



AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

January 21 10, 2015
2:30 to 4:30 pm, Room A229/225

1. CALL to ORDER

2. ITEMS for ADOPTION

- 2.1. Agenda – 2015 01 21
- 2.2. Minutes – 2014 12 10 pg. 2

3. BUSINESS

- 2:35 pm 3.1. Provost's Report
- 2:45 pm 3.2. New Programs
 - 3.2.1. Records Management Certificate – Jill Harrison pg. 5
 - 3.2.2. Automation and Control Systems Technician – Rod McLeod/Avner Bachar pg. 14
- 3:25 pm 3.3. Formation of the APPC Expedited Review standing committee – Eric pg. 54
- 3:35 pm 3.4. Procedures for the Program Discontinuance Policy – Peter pg. 56
- 3:55 pm 3.5. Discussion on the Questionnaire to Standing Committees of Senate – Christine/Michelle/Peter pg.61

4. ADJOURNMENT and NEXT MEETING

Next Meeting: February 18, 2015, 2:30 – 4:30, A225/229

5. INFORMATION ITEMS

- 5.1. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



MINUTES - Draft
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

December 10, 2014
2:30 pm - Room A225/229

Present: E. Davis (chair), G. Palmer, J. Hogan, M. Bos-Chan, Z. Dennison, N. Weinberg, M. Rhodes, C. Gingerich, J. MacLean, M. Brosinski, F. Kheradmand, S. Brar, D. Griffiths, A. Chan, D. McGuire, S. Murray, A. Wiseman,

Regrets: A. Hodges, R. McLeod, C. Slavik, J. English, C. Bell, M. Wideman, S. Hardman, D. Alary, V. Dvoracek, K. Isaac, P. Geller

Recorder: J. Nagtegaal

1. CALL to ORDER

The meeting was called to order at 2:35 pm. Eric welcomed Scott Sheffield, Chair of the Senate Research Committee to APPC.

2. ITEMS for ADOPTION

2.1. Agenda – 2014 12 10

Item 3.4. Procedures for the Program Discontinuance Policy was removed from the agenda. Some revisions are being incorporated into the procedures and a more up to date document will come back to APPC for approval.

MOTION:

THAT APPC approve the 2014 12 10 agenda as amended.

J. MacLean/M. Bos-Chan

CARRIED

2.2. Minutes – 2014 11 12

MOTION:

THAT APPC approve the 2014 11 12 minutes as presented.

S. Brar/J. Hogan

CARRIED

3. BUSINESS

3.1. Provost's Report

- The Royal Society of Canada created The College of New Scholars, Artists, and Scientists. Their inaugural cohort included Lenore Newman, Canada Research Chair, Food Security and Environment. This is quite an honour for Lenore and for UFV.

3.2. Review of Dean's Academic Program Assessment Form

At the November APPC meeting a discussion with the Deans took place around programming at UFV. During the discussion the Deans noted they used an assessment grid (based on the Program Assessment Grid created by APPC) to aid them when considering programs. The Dean's Academic Program Assessment Form has come to APPC for discussion and feedback.

There were some questions on how the form would be used and what information the Dean would be looking for. It was noted that the Deans have been working on this grid for the past year and a half and that that will be further discussion on how and when it will be used, and who would be involved in gathering the information. It was also mentioned that the grid was created to take into account both qualitative and quantitative data. It was suggested that the grid be available to departments so they are aware of what areas they will be assessed on.

3.3. Revisions to the Expedited Program Approval Process

Procedures for the Expedited Program Approval Process were put in place last June; since then, concerns have been raised about their complexity and the length of time it will take for a program to be approved. S. Murray and J. Nagtegaal have made changes to the procedures with the intent to simplify and expedite the process. Consultation with UEC, UEC Short Programs Subcommittee, APPC, SBC, and the Senate Governance Committee took place. Minor changes were recommended and incorporated.

MOTION

THAT APPC approve the revisions to the Expedited Program Approval procedures as presented.
J. MacLean/M. Brosinski

CARRIED

3.4. Concept Paper Revisions

Changes to the concept paper were presented at APPC last month; however, through the consultation process additional feedback was incorporated into the revised concept paper. Final approval authority rests with UEC as noted in Policy 21. It was noted that this Concept Paper is only for undergraduate programs.

MOTION

THAT APPC approve in principle the changes to the Concept Paper as presented.

M. Rhodes/Z. Dennison

CARRIED

3.5. Education Plan 2016 – 2020

The new 5-year Education Plan 2016 – 2020 was discussed at Senate. It was agreed that UFV would engage in a visioning exercise for the Education Plan process that will look at what the university as a whole should look like in 2025. A Visioning Committee will be established to look at 'UFV in 2025' as well as the five goals UFV needs to meet in 2016 – 2020 in order to help reach its goals/vision for UFV in 2025. A Provost's Forum will be held in January to start off this process and feedback will be asked from students, alumni, faculty, staff, community members, and other stakeholders. Ways of encouraging involvement and feedback were discussed.

4. ADJOURNMENT and NEXT MEETING

The meeting was adjourned at 3:45 pm.

5. INFORMATION ITEMS

5.1. School of Trades Proposal

5.2. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



UEC MEMORANDUM

UEC Chair: Rod McLeod
Phone: 5435

UEC Assistant: Amanda Grimson
Phone: 4571

TO: Dr. Eric Davis, Academic Planning and Priorities Committee Chair
FROM: Rod McLeod, Undergraduate Education Committee Chair
DATE: January 13, 2015
RE: Records Management

At its December 12, 2014 meeting, UEC voted to recommend the creation of a Records Management certificate program. UEC recommends that this be recommended by APPC and approved by Senate.

MOTION:

THAT APPC recommends the approval of the new Records Management certificate program as recommended by UEC.

RATIONALE:

The Records Management Specialist (RMS) certificate is a revenue-generating initiative that brings together the expertise of local industry professionals in collaboration with the UFV Continuing Education department. The program meets an identified need in the Fraser Valley region to provide employment-focused entry-level skills in areas of core record maintenance and the accompanying administration skills that include training in Microsoft Office, business communications, and digital age literacy.

Please see the attached document for additional details.



UFV NON-DEGREE PROGRAM PROPOSAL

Records Management

UNIVERSITY OF THE FRASER VALLEY

Continuing Education

Faculty of Access and Continuing Education

Submitted for APPC

January-13-15

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INSTITUTION, PROGRAM AND CREDENTIAL IDENTIFICATION

Name of Institution: University of the Fraser Valley

Title of Program: Records Management

Credential to be awarded to graduates: *certificate, Type B*

Length of Program:

230 hours

- Full-time schedule, 4 months
- Part-time schedule, up to 3 years

Rationale for the credential:

The Records Management Specialist (RMS) certificate is a revenue-generating initiative that brings together the expertise of local industry professionals in collaboration with the UFV Continuing Education department. The program meets an identified need in the Fraser Valley region to provide employment-focussed entry-level skills in areas of core record maintenance and the accompanying administration skills that include training in Microsoft Office, business communications, and digital age literacy.

Program Working Group

Jill Harrison, chair Program Manager
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Andrew Geider Instructor
Email: Andrew.Geider@shaw.ca

Emiko Petit Program Coordinator
Phone: 604-854-4559 **Email:** Emiko.Petit@ufv.ca

Toby Willis-Camp Instructor
Email: Toby.WillisCamp@ufv.ca

EXECUTIVE SUMMARY:

The Continuing Education department seeks approval of the proposed non-credit Records Management Specialist certificate program. The aim of this program is to deliver employment-focussed training that equips students with the job-ready skills they require for entry level careers in government, non-profit, healthcare, legal, and business organizations that require administrative assistance in maintaining their physical and electronic records.

PROGRAM DESCRIPTION

Purpose and Goals

The Records Management Specialist (RMS) certificate aims to prepare and equip administrative assistants with the skills they require to manage and maintain an organization's physical and electronic records.

All organizations follow records management practices with different degrees of sophistication; however all practices are informed by ARMA International. This program was designed using the principles set out by ARMA International.

As Technology has significantly impacted the manner in which an organization's records are handled, this program includes additional training in the areas of software, communication, and digital literacy skills to help the administrative assistant respond an organization's need to access a record in a timely manner.

Graduates of the Continuing Education Records Management Specialist program will have the knowledge, skills, and abilities to be successful in any entry level administrative assistant role that involves records management responsibilities.

Target Audiences

The proposed RMS certificate program aligns well with UFVs' Strategic Plan in that it is entrepreneurial, provides students with job-ready skills that local employers seek.

We anticipate that this program will generate \$30,000 - \$70,000 gross revenue for the institution each year based on offering one fulltime cohort. With the development of online, part time and contract training there will be an opportunity to increase these revenues.

