning Group Program, and Prior Learning Assessment and Recognition.

The Director is responsible for

- Providing strategic and operational leadership in the design, development and implementation of a variety of teaching and learning support initiatives at UFV
- managing Educational Technology Services
 - UFV Online
 - UFV eRooms
 - Educational technology acquisition and disposition
 - Student labs to do with graphic design and video and audio editing
 - Video production
 - Support of UFV activities, such as President's Lecture Series
 - Maintaining close liaison with Information Technology Services

- directing the online campus UFV Online
 - the selection and implementation of learning management system
 - Staff and faculty training in lms
 - Research and development of educational technology, such as Camtasia, Kaltura, BB Collaborate, video conferencing, mobile learning
 - Policy and process development for teaching and learning online
- developing programs to support student engagement, such as Supported Learning Groups
- planning a program of faculty development, including
 - instructional skills workshops
 - short courses in curriculum development and pedagogy
 - sessions on emerging issues – such as open textbooks – and
 - workshops and speakers proposed by UFV faculty, staff and students
 - online teaching and learning
 - institution-wide professional development events
- facilitating a four-year project on Institutional Learning Outcomes
- integrating prior learning assessment into UFV
- consultation with individual faculty members, faculty councils, departments on matters to do with pedagogy of higher education

Practical Details

- Full time employees:
 - 10 full-time permanent staff positions
 - .5 faculty position
 - 1-3 students per term
- Budget:
 - Operational (proposed):
 - ETS \$627 315
 - SLG \$112 194
 - PLAR \$52 682
 - Capital tbd
 - Grants: \$15,000
- Serving the UFV community:
 - Full-time Faculty (including non-teaching faculty):
 - Part-time Faculty:
 - Full-time students:
 - Part-time students:
 - Support and administrative staff:
- Committees
 - Academic Planning and Priorities
 - Provost's Council on Student Engagement Success
 - Educational Technology users Group (Chair)
 - Research Advisory Council
 - Undergraduate Education Committee
- Professional Associations
 - UCIPD –University-College-Institute Professional Developers of BC
 - Educational Developers Caucus, STLHE
 - Canadian Association for Studies in Adult Education

- Canadian Society for Studies in Education
 - Includes CAS Women's Education, CAS Indigenous Education,
- Canadian Society for Studies in Higher Education
- Professional and Organizational Development Network in Higher Education
- STLHE – Society for Teaching and Learning in Higher Education
- ISSOTL – International Society for the Scholarship of Teaching and Learning

Qualifications

Completed doctorate degree with extensive teaching experience at the university level.

Demonstrated expertise and knowledge in the application of educational theory and educational technology.

A record of accomplishment in the scholarship of teaching and learning, including published research on teaching and learning topics.

Ability to establish policies and procedures and develop benchmarks for success.

Outstanding communication skills and demonstrated collaborative leadership style is essential.

Extensive background and understanding of the use of technology in teaching and research.

Familiarity with the development and assessment of institutional and program learning outcomes

Mastery of Blackboard Learn suite and other learning management system; familiarity with emerging educational technologies and how they might be adapted as tools in a pedagogical environment

Experience in the organization of symposiums, conferences or seminars would be an asset

Experience in budget management – planning, control, analysis – in conjunction with knowledge of the principles, practices and approaches to strategic business planning to direct and guide short- and long-term plans

Ability to work autonomously, demonstrate strong organizational skills and manage multiple priorities in order to respect deadlines

Strong communication skills – both oral and written

Ability to network with various associations on a provincial, national and international level in order to promote and enhance the image and status of the University

Ability to prepare and make presentations and prepare or facilitate workshops to faculty, support staff, partners or clients on a variety of issues including pedagogical topics

Strong report-writing skills and ability to present information in a clear and comprehensive manner to a wide range of audiences

Inaugural Job Posting

Posting	2008.45
Position	Director of Teaching and Learning
Department	Teaching and Development
Status	100% full-time, 5 year term
Salary	Director Salary Scale III (\$74,997.37 - \$87,948.88 annually)
Start Date	September 2008
Closing Date	July 14, 2008

The University College of the Fraser Valley – to become University of the Fraser Valley in September 2008 – is the school of choice for 11,000 students annually pursuing more than 80 degree, diploma and certificate programs. We are committed to teaching excellence. Our foundation for academic excellence is small class sizes, support for active research and scholarship, and a friendly supportive environment open to collaboration and innovation.