Recruitment target groups for the RMS certificate program include:

- Fraser Valley professionals looking to enter an administrative assistant career that specializes in record management practices
- Working professionals that are interested in updating their existing records management skills
- Recent UFV graduates looking for training in records management (to complement existing education at UFV)

- Business owners wishing to increase their own skill set or the skills of their staff in records management focused activities (to promote industry training)

Avoiding necessary duplication in the system

There are a limited number of institutions that offer an entry level records management certificate program. The Association of Records Management recognizes Vancouver Community College. VCC offers three records management programs. There are also a number of records management courses in eastern Canada but in British Columbia there appear to be only portions of records management curriculum offered in Business Management diplomas or Office Management Certificates. Additionally, Library Tech programs at Langara and UFV offer courses in records management however these programs train students at a technologist level, whereas the proposed program aims to prepare students at an administrative assistant level.

Labour Market Demand

What sets this innovative certificate program apart from other programs is that it meets a regional and provincial need. It helps Fraser Valley students connect with RM professionals and employers in their own community. Local RM professionals and employers involved in the certificate will teach the courses, deliver guest lectures, and provide practicum opportunities for students to help UFV expand on strategic linkages and alliances with the RM industry in the region.

The current labor market outlook for records assistants is strong, with an estimated growth of 15% from 2010 to 2020, according to Work BC (Province of British Columbia, 2013). Further, with the rapid changes in technology, existing records assistants require upgrading to their skills to respond to the introduction of digital records.

CURRICULUM:

Program Learning Outcomes

The program focuses on meeting the following employment-related learning outcomes. Upon successful completion of the RM certificate, students will be able to work with:

1. Electronic Records Storage – inside and outside sources
2. Filing of Records
3. Retrieval of Records
4. Retention of Records
5. Disposition of Records
6. Policies and Procedures of Record Management
7. Record Management Standards

The program length is 230 hours (150 contact hours and 80 practicum hours) and may be completed in a full-time or part-time schedule. Opportunities for part-time studies and online studies are being considered. Courses do not grant academic credit.

Program Structure

Course Number	Course Title	Contact Hours
RM01	Fundamentals of Records Management	15
RM02	Records Management Classifications and Vocabulary	30
RM03	Records Management Systems	30
RM04	RM Digital Age Literacy	15
RM05	RM Databases: ACCESS	15
RM06	RM Spreadsheets: EXCEL	15
RM07	RM Word-processing : WORD and POWERPOINT	15
RM08	RM Business Communications	15
RM09	Records Management Practicum	80
	Total Hours	230

Provincial, national and/or international certifications and standards

This program was designed using the principles set out by ARMA International. The proposed RM certificate represents collaboration between UFV's Continuing Education and community members with the consultation of the Applied Business Technology and Library and Information Technology departments.

ARMA Canada's aim is to educate, advocate and provide resources to the community of records and information management. ARMA Canada is comprised of 14 chapters (1,800+ Canadian members) representing Canada from "coast-to-coast.". The standards can be found at <http://www.armacanada.org>.

PROGRAM CONSULTATION AND EVALUATION

Student Loan Program Eligibility

The RM certificate program, specifically some full time schedules will meet the program eligibility requirements as outlined at www.bcsap.bc.ca

Program Review and Evaluation

The RM certificate program will be reviewed under Policy 189, Academic Program and Unit Reviews.

Safety and Risk Management

There are no safety or risk management factors to consider for this program.

ADMISSION AND TRANSFER

Admission

Student applications for program admission are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. Program prerequisites include:

- B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.
- Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar.

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Program Laddering

At this time there is no UFV laddering available.

ATTACHMENTS

- Program Outline
- Official Course Outlines



UEC MEMORANDUM

UEC Chair: Rod McLeod
Phone: 5435

UEC Assistant: Amanda Grimson
Phone: 4571

TO: Dr. Eric Davis, Academic Planning and Priorities Committee Chair

FROM: Rod McLeod, Undergraduate Education Committee Chair

DATE: January 13, 2015

RE: Automation and Control Systems Technician

At its December 12, 2014 meeting, UEC voted to recommend the creation of an Automation and Control Systems Technician diploma program. UEC recommends that this be recommended by APPC and approved by Senate.

MOTION:

THAT APPC recommends the approval of the new Automation and Control Systems Technician diploma program as recommended by UEC.

RATIONALE:

This program is based on a laddering model. Students with the Electronics Technician Common Core Certificate will complete the equivalent of two semesters of full time study (over a period of eight months) to earn the Automation and Control Systems Technician Diploma. Graduates of the diploma will have obtained industry practical knowledge along with an applied theoretical understanding of technologies used in a variety of work environments.

Please see the attached document for additional details.

MEMO



To: Eric Davis, Chair, Academic Planning & Priorities Committee

From: John English, Dean – Faculty of Applied & Technical Studies

Date: January 15, 2015

Re: Name Change – Automation and Robotics Technician

After further consideration, the Program Working Group is recommending a name change to the "Automation and Control Systems Technician" to "Automation and Robotics Technician".

Although the initial program name is technically correct, it is not a commonly used title and is fading in use in favour of titles that are more specific about the sub-discipline of application of the control system. For example, one might see terms such as "industrial automation technician" or "instrumentation technician".

The two more common names available to us that apply to our circumstances are "automation and robotics" and "mechatronics". The Program Working Group feels that "mechatronics" would create confusion with the new Physics Mechatronics Diploma (with its engineering emphasis). Therefore, the Program Working Group is recommending "Automation and Robotics Technician" as the preferred title.

The name is appropriate for this particular incarnation of an automation program with its area of application in agriculture; the two dominant technical trends are in the direct automation of manual processes using either common off-the-shelf automation techniques and the application of robots to perform dedicated functions (e.g., milking, cleaning, sorting and grading, packaging, etc.). The common language in agriculture automation is "robotics" (and not so in other areas of automation such as the wood products industry).

In keeping with the principle that our program would not restrict the industries that a graduate might work, the same argument around automation trends being the application of robotics applies to the manufacturing sector--also a major and growing economic sector in the Fraser Valley.

In addition, the Program Working Group is recommending that the discipline designation be "ELTR" as the department is electronics (versus the currently proposed EACT).



SBC MEMORANDUM

SBC Chair: Jackie Hogan
Phone: 4676

SBC Assistant: Kasey Merritt
Phone: 4526

TO: Dr. E. Davis, APPC Chair

FROM: Jackie Hogan, Senate Budget Committee Chair

DATE: December 18, 2014

RE: Automation & Controls Systems Technician Diploma Program

At its December 18, 2014 meeting, the Senate Budget Committee reviewed the Automation & Control Systems Technician Diploma Program proposal and confirms the cost of implementation is adequately reflected in the analysis.



Automation & Control Systems Technician diploma

UNIVERSITY OF THE FRASER VALLEY

Electronics
Faculty of Applied & Technical Studies

Reviewed by UEC and approved with recommended changes, December 12, 2014

Submitted to UEC Screening Subcommittee for final approval, January 5, 2015

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INSTITUTION, PROGRAM AND CREDENTIAL IDENTIFICATION:

Name of Institution: University of the Fraser Valley
Title of Program: Automation and Control Systems Technician Diploma
Credential to be awarded to graduates: Automation and Control Systems Technician Diploma
Length of Program: Two semesters (eight months), post Electronics Technician Common Core certificate
Rationale for the credential: This program is based on a laddering model. Students with the Electronics Technician Common Core Certificate will complete the equivalent of two semesters of full time study (over a period of eight months) to earn the Automation and Control Systems Technician Diploma. Graduates of the diploma will have obtained industry practical knowledge along with an applied theoretical understanding of technologies used in a variety of work environments.

Chair, Program Working Group: Avner Bachar	Title: Instructor, Electronics Common Core
Phone: 604-847-5429	Email: Avner.Bachar@ufv.ca
Dean: 604-847-5700	Email: John.English@ufv.ca

EXECUTIVE SUMMARY:

Automation and control systems technicians draw from a variety of disciplines (such as computing, electronics and electromechanics) and use a wide variety of test equipment to troubleshoot, repair, install and maintain simple to complex automated and control systems. Apart from performing essential work on their own, technicians provide an important support for professional engineers.

The skills developed in this program will prepare students for careers in applied automated industries and control system applications. Graduates from this program are skilled trained technicians with abilities and confidence in building, maintaining, calibrating and integrating automation and control systems in a wide variety of sectors, including agriculture, industrial manufacturing, and the oil and gas industry. The UFV program utilizes agricultural settings as a platform to introduce students to real-world automation and control systems applications.

The program provides a balance between academic and practical technical experience, complies with national and international technology accreditation guidelines, meets the need to match education and training with jobs that are in high demand (as prioritized by the B.C.'s *Skills for Jobs Blueprint*), and will provide opportunities for graduates of the Electronics Technician Common Core Certificate to continue their education locally.

The program will utilize a problem-based pedagogical approach to develop hands-on, technical knowhow. Knowing when something is wrong is a learned skill for a Certified Technician, and this is obtained by experience: solving problems by systematic methods including trial-and-error in various situations. Knowing where to look for a problem and finding the problematic subsystem is an important and necessary skill. Isolating a problem and solving it brings a sense of accomplishment and satisfaction to both the Technician and the employer. Common sense and communication, as well as team work, are

important in the entire trades and technical profession where so many aspects need to be considered and balanced.

Relatedly to the program's problem-based emphasis, and as a unique feature of UFV's program, automation and control systems used in agriculture will be used as the key demonstration platform for this hands-on learning. This emphasis on agricultural automation will create productive synergy with other programs associated with the UFV Agriculture Centre of Excellence, ensure efficient use of resources, and serve the local agriculture community. It will be supported by a balanced academic curriculum that will produce well trained technicians prepared to install, service, and maintain equipment not only in agriculture, but in a range of sectors.

The program will comply with national and international standards for accreditation with the Canadian Technology Accreditation Board which guarantees international recognition of academic qualifications under the Dublin ACCORD (www.ieagreements.org). This accreditation level will enable students to have internationally acceptable academic qualification should they choose to pursue other academic goals and provide them with stepping stones to achieve these goals.

PROGRAM DESCRIPTION:

<i>Goals and objectives of the new program</i>
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The program will help satisfy the increasing need for trained technicians in our region, nationally and worldwide and, as such, meets the priorities of the B.C.'s *Skills for Jobs Blueprint* (<http://www.workbc.ca/skills>).

Every year, graduates of the Electronics Technician Common Core Certificate move to other educational facilities or regions (e.g., BCIT and North Island University) to complete their education. This program will thus respond to a local demand for further education, in line with our mandate as a regional university, and will provide students completing the electronics common core at UFV the opportunity they seek to further their education locally.

Upon completion of the program, students will have obtained experience, leadership, good communication skills and common sense relevant to employment nationally and internationally. They will be able to use test equipment and methods for troubleshooting, isolating the problem and solving it. They will have the technical knowledge to maintain, repair and support equipment and electrical/electronic systems and assemblies. The program will provide graduates with the ability to support engineers with technical assistance in designing and improving systems and equipment.

An additional, and equally important goal, is to provide graduates with sufficient knowledge and experience to seek further higher education by having this program recognized by other universities as a credible solid foundation technical program.

<i>Target audience(s) for this program</i>
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1. Students who have completed the Electronics Technician Common Core Certificate program at UFV or any college or institute that is a member of the International Electronics Technician Articulation Committee. Many of our recent Electronics Common Core program graduates indicated that they would

likely continue on to a more specialized program had one been offered at UFV. Due to the lack of offerings at UFV students are registering in other institutions and some are on waiting lists.

2. Students with other relevant post-secondary or training experience, such as graduates of the Electrical apprenticeship program or engineering students who have decided to obtain an intermediate diploma rather than a full degree. Some upgrade or bridging courses may be required in these cases.

Avoiding unnecessary duplication in the system

A majority of two year technical diplomas offer a specialized program which is geared towards a specific field of interest such as communications, robotics, mechatronics and industrial. This program is intended to provide a basic yet comprehensive automation and control systems training applicable to all industries, but it will use agriculture as an automation application to demonstrate automation and control systems practices. Using agriculture as a demonstration platform is a unique feature of UFV’s proposed automation diploma program. Secondary emphasis will be on the regional manufacturing sector. (North Island’s program is focused on the forest industry.)

The program aims to offer a diploma at the end of the second year while providing a strong base for upgrade options during the summer for students who wish to bridge into an engineering program at UFV or other universities.

Summer specialty courses may also be introduced with the cooperation of local industry leaders wanting to have technicians with special training on their equipment.

Please note that these two features (bridging courses to pursue an engineering program and specialty courses geared to specific employers) are not part of this diploma program, but options that graduates of the program will be prepared to undertake, depending on their chosen educational or career paths.

Table I compares the proposed Automation and Control Systems Technician Diploma program (and UFV’s Engineering Physics diploma in Mechatronics) to other related programs in British Columbia. The UFV Engineering Physics diploma in Mechatronics (see [here](#) for more information) is included to show how the proposed program will complement, but not duplicate or compete with, the Mechatronics diploma.

Table I: Comparable Programs

Institution	Program	UFV Mechatronics	Proposed program
British Columbia Institute of Technology (BCIT)	Electrical and Computer Engineering Technology Diploma (Automation and Instrumentation Option). See here for program information.	Contains significantly more Math and Physics. Focus on mechatronics whereas BCIT focuses more on electronics.	Focus on automation and controls which are option with BCIT and does not require the level of math and physics required

			in Mechatronics, allowing broader intake levels.
BCIT	Mechanical Technology (Mechatronics and Robotics) Diploma. See here for program information.	Higher academic level and contains significantly more physics, which is why it is an Engineering <i>Physics</i> Diploma.	BCIT's emphasis is on mechanical aspect. UFV mechatronics has physics emphasis whereas the proposed program provides technical and common application of automation and control systems
Camosun College	Electronics and Computer Engineering Technology Program. See here for program information.	Camosun's two-year program specializes in controls and communications whereas UFV focuses on mechatronics.	Camosun's program is dedicated to communications and UFV to Mechatronics. The proposed program offers Automation and control systems as a broad base for any industry.
North Island College (NIC)	Industrial Automation Technician Diploma. See here for program information.	This is a technician level diploma, containing less math and physics.. NIC's program focuses mostly on repair, replace, maintain rather than design, as our diploma graduates would do.	NIC's program is designed for industrial specifically and does not provide design insight. Mechatronics aims for a level higher than technician. Proposed program will gear for a technician level but with enhanced skills to have design insight and offer Automation and control systems as a broad base for

			any industry; with in-course application examples in the agriculture industry.
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Labour market demand

Over 75% of recent Electronics common core program at UFV indicated that they would have continued on with a second year program had one been offered at UFV. As a result of lacking a second year program some students transferred to other facilities such as BCIT. Students indicated that other institutes have big intakes and they end up on a waiting list, delaying their academic training for a year or more; some even moved to Vancouver Island to attend NIC due to lack of programs and space in local programs.¹

Recent search of potential job listing (<http://www.simplyhired.ca/a/jobs/list/q-automation+technician>, June 24, 2014) indicates that there are over 6600 jobs available for automation technicians.

The screenshot shows the SimplyHired website interface. At the top, there are navigation links for 'Language: English Français', 'Find Jobs', 'Post Jobs', 'Advanced Job Search', and 'Search Options'. Below this is a search bar with 'automation technician' entered in the 'Keywords' field and 'city or province' in the 'Location' field. A blue arrow points to the search bar. To the right of the search bar is an orange 'Search Jobs' button. Below the search bar, there are filters for 'Email jobs like this to me' (with an 'OK' button), 'Sort by' (with options for 'Relevance' and 'Date'), and 'Date Posted' (with options for 'Last 24 hours', 'Last 7 days', 'Last 14 days', and 'Last 30 days'). There is also a 'Language' filter with options for 'English', 'French', and 'Any Language'. The main content area shows search results for '1 - 10 of 6,634 automation technician jobs'. The first result is 'Automation Technician (New)' from 'automation-technician.jobinga.ca/' with '2 Open Positions Left: Now Hiring! Automation Technician - Apply'. Other results include 'SQA Canada - Toronto QA' and 'Technician Careers'. On the right side, there are sponsored ads for 'Automation Systems', 'NI Motion Controls', and 'Network Ops Best Practice'. At the bottom left, there is a 'Recent Job Searches' section for 'automation technician'.

According to the BC's Labour market information posted on the Applied Science Technologists and Technicians of BC (ASTTBC) website, 3,000 job openings for electrical engineering and technical electronics positions are projected over the next five years. However, only about 1,000 graduates are expected to enter the labour market in this field over the same time frame. (See <http://www.asttbc.org/services/career/labourmarket.php>, session 2, slide 6.)

¹ This information was compiled through personal communications with graduates of UFV's Electronics common core program.

The Information below is extracted from the Service Canada website. Note that the listed occupation (2241) is only one category of many technician categories on the site (http://www.servicecanada.gc.ca/eng/qc/job_futures/2.shtml).

Statistics 2241 - Electrical and Electronics Engineering Technologists and Technicians

Main Labour Market Indicators	Unit Group 2241	All occupations
Employment, average 2009-2011	9,900	3,905,700
EI Claimants in 2011	200	92,650
Average Annual Growth Rate 2012-2016	1.6%	0.7%
Annual Employment Variation 2012-2016	150	27,050
Annual Attrition 2012-2016	200	72,750
Total Annual Needs 2012-2016	350	99,800
Average Annual Employment Income (Full-Time, Full-Year)	Unit Group 2241	All occupations
Full-time, full-year	72.7%	53.2%
Average income	53,981	45,157
0-19999\$	3.8%	16.5%
20000-49999\$	42.6%	52.4%
50000\$ and over	53.6%	31.1%

The Information below is extracted from the Work BC website *Forecasting the Labour Market, Trades Occupation Outlook* (November 2011). (<http://www.workbc.ca/Statistics/Labour-Market/Forecasting-the-Labour-Market.aspx>).