The Director will work collaboratively with a wide range of campus constituencies with the goals of improving student learning, enhancing teaching, encouraging external support for innovative and effective teaching strategies, and fostering a culture in which effective teaching and the scholarship of teaching is valued and rewarded.

The Director will work with faculty development initiatives; develop, organize and oversee programs to advance the scholarship of teaching and learning and the integration of teaching and research; support pedagogy applications, appropriate technology integration, and management strategies; and work with appropriate university wide committees to develop new faculty initiatives.

The Teaching and Learning Centre will provide programming to further strengthen instructional excellence as well as to nurture teaching and learning through the innovative use of integrative teaching approaches, instructional technology, and cross-cultural or interdisciplinarity in teaching.

The Director will be responsible for the operation of Instructional Media Services and UFV Online.

This position will be a five year faculty appointment.

Qualifications

Completed doctorate degree with documented evidence of teaching excellence at the university level. Demonstrated expertise and knowledge in the application of educational theory and educational technology. Experienced in establishing policies and procedures and in developing benchmarks for success. Outstanding communication skills and demonstrated collaborative leadership style is essential. Extensive background and understanding of the use of technology in teaching and research. A record of accomplishment in the scholarship of teaching and learning, including a track record of published research on teaching and learning topics is highly desirable.



MEMORANDUM

To: Eric Davis, Chair, Senate APPC
From: Sylvie Murray, Senate Graduate Studies Committee Chair
Date: January 8, 2013
Re: Graduate Course and Program Approval Policy

At the December 13, 2012 meeting, the Graduate Studies committee approved the Graduate Course and Program Approval policy and is recommending it for APPC and Senate approval. Revisions included appropriate references to Dean(s) and the AVP Research & Graduate Studies at various stages in the processes.

MOTION: THAT the APPC approves the policy for Graduate Course and Program Approval as recommended by the GSC.



POLICY NUMBER **110.XX**
APPROVAL DATE **12.09.11 draft**
LAST AMENDMENT MM-DD-YYYY
REVIEW DATE MM-DD-YYYY

POLICY TITLE: GRADUATE COURSE AND PROGRAM APPROVAL POLICY

AUTHORITY Senate
PRIMARY CONTACT Provost and Vice-President, Academic
RELATED POLICIES

PURPOSE/PHILOSOPHY

UFV employs a process to scrutinize new and existing courses and programs to ensure that they meet both UFV and legislated standards and requirements.

POLICY

All new courses and programs and changes to existing courses and programs will undergo an approval process.

Approval will be guided by interests as articulated in the Strategic Plan and the Education Plan. The internal process includes various consultations and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors.

This policy provides the guidelines and procedures pertaining to UFV's internal program and course approval processes.

Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

DEFINITIONS

Academic Unit: An academic unit includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

Campus-Wide Consultation: The Campus-Wide Consultation process provides an opportunity for other academic units and service areas (e.g., Admissions & Records, Library, Student Services) to review and provide feedback about the course or program submission; it precedes consultation with faculty councils.

Official Course Outline: A legal document used for calendar copy, articulation, and other official documentation purposes, the Official Course Outline establishes the parameters for the course syllabus that instructors develop and provide to students.

Graduate Program: Any program that requires at least one graduate level course.

Graduate Program Committee: A committee created to oversee the implementation and administration of a graduate program and its courses. A Graduate Program Committee is approved by the Dean(s) and AVP Research & Graduate Studies.

Graduate Studies Committee (GSC): A Senate standing committee that provides Senate with advice on all matters related to the postgraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of postgraduate students.

Graduate-level Course: A course numbered 600 or higher.

Major Course Change: A modification to a course that affects the nature or focus of a course, options for students, or budget.

Minor Course Change: A modification to a course that has no effect on the nature or focus of a course, options for students, or budget.

Program: For the purposes of this policy, “program” refers to a collection of courses and associated requirements offered as a credential or an option within a credential.

Major Program Change: A modification to a program that affects the nature or focus of the program, options for students, or budget.

Minor Program Change: Any change which is not major, as described above.