“The trades employment outlook in B.C. is relatively strong, although trades demand will grow at a slightly lower rate than the provincial all occupation average over the forecast period. According to 2010 Labour Force Survey, the vast majority (92.2%) of those employed as trades, transport and equipment operators were employed full-time. All the trade occupations posted rates of full-time employment above the provincial average. This is exemplified by the APPSO survey, which reported 96 percent of employed respondents were working full-time.... As labour demand for the trades is expected to outpace the labour supply in 2016, and as early as 2013 for some occupations, there is an increasing need to educate and train labour force entrants, and enable skilled workers, including newcomers, to obtain trades credentials through assessments that fairly and objectively evaluate their skills and experience...” (p. 19)

CURRICULUM:

Skills, knowledge, or other attributes students will develop from the program

Program Goals and Learning Outcomes	Institutional Learning Outcomes (see here).
Students will use Troubleshooting analytical skills to evaluate technical and non-technical issues.	1. Demonstrate information competency 4. Initiate inquiries and develop solutions to problems 9. Contribute Regionally and Globally
Develop leadership skills being responsible for the direction of their career and learning. Students will be able to set a goal and ways to achieve that goal. Students will be able to do this independently or by being a team member.	4. Initiate inquiries and develop solutions to problems 6. Pursue self-motivated and self-reflective learning 7. Engage in collaborative leadership
Students will learn to tackle problems from various perspectives using multiple techniques.	2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Students will learn to communicate effectively with each other and with the instructor. They will be able to convey information using diagrams, graphs, and English with or without visual aids.	5. Communicate effectively 7. Engage in collaborative leadership
Students will learn the importance of ethical conduct and professionalism in the trades. Students will realize that public interest is their interest and that it depends on proper application of their knowledge and skills.	3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 8. Engage in respectful and professional practices.
Students will learn that they can apply their newly acquired knowledge and skills globally but having in mind that local code may vary from one location to another.	9. Contribute regionally and globally
Graduates will be able to dial into the customer's needs. Graduates will be able to design various automation systems from a basic control block to an assembly or multiple control block systems that will meet the needs of their customers globally.	2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems 9. Contribute regionally and globally
Students will have the capability to fit into our fast-paced society easily with automation and control systems knowledge as many of our electronics nowadays contain control systems and the direction of our industries and home electronics is towards heavier use of automation. Training more automation technicians will help strengthen the local and global economy and will prepare society to meet the future growing need for technicians to service automation systems.	1. Demonstrate information competency 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 9. Contribute regionally and globally

Program/course structure

This program is structured to build on the Electronics Technician Common Core certificate. The common core program currently runs for 38 weeks with 25 hours a week of class/lab time (estimated equivalent credit value is 30-35 credits).

The second year (see below) will have a total of 33 credits.

The total credit value of the diploma is 63-68 credits.

First Semester (Fall): (16 credits)					
Course Number	Course Title	Credit Value	Notes	Hours Per	
				Lecture	Lab
CMNS 125	Introduction to Workplace Communication	3 credits	Existing	30	15
EACT 200	Technical Drafting and AutoCAD Applications	2 credits	New	15	30
EACT 201	Hydraulic and Pneumatic Control Systems	3 credits	New	30	30
EACT 202	Microprocessors/Microcontrollers and Data Acquisition	5 credits	New	45	45
AGRI 143	Introduction to Agriculture	3 credits	New	15	30
Second Semester (Winter): (17 credits)					
Course Number	Course Title	Credit Value	Notes	Hours Per	
				Lecture	Lab
EACT 210	Project Management and Occupational Organization	3 credits	New	30	15
EACT 211	Programmable Logic Controllers	3 credits	New	15	30
EACT 212	Wiring, Motors and Actuators	3 credits	New	22.5	45
EACT 214	Control Systems	5 credits	New	45	45
EACT 216	Automation and Control Systems Project	3 credits	New	0	60

NOTE: In addition, students must pass the Applied Science Technologists and Technicians of British Columbia's *Professional Practice and Ethics Examination* to complete the requirements for graduation. For fees and schedule, please contact ASTTBC at <http://www.asttbc.org/practice/ethics.php>.

Calendar Descriptions for new courses are provided in Appendix B.

Provincial, national and/or international certifications and standards achieved in the new program

The Automation and Control Systems Technician Program is geared to be accredited with the Canadian Technology Accreditation Board (CTAB) which guarantees international recognition of academic qualifications under the Dublin ACCORD (www.ieagreements.org). This program will also provide accreditation with the Association of Scientists, Technicians and Technologists of British Columbia (ASTTBC) as it bases its acceptance standard on CTAB.

PROGRAM CONSULTATION AND EVALUATION:

Other provincial post-secondary institutions consulted about the program

The University of Victoria has been approached for the possibility of graduates from the automation diploma program entering into the Engineering degree. Further discussions need to take place to determine which bridging courses will be required for students wishing to pursue this option. (See Appendix C for email consultation with Chair of Electrical and Computer Engineering Department, UVIC).

Similar discussions are planned with other universities with the assistance of the World Automation Congress.

Other consultations

The Applied Science Technologists & Technicians of BC (ASTTBC) has been consulted and they provided a very enthusiastic endorsement of the program. See Appendix C for notice that they are prepared to advertise UFV's new program in their newsletter.

Student Loan Program Eligibility

The program meets the requirements for the BC Student Loan Program.

Adequate depth and breadth of ongoing review and evaluation.

The Automation and Control Systems Technician Advisory Committee (hereafter "Advisory Committee") will be reviewing the program each semester for the first 5 years (as required for accreditation). After accreditation the department will review the program at least once annually to identify problems, and ensure compatibility with market demands, industry standards and technology changes.

The program will also be reviewed under UFV Policy 189, [Academic Program and Unit Reviews](#).

Safety and other risk management

Electronics Lab and Automation Lab work may present a moderate level risk as they are considered low voltage and low energy setup. Furthermore, the Electronics lab has been active for many years with staff experienced in dealing with labs of this type. Students are given explicit instructions for working in electrical environment. Labs are governed by UFV's Occupational Health & Safety policy (number 219)

[http://www.ufv.ca/media/assets/secretariat/policies/Occupational-Health-&-Safety-\(219\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Occupational-Health-&-Safety-(219).pdf)

See also <http://www.ufv.ca/ohs/>

ADMISSION AND TRANSFER:

Program intake is set to be for September each year. Applications can be submitted starting in October of the previous year.

Students must complete the Electronics Technician Common Core program (or equivalent) to be admissible to this program.

Students from other departments or other higher education institutions who have successfully completed pre-electrical engineering, electrical engineering or physics courses may also be admitted to the program based on evaluation of their credentials. The Advisory Committee will evaluate these applicants through an interview to assess their:

- Electronics theoretical knowledge of analog, digital and microcontroller components
- Circuit analysis methods and skills
- Communication skills: ability to listen and articulate ideas
- Hands on demonstration of basic practical methods of troubleshooting, circuit construction, assembly, and soldering
- Personal and work commitments in relation to assuming the demands of an applied academic program of studies.

The Advisory Committee may require course upgrades prior to commencing the program.

Students with Electrician training and/or students in UFV's Electrician Apprentice program may require a short summer course to bridge into the Automation Program. The Electronics Department together with the Electrical Department are evaluating the possibility of the summer course to be constructed so it allows bi-directional bridge between the automation program and the electrical foundation program.

Successful completion of ESL Advanced Speaking/Listening, and Writing course sequence may be required for applicants for whom English is not a first language.

Qualified students who are not admitted will be put on a wait list. A student offered a seat must accept the offer in a timely fashion or that seat will be offered to the next student on the waitlist.

In the case of a student who has already completed courses from the diploma prior to being accepted to the diploma, the Advisory Committee will reserve the right to decide whether the student should be accepted to the program (thus creating unfilled reserved seats in some courses) or put on a wait list. If the program is not filled to capacity, seats in individual courses will be made available to any student that meets the prerequisites.

Continuance Requirements and Re-Admission

Continuance will be computed on all program-specific courses taken prior to, or after, admission to the program. To remain in the program, a student must maintain a minimum GPA of 2.0 in all program-specific courses. The Advisory Committee may grant exceptions under extenuating circumstances.

A student may be removed from the program by not taking the designated courses for that semester (either by not enrolling or by dropping a course, unless otherwise permitted by the Advisory Committee). Note that a student removed from the program might still be able to access a course if all

the reserved seats are not filled, and by taking a course this way may be able to join a later cohort of students.

Re-admission to the program is subject to space availability.

Graduation Requirements

The student must complete all required courses as specified in the program. The student must maintain a minimum GPA of 2.0 computed on all the program courses.

Residency

Students must complete at least 50% of the required second-year credits for the Diploma at UFV.

Reserves

In order to ensure those students admitted to the program will be able to graduate in a timely fashion, the program will use reserved seats to restrict first access to those students admitted to the program. Once students admitted to the program have had time to register, the courses will be open to general registration for any student that meets the pre-requisites.