Program Budget Analysis: A summary of the budget implications of a proposed new program or revisions to an existing program. It is to be attached to all new and revised Program Proposals when the proposal is submitted to Senate and its standing committees for approval. The Budget Analysis Template is available from the Office of the Program Development Coordinator.

Program Proposal: The detailed description for a new program prepared on the Template for the Development of Program Proposals

Program Working Group: A group of people formed in consultation with the Dean(s) and the AVP Research & Graduate Studies to proceed in the development of a course or program proposal for consideration in the approval process. This group may become the **Graduate Program Committee**, which will provide oversight of the program and its courses. The final composition of the group is approved by the Dean(s) and AVP Research & Graduate Studies. Guidelines for the composition of Program Working Groups are found in the program and course approval resources provided by the Office of the Program Development Coordinator.

Recommendation: Providing advice, positive or negative, to inform approval decisions by subsequent committees.

PROCEDURES

1. The process to approve programs and courses shall include a series of structured consultations and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV’s Strategic Plan, mandate, and Institutional Learning Outcomes.
2. Changes made to the procedures and guidelines of this policy require the approval of Senate.
3. A *new course* requires the approval of GSC, or Senate upon recommendation by GSC, according to the process outlined in [Appendix A](#).
4. Course changes will be classified as either *minor* or *major*.
5. A *minor* course change is to be approved by Faculty Council and submitted to the GSC as an information item and for inclusion in the Calendar. The process for making *minor* changes to a graduate-level course and descriptions of *minor* changes are presented in [Appendix A](#).
6. A *major* course change requires the approval of GSC, or Senate upon recommendation by GSC, according to the process outlined in [Appendix A](#).

7. A *new* program requires the approval of Senate according to the process outlined in [Appendix B](#).
8. The process for *major* and *minor* program changes is outlined in [Appendix B](#). *Major* changes require the approval of Senate. *Minor* changes are approved by GSC, and sent to Senate for information.
9. The Office of the Program Development Coordinator will be responsible for developing and reviewing the program and course approval templates and guidelines in consultation with GSC. GSC will approve the templates and guidelines and any subsequent revisions.

APPENDICES

[Appendix A: Graduate Course Approval Process](#)

[Appendix B: Graduate Program Approval Process](#)

DRAFT

APPENDIX A: GRADUATE COURSE APPROVAL PROCESS

This appendix includes

- 1) the process for developing and obtaining approval for a new graduate course;
- 2) the process for making *major* changes to an existing graduate course;
- 3) the process for making *minor* changes to an existing graduate course; and

1. Approval Process for New Course

- 1.1. The process for introducing a *new* course, generally, begins with the Graduate Program Committee, which in consultation with the department(s)/school(s) involved develops the Course Outline, and prepares a memo that outlines the rationale and any financial implications of the new course using the Memo Template.
- 1.2. Upon Graduate Program Committee approval, the Course Outline and Memo are submitted to the Dean and AVP Research and Graduate Studies for information, and to the Campus-Wide Consultation for a period of one to four weeks.
- 1.3. Following the Campus-Wide Consultation, the Graduate Program Committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s)
- 1.4. Upon approval by Faculty Council(s), ~~and~~ Dean(s), and AVP Research and Graduate Studies, the Course Outline and Memo are submitted to GSC for approval, then to Senate for information if approved. If there are significant budgetary implications, the Dean(s) may submit the Course Outline and Memo to the Budget Committee for review and recommendation to Senate. In such case, GSC will recommend its decision to Senate rather than approve the Course Outline.
- 1.5. Upon GSC or Senate approval, ~~**~~the GSC ~~Assistant~~ submits the changes to the UEC Assistant who makes all necessary responsible for calendar changes, and posts the new Course Outline on the web.

2. Approval Process for Major Changes to Existing Course

The following are considered to be *major* course changes:

- a change for which new resources are required to deliver the course
- course deletions
- a change to a course title that reflects a change in the nature or focus of the course
- changes to the calendar description of a course that reflect a change in the nature or focus of the course
- change to the total number of credits for a course
- change to the hours assigned to components (e.g., total student contact hours, lecture hours, seminar hours) and/or length of a course
- change to the prerequisites or co-requisites for a course that restricts options for students or affects the students or programs of other academic units
- changes to learning outcomes that change the nature or focus of the course
- changes to the course content that change the nature or focus of the course

- change in the maximum enrolment for a course if it affects the quota for an educational program within the academic unit or students or programs of other academic units
 - changing or adding a delivery method for a course when the extra cost of the added delivery method will not be absorbed by the academic unit delivering the course
 - changes that affect the students or programs of other academic units
- 2.1. The process for making *major* changes to an existing course, generally, begins with the Graduate Program Committee, which in consultation with the department(s)/school(s) involved revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template.
 - 2.2. Upon Graduate Program Committee approval, ~~the~~ The Course Outline and Memo are submitted to the Dean and AVP Research and Graduate Studies for information, and to the Campus-Wide Consultation for a period of one to four weeks.
 - 2.3. Following the Campus-Wide Consultation, the Graduate Program Committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).
 - 2.4. Upon approval by Faculty Council(s), ~~and~~ Dean(s), and AVP Research and Graduate Studies, the Course Outline and Memo are submitted to GSC for approval, then to Senate for information if approved. If there are significant budgetary implications, the Dean(s) may submit the Course Outline and Memo to the Budget Committee for review and recommendation to Senate. In such case, GSC will recommend its decision to Senate rather than approve the Course Outline.
 - 2.5. Upon GSC or Senate approval, the GSC ~~Assistant makes all necessary submits the changes to~~ the Assistant responsible for calendar changes, ~~and posts the revised Course Outline on the web.~~

3. Approval Process for Minor Changes to Existing Course

The following are considered to be *minor* course changes:

- a change to an existing course that has no impact on programs or students of other academic units
 - a change for which all associated costs will be covered by the academic unit
 - a change to a course title for the purpose of correction or clarification
 - change(s) to the calendar description of a course for the purpose of correction or clarification
 - change to the prerequisites or co-requisites for a course that expands options for students
 - change to the frequency of a course offering
 - changes to learning outcomes that do not change the nature or focus of the course
 - changes in course content that do not change the nature or focus of the course
 - changing or adding a delivery method for a course that does not affect the cost of delivering the course
- 3.1. The process for making *minor* changes to an existing course, generally, begins with the Graduate Program Committee, which revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template.

- 3.2. Upon Graduate Program Committee approval, the Course Outline and Memo are submitted to the Faculty Council(s) for approval.
- 3.3. Upon approval by Faculty Council(s), ~~and~~ Dean(s), and AVP Research and Graduate Studies, the revised Course Outline and Memo are submitted to the GSC for information and to the Assistant ~~who will make all necessary~~ who is responsible for calendar changes, ~~post the revised Course Outline on the web, and forward the changes as information items to Senate and standing committees as required.~~

APPENDIX B: GRADUATE PROGRAM APPROVAL PROCESS

This appendix includes

- 1) the process for developing and obtaining approval for a new graduate program;
- 2) the process for making *major* changes to an existing graduate program; and,
- 3) the process for making *minor* changes to an existing graduate program.

1. New Program Approval Process

- 1.1. The process for introducing a new program, generally, begins when a Program Working Group presents its notice of intent to develop the program to the Dean(s) of the appropriate academic unit(s) and the AVP Research & Graduate Studies.
- 1.2. In the event that an appropriate Program Working Group does not exist and/or to ensure faculty representation on the Program Working Group, the Dean(s) and the AVP Research & Graduate Studies will strike a Program Working Group. The composition of a Program Working Group must be approved by the Dean(s) and AVP Research & Graduate Studies before it submits any proposals to any approval body.
- 1.3. With the assistance of the Program Development Coordinator and in consultation with appropriate academic units, Dean(s), and the AVP Research & Graduate Studies, the Program Working Group will develop a Concept Paper.
- 1.4. The Concept Paper is presented to Faculty Council(s) for discussion.
- 1.5. After discussion at Faculty Council(s), the Concept Paper is presented to the Dean(s) and the AVP Research & Graduate Studies for review and approval. In the case of a multi-disciplinary program involving more than one Faculty, approval is required from the Dean(s) who will have administrative responsibility for the program. If the Dean(s) or the AVP Research & Graduate Studies do(es) not recommend approval, that decision can be appealed to the Provost or Vice-Provost.
- 1.6. Upon approval by the Dean(s) and the AVP Research & Graduate Studies, the program proposed in the Concept Paper is included in the Faculty's (or Faculties') submission to the Education Plan. Only upon inclusion of the program concept in the Educational Plan, as approved by the Board, should a Program Working Group proceed with developing the Program Proposal.
- 1.7. The Program Proposal and draft calendar copy are submitted on the appropriate template to the Campus-Wide Consultation, including the Dean(s) and the AVP Research & Graduate Studies, for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).
- 1.8. Upon completion of the Campus-Wide Consultation, the Program Working Group submits the Program Proposal, accompanied by responses to comments submitted during Campus-Wide Consultation, to the appropriate Faculty Council(s) for approval. For multi-disciplinary programs, the proposal is submitted to the Faculty(ies) that will have administrative responsibility for the program.
- 1.9. Upon approval of the program by the Faculty Council(s), it is forwarded to the Dean(s) and the AVP Research & Graduate Studies for approval.