Audit

As per UFV's [Course Audit policy](#) (108), audit will be at the instructor's discretion.

Transfer

International students wishing to transfer into this program will be expected to have the equivalent of the Electronics Technician Common Core program. Requests for transfer credits for program courses will be assessed on a case-by-case basis.

Domestic Students who have taken Electrical/engineering/technical courses at UFV or anywhere in BC may be accepted in the program, as long as the basic knowledge, skills, lab experience and credits they have correspond to the knowledge gained and demonstrated in the Electronics Common Core program. The Advisory Committee will evaluate the applicants from other departments/establishments for validation of credits and for approval to enter the program.

Appendix A: Calendar Copy

1. **Faculty and department of program:** Faculty of Applied and Technical Studies
2. **Website** (*department, or program-specific if applicable*)
3. **Program title/credential:** Automation and Control Systems Technician Diploma
4. **Associated degree program** (*for major, minor, or extended minor only*) N/A
5. **Program introduction/calendar description** (*brief description, usually 1-3 paragraphs*)

This diploma program builds on the Electronics Technician Common Core certificate to prepare students for careers in applied automated industries and control system applications. Graduates from this program are skilled trained technicians with abilities and confidence in building, maintaining, calibrating and integrating automation and control systems in a wide variety of sectors, including agriculture, industrial manufacturing, and the oil and gas industry. The UFV program utilizes agricultural settings as a platform to introduce students to real-world automation and control systems applications. The program complies with national and international technology accreditation guidelines, and provides a balance between academic and practical technical experience.

Students who have completed the Electronics Technician Common Core Certificate are given registration priority.

6. Entrance requirements

1. Successful completion of the Electronics Technician Common Core certificate (or equivalent, by permission of the Automation and Control Systems Technician Advisory Committee);

or

2. a) Successful completion of other relevant post-secondary education (such as pre-electrical engineering, electrical engineering or physics courses), as evidenced by educational transcripts; or b) training experience and documented workplace hours in related discipline

Students applying for admission to the program under 2a) or 2b) above will also be required to attend an interview with the Advisory Committee to assess the following:

- Electronics theoretical knowledge of analog, digital and microcontroller components
- Circuit analysis methods and skills
- Communication skills: ability to listen and articulate ideas
- Hands on demonstration of basic practical methods of troubleshooting, circuit construction, assembly, and soldering
- Personal and work commitments in relation to assuming the demands of an applied academic program of studies.

Successful completion of ESL Advanced Speaking/Listening, and Writing course sequence may be required for applicants for whom English is not a first language.

7. When to apply

Admission to the program will be September each year. Applications can be submitted starting in October of the previous year. For application deadlines, see [Specific intake application process](#). Qualified applicants are considered for the next intake in which there is space.

8. How to apply

1. Apply online at ufv.ca/admissions/admissions/apply/. You will be asked to submit an application fee, which can be paid in a variety of online methods.

2. Prior to classes starting in September, applicants will be notified by telephone of the registration procedures. Applicants who cannot be reached by telephone after three attempts will be removed from the waitlist.

9. Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

10. Fees and additional costs *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

See the [Fees and Other Costs](#) section.

11. Program duration and total number of credits

Graduates of the Electronics Technician Common Core certificate can complete the 33 credits required for the diploma in two semesters of full time study.

12. Location

Courses are offered at the Chilliwack Trades and Technology Centre campus.

13. Program outline *(courses to be completed)*

Course Number	Course Title	Credit Value	Hours Per	
			Lecture	Lab
CMNS 125	Introduction to Workplace Communication	3 credits	30	15
EACT 200	Technical Drafting and AutoCAD Applications	2 credits	15	30
EACT 201	Hydraulic and Pneumatic Control Systems	3 credits	30	30
EACT 202	Microprocessors/Microcontrollers and Data Acquisition	5 credits	45	45
AGRI 143	Introduction to Agriculture	3 credits	15	30
Course Number	Course Title	Credit Value	Hours Per	
			Lecture	Lab
EACT 210	Project Management and Occupational Organization	3 credits	30	15
EACT 211	Programmable Logic Controllers	3 credits	15	30

<u>EACT 212</u>	Wiring, Motors and Actuators	3 credits	22.5	45
<u>EACT 214</u>	Control Systems	5 credits	45	45
<u>EACT 216</u>	Automation and Control Systems Project	3 credits	0	60

NOTE: In addition, students must pass the Applied Science Technologists and Technicians of British Columbia's *Professional Practice and Ethics Examination* to complete the requirements for graduation. For fees and schedule, please contact ASTTBC at <http://www.asttbc.org/practice/ethics.php>.

15. Program regulations (*standard policies apply unless superseded by program-specific regulations*)

a. Continuance and probation: Continuance will be computed on all program-specific courses taken prior to, or after, admission to the program. To remain in the program, a student must maintain a minimum GPA of 2.0 in all program-specific courses. The Advisory Committee may grant exceptions under extenuating circumstances.

b. Course repetition

See UFV [Course Repeat](#) policy (86).

c. Readmission

Re-admission to the program is subject to space availability.

d. Residency

Students must complete at least 50% of the required second-year credits for the Diploma at UFV.

e. Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with the program coordinator. Students must achieve a GPA of 2.0 or higher in all program-specific courses to graduate.

Students must apply for graduation by completing the *Graduation Request* form available at <http://www.ufv.ca/admissions>, or from the Trades & Technology Centre. The submission deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.

f. Maximum length of time to complete program

The diploma is designed to be completed in one year following successful completion of the Electronics Technician Common Core certificate. Students must complete the program requirements within a maximum of three years.

Appendix B

Calendar Descriptions of New Courses

EACT 200 - Technical Drafting and AutoCAD Applications

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Learn AutoCAD drafting principles. Exposure to CAD in industry, technical representation methods, AutoCAD file management, drawing and editing objects. Introduction to drafting tools used to build accurate visual representations. Students will create industry AutoCAD files with precision and confidence.

EACT 201 - Hydraulic and Pneumatic Control Systems

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Fundamental fluid power principles, fluid power systems, including hydraulic and pneumatic components. Hands-on training with fluid power systems, identify components, read schematics, fluid power circuits, terminology, symbols, and calculations for force, velocity, and horsepower. Introductory control of pneumatics using PLC's.

EACT 202 – Microprocessors/Microcontrollers and Data Acquisition

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Introduction to small microprocessor-based systems. Develop "C" programming. Interfacing digital and analog signals with a computer based system with the use of common protocols such as RS232, RS485, IEEE-4888, and wireless/remote applications, Fiber optics. Interface with common sensors and transducers.

EACT 210 - Project Management and Occupational Organization

Prerequisite(s): CMNS 125 and Admission to the Automation and Control Systems Technician program or departmental approval

Students develop skills in managing technical projects. Students learn to identify and plan a project and work toward achieving their project goals. Learn team interactions that contribute to effective working relationships and the achievement of the project goals. They will communicate in written, spoken, or visual format at various stages of the project. Acquiring common computer software skills for professional and personal applications such as Word, Excel, PowerPoint, etc. Emphasis on data entry, data manipulation, mathematical analysis of data (models, geometric representation, formulas, and statistical methods) and data presentation.

EACT 211 - Programmable Logic controllers

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Learn basics of programmable logic controllers (PLC), memory organization, hardware components and controller options. PLC wiring, logic, basic instructions. Practice real world applications using PLC modules scaled down to lab size. SCADA, process control and PLC installation, maintenance and safety.

EACT 212 – Wiring, Motors and Actuators

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Use of common wiring tools and train on common wiring practice. Learn about procedures and wiring standards with safety in mind in multiple environments. Learn the importance of proper wiring, routing and the results of common wiring mistakes. Learn and practice common motor controls methods, common motors and actuators, including DC. Learn motor controls related issues such as noise, shielding and isolation, variable speed drives, etc. gain knowledge of pumps, compressors and mechanical drives.

EACT 214 – Control Systems

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Open and closed loop control systems. Analog and digital control systems, including P, PI, and PID. Foundation of control and robotic systems in agriculture application setting practicing the use of pressure, flow, level, temperature, optical and electromechanical control interfaces.

EACT 216 – Automation and Control Systems Project

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Apply knowledge gained in this program to design, construct and demonstrate a fully functional automated system and apply it to an agriculture application model.

Work is performed in groups, encouraging team work and collaboration within their class and other faculties/trades.

AGRI 143 – Introduction to Agriculture

Prerequisite(s): Admission to the Automation and Control Systems Technician program or departmental approval

Gain basic knowledge of various common agricultural settings and environment. Expose and train students on machinery, automated equipment, control systems and other electronic equipment used in agriculture while maintaining a safe working environment when dealing with organic material and livestock.

Appendix C Consultation

Hello Avner,

We are in ECE very interested in talking about establishing avenues for your students to come and join ECE. Initially we can identify three courses that could serve as foundations for your proposal:

255 Introduction to Computer Architecture: <http://web.uvic.ca/calendar2014-09/CDs/CENG/255.html>

ELEC 260 Continuous-Time Signals and Systems: <http://web.uvic.ca/calendar2014-09/CDs/ELEC/260.html>

CENG/ELEC 299 Introduction to Electrical and Computer Engineering Design:
<http://web.uvic.ca/calendar2014-09/CDs/ELEC/299.html>

Looking at our calendar, maybe you can find other courses that you can use as foundations. Most of the specialized courses are found in 3rd and 4th years.

Dr. F. Gebali, P.Eng.
ECE Dept. Chair
University of Victoria
Tel: 250-721-6509
<http://www.ece.uvic.ca/~fayez>

As evidence of support, ASTTBC is prepared to publish the following in its newsletter, as soon as the program receives formal approval.

ASTTBC is pleased to support the early stage development of a two-year Electronics (and other related disciplines) Technician program at the University of the Fraser Valley's fine Trades and Technology Centre campus in Chilliwack. The program expects to accept 2nd year students into one or more options following their completion of a comprehensive Electronics Common Core first year, currently in operation.

Geoff Sale, ASCT
Manager, Internationally Trained Professionals Program
ASTTBC
w 604 521 5059 c 604 488 4559
gsale@asttbc.org
www.asttbc.org
www.ittpbc.ca

Appendix D: Library Facilities, Services and Collections

A. Library Facilities

The Chilliwack campus library is located in the Canada Education Park. Surrounded in glass, the new library is an attractive learning space with plenty of bright and natural light as well as a variety of informal learning spaces for students and faculty to use, such as: 2 bookable group study rooms, 22 quiet-study carrels, 4 group work tables, 2 areas of soft-seating, an instructional computer lab (24 stations) that will act as a drop-in lab for students when not booked by Learning Commons partners (Library, Writing Centre, Math Centre, Teaching & Learning) as well as 16 desktop computer stations and wireless access throughout the entire space.

1. Library Hours

The Abbotsford and Chilliwack campus library are open year-round. In response to student requests, the library expanded its weekend hours in Fall 2006. Hours for the Chilliwack campus library from September to April are:

Monday - Thursday..... 8 am – 8:30 pm
Friday8 am – 4:30 pm
Saturday.....10 am – 4:00 pm
Sunday Closed

The library offers reduced evening and weekend hours May through August.

B. Reference Services

The UFV Library provides excellent reference services to students, faculty and staff at UFV. We pride ourselves in our service levels, providing students with a high level of individual attention. Our 2005 LibQual+ survey results identified two of our strongest areas as “Employees who instill confidence in users” and “Giving users individual attention.”

Reference librarians are available to answer in-person questions during almost all of our opening hours. In addition, we offer reference service by telephone, fax, and email. We also offer 30-minute appointments with our reference librarians on request. To view our online request forms, see:

Ask a Librarian: <http://www.ufv.ca/library/contactus/ask-a-librarian/>
Reference appointment: <http://journals.ufv.ca/library/extendedref/>

From April 2013-March 2014 timeframe, we have answered 18,416 questions. On the Chilliwack Campus, library staff answered 4448 reference questions for students, faculty and staff.

Since September 2006, our reference services and hours have been greatly enhanced by our participation in a Collaborative Virtual Reference service called Askaway, which provides online reference service using web-based software. The current hours for this service are:

Sunday - Thursday10 am - 9 pm
Friday - Saturday.....11 am - 5 pm

Students and faculty are able to chat with a librarian both on and off campus and receive synchronous assistance with their library and research needs.

AskAway statistics are up over 95% over last year, primarily because of the introduction of the new AskAway Qwidget. Qwidgets are mini-chat boxes that participating libraries can place anywhere on their web site, putting AskAway right where patrons need it. UFV added Qwidgets to the Library web site in Spring of 2008. Look for the Qwidget below and ask your questions!



C. Internet Services

1. Library Web Site

<http://www.ufv.ca/library>

The UFV library has an extensive web site which provides a gateway to our library collections and services. Our online catalogue (SIRSI I-Link) is available on the internet with such enhanced features as book jacket photos, tables of contents, bestseller lists, brief synopses and much more.

Students may view their own library accounts to review checkouts and fines, renew materials they have checked out, and place their own online holds and campus-to-campus transfer requests. The web site also provides access to our online journals and databases, research guides, helpful tutorials, and information on our services and policies.

2. LibGuides

UFV Library has recently added the LibGuides application to our list of resources. LibGuides enables us to create attractive, multimedia subject guides, share knowledge and information, and promote library resources to the UFV community.

***Electrical** Tags: [electrical](#), [trades](#)
Last Updated: Feb 1, 2014 | URL: <http://libguides.ufv.ca/Electrical> | [Print Guide](#) | [RSS Updates](#)
[Introduction](#) | [Background](#) | [Books](#) | [Videos](#) | [Journals](#) | [Data/Statistics](#) | [Links](#) | [Podcasts](#) | [Job Search & Employment](#)

This is an example of how the information is organized in the Electrical LibGuide.

D. Library Instruction

The library has a strong program of providing introductory and research skills classes for students. In the 2013/14 academic year we conducted 243 library instruction sessions. These classes introduce students to the library's collection and resources, as well as teaching them information seeking skills necessary to find and evaluate information in their discipline. The Chilliwack Campus has two bookable computer labs (19 workstations and 36 workstations), providing a hands-on training experience. As well, students are now able to complete our Online Library Assignment (http://journals.ufv.ca/library/first_year/) which automatically emails the student's results to the appropriate instructor.

E. Course Consultations

Library consultation is a required component of all new course approvals at UFV. Each new course outline is reviewed by the liaison librarian and detailed recommendations for collection development are given. We also analyze student interlibrary loan requests by course and circulation statistics and use this to inform our acquisition decisions.

F. Interlibrary Loans

If an item is not available from the UFV Library, students and faculty may request it from another library. For journal articles, the "Where Can I Get This" feature within our research databases offers easy access to our request forms. This system of direct requesting provides a very quick turn-around time for students and faculty (generally 1-3 days for articles and book chapters; about 1 week for books). In September, 2012 we completed our implementation of the Relais Interlibrary Loan system, which delivers scanned images of articles and book chapters directly to students and faculty via email and the web.

Students and faculty may also take advantage of our online book, article and video request forms at http://www.UFV.ca/library/services_policies/ill.htm

We offer students and faculty 100 free interlibrary loans per year, but will increase this number as needed. In 2013/14, our interlibrary loan staff requested 3,723 items from other libraries. Although

most requests can be filled by libraries within B.C., we have obtained items from as far away as Japan, Iceland, Australia, and Great Britain.

G. Reciprocal Borrowing Agreements

UFV students and faculty may also take advantage of direct borrowing from other postsecondary libraries in B.C. and across Canada.

a. COPPUL

The UFV library is part of the Council of Prairie and Pacific University Libraries (COPPUL). COPPUL is a consortium of 22 Western Canadian post-secondary libraries, which in turn has collaborative agreements with 3 other Canadian university library consortia. One direct benefit for faculty and students is the ability to obtain a library card and borrow material from virtually any public post-secondary library across Canada. http://www.ufv.ca/library/services_policies/coppul.htm

b. CPSLD Reciprocal Borrowing Policy

Since 2009, UFV students and faculty have been granted free borrowing privileges with almost all university and college libraries in British Columbia. For a detailed list, see <http://www.cpsld.ca/page/reciprocal%20borrowing.aspx>

H. Collections

The UFV Library collection has been developed over a number of years to support all the programs offered by the university. The overall library collection statistics are summarized below. These counts represent materials in a variety of formats, and in all subject areas.

a. Collection Overview (All Subjects) April 30, 2014

Item Type	Count of Holdings
Audio-Visual (VHS, DVD, etc)	10,610
Books (Circulating, Reference, Heritage, etc.)	177,711
Electronic Books (ebrary, Netlibrary, mylibrary, Springer, Sage, etc)	168,154
Periodical Barcoded issues	137,294
Full Text Electronic Journal titles	59,000
Licensed Databases	123

b. Collection support for Electronics

Common Core Electronics program at UFV is well established. As part of Faculty of Applied and Technical Studies, Electronics shares funding with all the other programs offered in that Faculty. Each

year different programs are prioritized to add additional titles to the collection. However as new courses are being developed, UFV library is focusing on acquiring more resources to support these programs.

The library collection now contains more than 168,154 electronic books from Netlibrary, ebrary, MyiLibrary, Oxford, Gale, Sage and Springer. Titles are included in the UFV Library catalogue, and may be searched specifically by using the E-Resources Search option.

Sample titles include:

Fane, B., Byrnes, D., & e-libro, Corp. (2013). *AutoCAD 2014 for dummies*. Hoboken, NJ: John Wiley & Sons.

Grossard, M., Chaillet, N., & Régnier, S. (2013). *Flexible robotics: Applications to multiscale manipulations*. London: ISTE.