- 1.10. Upon approval by the Dean(s) and the AVP Research & Graduate Studies, the development of the program budget is overseen by the Dean(s), AVP Research & Graduate Studies, and the Program Development Coordinator.
- 1.11. The Program Proposal ~~is~~ and responses to comments received in the Campus-Wide Consultation are submitted to GSC for review and recommendation to Academic Planning and Priorities Committee (APPC). Simultaneously, the Program Budget is sent to the Senate Budget Committee for review and recommendation to APPC.
- 1.12. APPC will review the recommendations from GSC and the Budget Committee, determine if the proposed program is in line with UFV's institutional priorities, and make its recommendation to Senate. Programs will be prioritized by APPC.
- 1.13. Upon Senate approval, the Program Proposal is sent to the Program Development Coordinator for review and submission through the Office of the Provost and Vice-President, Academic to external agencies (e.g., Ministry or accreditation bodies) for approval. Normally, only proposals that are included in the Education Plan's implementation list are sent for external approval.

2. Approval Process for Major Changes to an Existing Program

The following are considered to be *major* program changes:

- any program revision that requires new resources beyond those provided by the academic units responsible for the program
 - new fields of specialization, such as a concentration
 - change to the duration, philosophy or direction of a program
 - change to the majority of courses in an approved program
 - change in requirements for admission, residency, or continuance
 - change in admission quotas
 - change which triggers an external review
- 2.1. The process for changing a program, generally, begins with the Graduate Program Committee in consultation with the relevant academic units, the Dean(s) responsible and the AVP Research & Graduate Studies. The changes and the rationale for the changes are outlined. NOTE: If the program changes require the approval of the Ministry, a full Program Proposal must be prepared and go through the process outlined for new programs.
 - 2.2. Upon approval by the Graduate Program Committee, the proposed changes and rationale are submitted to the Campus-Wide Consultation, including the Dean(s) and the AVP Research & Graduate Studies, for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and GSC.
 - 2.3. After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the appropriate Faculty Council(s).
 - 2.4. Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) and the AVP Research & Graduate Studies for approval.

- 2.5. Upon approval by the Dean(s) and the AVP Research & Graduate Studies, the development of the program budget is overseen by the Dean(s), AVP Research & Graduate Studies and the Program Development Coordinator.
- 2.6. The program change and responses to comments received in the Campus-Wide Consultation are is submitted to GSC for review and recommendation to APPC. Simultaneously, the program change budget is sent to the Senate Budget Committee for review and recommendation to APPC.
- 2.7. APPC will receive the recommendations from GSC and the Budget Committee, review them as deemed appropriate, and make its recommendation to Senate.

3. Approval Process for Minor Changes to an Existing Program

The following are considered to be *minor* program changes:

- Any change which is not major, as described above
 - Addition of new course options, where the new options have no budgetary implications
 - Deletion or substitution of a required course
- 3.1 The process for changing a program, generally, begins with the relevant Graduate Program committee, in consultation with the relevant academic units, the Dean(s) responsible and the AVP Research and Graduate Studies. The changes and the rationale for the changes are outlined.
 - 3.2 Upon approval by the Graduate Program Committee, minor changes are submitted to the Campus-Wide Consultation, including the Dean(s) and the AVP Research & Graduate Studies, for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and GSC.
 - 3.3 After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the appropriate Faculty Council(s).
 - 3.4 Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) and the AVP Research & Graduate Studies for approval, then to GSC.
 - 3.5 Changes deemed to be minor are approved by GSC, and sent to Senate for information.