Jantzen, J. (2013). *Foundations of fuzzy control: A practical approach*. Chichester, UK: Wiley

Merzouki, R. (2013). *Intelligent mechatronic systems: Modeling, control and diagnosis*. London: Springer.

Omura, G., & Benton, B. C. (2013). *Mastering AutoCAD 2014 and AutoCAD LT 2014*. Indianapolis, Ind.: Sybex.

c. Number of Items by LC Call Number Range – Selected Areas

The table below includes items catalogued with LC call numbers and includes most formats, such as books, reference books, videos, DVD's, CD's, Heritage collection books, and Curriculum collection books. This number count does not include electronic books, streaming videos, or journals.

Call Number Range	Subject	Count
TK1-TK9971	Electrical engineering.	644
	Electronics (TK7800-8360)	13
	Nuclear engineering	
HF5717-HF5734.7	Business Communication	312
TJ1-TJ1570	Mechanical engineering and machinery	165
S671-S760.5	Farm Machinery and Farm Engineering	13

d. Number of Titles by Subject Heading

The table below presents a small selection of LC Subject Headings pertaining to the Automation & Control Systems Technician Certificate Hospitality program. These titles include monographs, reference books, DVD's, and e-books.

Subject Headings	Count
Agriculture Automation	1
Automatic Control	218
AutoCAD	33
Business Communication	577

Business Writing	152
Computer Mathematics	329
Control Performance Management	6
Control Systems	567
Electrical Engineering	151
Electronics	386
Electronic Automation	1
Farm Mechanization	6
Industrial Electronics	7
Mechatronics	41
Motors	90
Pneumatic Machinery	3
Project Management	419
Robotics	419
Mechanical Drawing	15
Wiring	25

e. Electronics Orders

Electronics is included in the allocated funds every year for the purchase of one-time (non-subscription based items) including books and audiovisual materials. This amount is divided among programs based on either the needs of the program and/or interest of faculty members to add to the collection areas. If approved, the 2014-2015 allocation can prioritize some titles for purchase to support Electronics and the new Automation & Control Systems Technician Certificate.

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Total
\$1,281.00	\$1,317.90	\$1,484.21	\$1,550.00	\$1,650.00	\$1,740.00	\$9,028.11

The following is sample of the items ordered by Electronics since 2008:

Bartelt, T. L. M. (2011). *Industrial automated systems: Instrumentation and motion control*. Clifton Park, N.Y: Delmar/Cengage Learning.

Kamel, K., & Kamel, E. (2014). *Programmable logic controllers: Industrial control*. New York : McGraw-Hill Education.

Miller, R., & Miller, M. R. (2014). *Industrial electricity and motor controls*. New York: McGraw-Hill.

Parr, E. A. (2011). *Hydraulics and pneumatics: A technician's and engineer's guide*. Amsterdam: Butterworth-Heinemann.

Petruzella, F. D. (2011). *Programmable logic controllers*. New York, NY: McGraw-Hill Companies.

f. Reference Collection

The library's reference collection offers some resources to support courses in this program. A brief selection is listed below:

Canadian Standards Association. (2009). *Canadian electrical code: Part I*. Mississauga, Ont: Canadian Standards Association. Location: Chilliwack **TK 3278 C36 2009**

BC Building code 2006 : an illustrated guide to code changes : and changes to Vancouver Building Bylaw 2007, c. 2007. Chilliwack **KEB 504 B75 2006 SUPPL. **now have electronic access below**

[BC Building Code \(Queen's Printer\) \(Electronic Access\)](#)

The BC Building Code 2012 provides design and construction requirements for new buildings built in British Columbia.

Canadian Standards Association. (2009). *Canadian electrical code: Part I*. Mississauga, Ont: Canadian Standards Association. Location: Chilliwack **TK 3278 C36 2009**

Canadian Standards Association. (2006). *CE code handbook: An explanation of rules of the Canadian electrical code, Part I*. Mississauga, Ont: Canadian Standards Association Abbotsford **TK 3278 C363 2006**

Canadian Standards Association., & Nelson, R. A. (2009). *CE code pocket reference*. Mississauga, Ont: Canadian Standards Association. Location: Chilliwack **TK 3278 C364 2009**

Kaplan, S. M. (2004). *Wiley electrical and electronics engineering dictionary*. Piscataway, NJ?: IEEE Press. Location: Chilliwack **TK 9 K39 2004**

This collection is complemented by our subscriptions to quality electronic reference sources such as *Oxford Reference Online Premium*, *Sage Reference Online*, and *Gale Virtual Reference Library*, which provide online access to a growing collection of several hundred electronic subject-specialized encyclopedias from prestigious academic publishers.

g. Journals

The UFV Library has approximately 59,000 journals in our print and online collection, of which the vast majority are available online from any location via our proxy server. Print and online journals are listed in our online UFV Journals List (<http://cufts2.lib.sfu.ca/CJDB/BCLF/browse>).

The following are examples of some titles that could be useful:

Computers and Electronics in Agriculture 0168-1699 [[view terms of use](#)]

[ScienceDirect - CRKN - Elsevier](#): fulltext 1995-01-01 (v.12, i.1) to current

Electronics Letters 1350-911X,0013-5194 [[view terms of use](#)]

[Academic Search Premier - EBSCO](#): fulltext 2003-01-09 to current

International Journal of Electronics 1362-3060,0020-7217 [[view terms of use](#)]

[Taylor and Francis Library CRKN \(S&T\) - CRKN Taylor and Francis](#): fulltext 1996-01-01 (v.80, i.1) to current

International Journal of Electronics and Computer Science Engineering 2277-1956 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2012-01-01 to current

International Journal of Electronics Communication and Computer Engineering 2249-071X [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

International Journal of Electronics Communication and Computer Technology 2249-7838 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

International Journal of Electronics, Communication and Soft Computing Science and Engineering 2277-9477 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2012-01-01 to current

International Journal of Electronics, Computer and Communications Technologies 2180-3536 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2010-01-01 to current

International Journal of High Speed Electronics & Systems 1793-6438,0129-1564 [[view terms of use](#)]

[Academic Search Premier - EBSCO](#): fulltext 2000-03-01 to current (12 months embargo)

International Journal of Information and Electronics Engineering 2010-3719 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

International Journal of Power Electronics and Drive Systems 2088-8694 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

International Journal of Power Management Electronics 1687-6687,1687-6679 [[view terms of use](#)]

[CRKN ALPSP Learned Journals Collection \(2008-2013\) - Swets](#): fulltext 2008-01-01 (v.2008) to 2010-12-31 (v.2010)

[Hindawi Journals - Open Access - Hindawi Publishing](#): fulltext 2008-01-01 to current

International Journal of Review in Electronics & Communication Engineering 2321-3140 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2013-01-01 to current

Journal of Communications Technology and Electronics 1531-846X,1064-2269,1555-6557 [[view terms of use](#)]

[Springer - CRKN - CRKN](#): fulltext 2006-01-01 (v.51, i.1) to current

Journal of Computational Electronics 1572-8137,1569-8025 [[view terms of use](#)]

[Springer - CRKN - CRKN](#): fulltext 2002-01-01 (v.1, i.1) to current

Journal of Electrical and Electronics Engineering 1844-6035 [[view terms of use](#)]

[Academic Search Premier - EBSCO](#): fulltext 2009-06-01 to current

[Directory of Open Access Journals - DOAJ](#): fulltext 2012-01-01 to current

Journal of Electronics 1993-0615,0217-9822 [[view terms of use](#)]

[Springer - CRKN - CRKN](#): fulltext 1997-01-01 (v.14, i.1) to current

Journal of Electronics Manufacturing 0960-3131 [[view terms of use](#)]

[Business Source Complete - EBSCO](#): fulltext 1999-03-01 to 2002-06-01

Journal of Low Power Electronics and Applications 2079-9268 [[view terms of use](#)]

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 to current

Journal of Materials Science: Materials in Electronics 1573-482X,0957-4522 [[view terms of use](#)]

[Springer - CRKN - CRKN](#): fulltext 1997-01-01 (v.8, i.1) to current

I. Research Databases

The UFV Library provides access to more than 95 research databases and 51 open access databases, which provide indexing for journals, books and book chapters, streaming video, primary sources, and more. Many of these databases provide full text for journal articles. In addition, the “Where Can I Get This” feature links citations to full text content in all other UFV research databases, the print collection and other library collections.

[Academic Search Premier](#) (EBSCOhost) is a multi-disciplinary full text database containing full text for more than 4,650 journals, including more than 3,900 peer-reviewed titles. In addition to the full text, this database offers indexing and abstracts for over 8,450 journals.

This scholarly collection offers information in nearly every area of academic study, including computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, ethnic studies, and more.

[Applied Science & Technology Index](#) (EBSCOhost)

This database indexes magazines and journals in applied sciences such as applied mathematics, engineering, geology, technology, transportation and more.