MEMORANDUM

To: Eric Davis, Chair, Senate APPC
From: Cheryl Dahl, Program Development Coordinator
Date: January 10, 2013
Re: Fast Track for Program Approval Process

I have attached a document prepared by Ora Steyn, John English, and Rosetta Khalideen in response to the request of APPC that the Deans compile a list of conditions that might require a faster turn-around for program approval than our current policy would permit. An expedited process was recommended by the sub-committee on the program approval policy to take care of programs developed under exceptional circumstances where a quick approval (or lack of approval) is desirable.

My suggestion to APPC is that we develop a sketch of such a process and then consult with UEC and GSC (the chairs of both committees could sit on the committee) to be sure that it would also meet their needs. Then the policy could be written by a sub-committee of APPC, sent for approval to APPC, and recommended to Senate.

Fast tracking the Program Approval Process

Report from Sub-committee of Dean's Council : Rosetta Khalideen, John English and Ora Steyn

A. Assumptions:

- a. It is unlikely that programs having to be approved by DQAB will be fast- tracked

B. Criteria:

- a. There is funding available from an external source, with time constraints.
- b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
- c. There is a request for a partnership with a time constraint.
- d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand.
- e. There is an opportunity for capital or infrastructure injection

C. Further Questions:

- a. Who will be responsible for testing programs against the criteria?
- b. What will APPC's role be in this?
- c. Do we need to expand the criteria

Template for Faculty Submissions to Education Plan Yearly Update

Background: The intent of the yearly Education Plan Update is to report progress on, and if applicable, changes to, UFV's Five-Year Plan. The Update will include three sections: (i) Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan, (ii) Report on Non-Program Initiatives identified in the Five-Year Plan, (iii) Report on Programs. The third section, Report on Programs, will have 4 subsections: (a) Progress on Approved New Programs, (b) Ranking of Completed Program Proposals, (c) Programs Recommended for Discontinuance, and (d) Review of Programs in Development.

The Deans are asked to follow the same format as the Education Plan Yearly Update in their submissions to the Provost. The title and a description of each of the sections are outlined below.

Please note: The Deans submissions are not to exceed 2000 words. The submissions will be added as attachments to the Education Plan Yearly Update as background information only—they will not be treated as an official part of the Education Plan Yearly Update.

1. Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

This section identifies *what has changed* since the Five-Year Plan was adopted (such as trends and challenges in higher education, local demographic and employment data, local economic development priorities, trends in new programming elsewhere, government projections, and finance projections) and suggests possible changes or adjustments to strategic priorities identified in the Five-Year Plan based on these new developments. Deans should also report if there are any Faculty-specific concerns that have arisen since the Five-Year Plan was drafted. If no adjustment is necessary, the priorities are reaffirmed.

2. Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization). The section concludes with an evaluation of whether and how improvements should/can be made to improve your Faculty/College's progress towards achieving these goals.

3. Report on Programs

This section is composed of four subsections.

a. Progress on Approved New Programs

This section includes a progress report on the new programs that have been approved by Senate since the beginning of the current Five-Year Education Planning cycle. It notes which programs have been implemented, which are awaiting government approval, and which are awaiting implementation. Also included in this section are the programs which are nearing submission to Senate for approval.

b. Ranking of Completed Program Proposals

This section is for comments on why some proposed programs might be considered before others.

c. Programs Recommended for Discontinuance or Redevelopment

This section identifies programs recommended for discontinuance, reduction or redevelopment.

d. Review of Programs in Development

This section provides an updated list of programs identified in the Five-Year Ed Plan that are in the proposal writing stage. This list will include proposed programs that were identified in the Five-Year Ed Plan as well as newly passed concept papers.

Template for Education Plan Yearly Updates

Background: The intent of the yearly Education Plan Update is to report progress on, and if applicable changes to, UFV's Five-Year Plan. The Update will include the following three sections.

The Provost is responsible for writing the report, in consultation with APPC, the Deans, the Program Development Coordinator and others, as appropriate. The Update is approved by Senate on the recommendation of APPC and forwarded to the Board for decision.

1. Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

This section identifies *what has changed* since the Five-Year Plan was adopted (such as trends and challenges in higher education, local demographic and employment data, local economic development priorities, trends in new programming elsewhere, government projections, and finance projections) and suggests possible changes or adjustments to strategic priorities identified in the Five-Year Plan based on these new developments. If no adjustment is necessary, the priorities are reaffirmed.

2. Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization). The section concludes with an evaluation of whether and how improvements should/can be made to improve UFV's progress towards achieving these goals.

3. Report on Programs

This section is composed of four subsections.

a. Progress on Approved New Program

This section includes a progress report on the new programs that have been approved by Senate since the beginning of the current Five-Year Education Planning cycle. It notes which programs have been implemented, which are awaiting government approval, and which are awaiting implementation.. Also included in this section are the programs which are nearing submission to Senate for approval.

b. Ranking of Completed Program Proposals

This section provides APPC's recommendation on how to prioritize completed program proposals for implementation over the following year. This includes all proposals that have not already been implemented, including those listed in 3a. This ranking may also include program proposals that have not yet been approved by Senate, but that are complete or near completion.

c. Programs Recommended for Discontinuance or Redevelopment

This section identifies programs recommended for discontinuance or reduction. This section is prepared by the Deans and the Provost and submitted to APPC for recommendation to Senate for final approval.

[Note: this is subject to change based on Peter Geller's recommendations on process for program discontinuance]

d. Review of Programs in Development

This section provides an updated list of programs identified in the Five-Year Ed Plan that are in the proposal writing stage. This list will include proposed programs that were identified in the Five-Year Ed Plan as well as newly passed concept papers. The proposed programs will be ranked as high priority, medium priority, or low priority. Changes to this ranking from that identified in the Five-Year Ed Plan may be made, but changes will generally be conservative. The primary reason for changes in priority will be to align proposed program ranking with general Ed Plan priorities, including changes made to the priorities that have been identified in this Ed Plan Update (Section 1 of this report).

Background Reports

Attached to the Education Plan Yearly Update will be College/Faculties' yearly update reports that were used by the Provost in preparing the Education Plan Yearly Update. The College/Faculty submissions will follow a template. The template closely mirrors the sections identified in this template.

<i>APPC's Timeline and Tasks related to Ed Plan Update</i>	
September	<ul style="list-style-type: none"> • Program Development office submits report to Provost and APPC regarding potentially useful new programming directions
October	<ul style="list-style-type: none"> • Identify and discuss key issues related to planning priorities
November	<ul style="list-style-type: none"> • Identify and discuss any additional issues raised in relation to planning and priorities (e.g. environmental scan from Provost) APPC identifies key issues raised by the scan and discusses whether the academic planning priorities listed in 5 year plan should be adjusted to address the changing environmental context
December	<ul style="list-style-type: none"> • APPC passes motion re-affirming and/or revising existing list of Planning Priorities (motion is forwarded to Deans as information for their Ed Plan submissions)
January	
February	<ul style="list-style-type: none"> • Areas/Deans submit update reports to Provost • Areas/Deans submit discontinuance reports to Provost and APPC • Provost compiles progress and discontinuance reports for submission to APPC
March	<ul style="list-style-type: none"> • APPC receives and reviews copy of the Budget Report • APPC receives and reviews Provost's compilation of progress and discontinuance reports • APPC (or subcommittees) discusses (i) progress of non-program initiatives, (ii) ranking of completed program proposals; (iii) maintaining and/or changing the priority of in-development program proposals, and (iv) acceptance/rejection of recommended program discontinuances
April	<ul style="list-style-type: none"> • APPC passes possible motion regarding directions for improvement in non-program initiatives in Ed Plan • APPC passes motion indicating ranked order of complete program proposals • APPC passes motion to maintain and/or change priority of programs in development • APPC passes motion indicating acceptance/rejection of recommended discontinuances
Mid-May	<ul style="list-style-type: none"> • Provost presents final version of Ed Plan Update to APPC • APPC passes motion recommending Ed Plan Update to Senate
Late May	Senate approves Ed Plan Update
June	
July	
August	
September	Board approves Ed Plan Update