[BC Building Code](#) (Queen's Printer)

The BC Building Code 2012 provides design and construction requirements for new buildings built in British Columbia.

[Biological & Agricultural Index Plus](#) (EBSCOhost)

This database provides citations to the core literature of biology, agriculture and food sciences, much of it from peer-reviewed journals with an international focus; it contains some full text.

[Business Source Complete](#) (EBSCOhost)

This database is a comprehensive resource for all disciplines of business, including marketing, management, accounting, finance and economics.

[DOAJ: Directory of Open Access Journals](#) (Infrastructure Services for Open Access)

This database provides access to thousands of free, quality-controlled scientific and scholarly journals from academic, government, commercial and non-profit organizations.

[Films on Demand - Master Academic Collection](#) (Films Media Group)

This database provides access to a streaming video collection of 8,200 titles in a variety of academic subject areas. Includes archival footage/newsreels on certain topics. Within the Films on Demand collections a search in the Engineering collection retrieved 440 titles, a search in the Technology & Society collection retrieved 532 titles and a search within the Mathematics collection resulted in 209 titles.

[ScienceDirect](#) (ScienceDirect)

Coverage focuses on science, technology and medicine, with some coverage of social sciences and humanities.

[SpringerLink](#) (Springer)

This database provides full text for scholarly journals and books in science (biology, chemistry, physics, life sciences, geology), medicine, mathematics and statistics, business, computing science, and the humanities and social sciences.

[Taylor & Francis Online Journals](#) (Taylor & Francis)

This database includes the full text of over 1300 scholarly journals published by Taylor & Francis. All subjects, including social sciences, humanities, science and technology.

J. Potential purchases to support the Automation & Control Systems Technician Certificate

Canadian Standards Association. 2012 Canadian Electrical Code & CE Code Handbook Package (new edition out in 2015) <http://shop.csa.ca/en/canada/landing-pages/c221-09-canadian-electrical-code/page/cecode>

Canadian Standards Association. C22.1-12 - Canadian electrical code, part I (22nd edition), safety standard for electrical installations
<http://shop.csa.ca/en/canada/c221-canadian-electrical-code/c221-12/invt/27013892012>

Floyd, T. L., & Buchla, D. M. (2010). *Electric circuits fundamentals*. Boston: Pearson. **ISBN:** 9780135072936

Mazur, G. A., & Zurlis, P. A. (2013). *Electrical principles and practices*. Orland Park, Ill: American Technical Publishers. **ISBN:** 9780826918116

Rockis, G. J., Mazur, G. A. (2014). *Electrical motor controls for integrated systems*. Orland Park, Ill: American Technical Publishers. **ISBN:** 9780826912268

Ross, L. T. (2011). *Laboratory manual Robotics technology: Theory and industrial applications*. Tinley Park, Ill: Goodheart-Willcox Co. **ISBN:** 9781605253220

Ross, L. T., & Masterson, J. W. (2010). *Robotics: Theory and industrial applications*. Tinley Park, IL: Goodheart-Willcox Company. **ISBN:** 9781605253213

Agriculture/Farm Mechanization

Kutz, M. (2013). *Handbook of farm, dairy, and food machinery engineering*. Amsterdam : Academic Press.
<https://www.elsevier.com/books/handbook-of-farm-dairy-and-food-machinery-engineering/kutz/978-0-12-385881-8>

Bello, S. (2012). *Agricultural machinery hazards & safe practices*. Lexington, KY: CreateSpace.
http://www.amazon.ca/Agricultural-Machinery-Hazards-Safety-Practices/dp/1477536647/ref=sr_1_2?ie=UTF8&qid=1409864563&sr=8-2&keywords=Agricultural+Machinery+Hazards%3A+Safety+Practices

Hunt, D. (2013). *Farm power and machinery management*. Ames: Iowa State University Press.
<https://www.waveland.com/browse.php?t=12&r=s|farm%20power&pgtitle=Farm+Power+and+Machinery+Management%3A+Tenth+Edition+by+Donnell++Hunt>

Bern, C. J., & Olson, D. I. (2002). *Electricity for agricultural applications*. Ames, Iowa: Iowa State Press.

http://www.amazon.ca/Electricity-Agricultural-Applications-Carl-Bern/dp/0813821991/ref=tmm_pap_title_0?ie=UTF8&qid=1409865200&sr=8-36

Prepared by Heather Compeau, Education Librarian, September 2014

MEMO



To: Jackie Hogan, Chief Financial Officer, Chair of Senate Budget Committee
From: John English, Dean of Applied & Technical Studies
Date: 16/12/2014
Re: Automation & Controls Systems Technician Program Diploma – Budget Analysis

Please accept the following attachments as part of the submission to Senate Budget Committee:

- Automation & Control Systems Technician – Program/Course Structure
- Part A: Budget and Resources Review
- Part B: Budget Analysis – Program Costing



UFV SENATE BUDGET COMMITTEE
Budget Analysis
Part A – Budget & Resources Review

Program Title: Automation and Control Systems Technician Diploma

Originating Faculty(s) & Department(s): Faculty of Applied and Technical Studies

Contact Person: John English/Avner Bachar

- 1) Provide the program outline of the required new and existing courses by semester; include details of course credits, contact hours and class size restrictions.**

Please refer to the attached table for details. Class size is configured for a maximum of 36 for lecture components and 20 for laboratory/shop components. Budget is designed around an initial intake of 20 domestic students.

The program is designed to be delivered and aligned with the standard semester system. This will create opportunities for students in other programs to access courses for such things as electives or general interest. The budget is designed not to depend on these students but clearly will increase tuition revenues without generating significant costs.

- 2) a. Describe the space and equipment needs for the program (classrooms, computer labs, special software, other equipment). b. If the resources are not currently available, describe in detail what additional resources are needed, and what they will cost.**

All space and equipment requirements are satisfied:

- A new laboratory is to be built at TTC in a space previously designated and designed as an electronics lab and physically located next to the electronics lab for the Common Core Electronics Program.
- Lab/shop requirements outside of those that will take place in the lab above are satisfied by using other existing facilities and an anticipated prototyping facility to be configured from current storage space.
- Classroom requirements have been satisfied by recent renovations that converted several administration spaces to classroom space.
- Equipment requirements have been fully satisfied by a recent Western Economic Diversification grant.

3) a. Does the program require additional faculty and staff (include support courses, more frequent offerings of existing courses, technical help, program administration, advising)?

The program requires one additional full time faculty position plus four additional sections: one agriculture new course, one communications existing course, one new business course and one electronics section to be taught by a sessional. The costs for these are reflected in the proposed budget.

Support staff requirements are minimal and will be satisfied by existing program technicians and program assistants.

b. what effect will the program have on existing faculty and staff?

Other than the minimal incremental requirements of support staff, there are no increased requirements on existing faculty and staff that are not accounted for in the budget/workload plan. In the future, we anticipate the program will create opportunities for existing faculty to team teach and combine classes with other programs which may save costs but the program budget does not depend on those at this time.

4) What effect will this program have on domestic FTE at UFV? Are new FTE expected to be generated or will the program be an alternate choice to existing domestic students?

The program will generate additional domestic FTE's reported in the budget calculations. As previously noted, the program is designed to create spaces for students in other programs to access individual courses for electives.

5) What is the expected demand for the program by both domestic and international students (initial demand and ongoing)?

The program is based on completion of the Electronics Common Core offered at UFV and any institution offering the Common Core (a North American standard offered by a range of institutions). There is a strong base of students both regionally and from other regions eligible to take the program. It is unique in that it focuses on agriculture so it is set apart from the other kinds of programs similarly fed from the Common Core. Accordingly, there is a strong pool of potential applicants. All indications are that the forecasted 20 domestic student intake reasonable.

In discussion at the moment are a number of possible linkages to engineering degrees. When those are established, demand by international students may increase. The current budget does not depend on International registrants.

6) What is the tuition rate for the program and how does it compare with other institutions offering similar programs?

Tuition is \$4,854 for the program. The rate is higher than the standard currently at UFV but is based on rates for similar programs in BC (e.g., BCIT, North Island College).

7) How cost effective is the program? How does it use resources effectively?

The program is efficient for a cohort program. Its design is such that courses and anticipated capacities can accommodate students seeking electives for other programs but does not depend on those for revenue. Those incremental registrants may only generate incremental costs for lab activities if they exceed the capacities of labs spaces.

Other costs (non-salary) are reasonably aligned with similar programs.

8) Other comments?

Program/Course Structure

This program is structured to build on the Electronics Technician Common Core certificate. The common core program currently runs for 38 weeks with 25 hours a week of class/lab time (estimated equivalent credit value is 30-35 credits).

The second year (see below) will have a total of 33 credits.

The total credit value of the diploma is 63-68 credits.

First Semester (Fall): (16 credits)					
Course Number	Course Title	Credit Value	Notes	Hours Per	
				Lecture	Lab
CMNS 125	Introduction to Workplace Communication	3 credits	Existing	30	15
EACT 200	Technical Drafting and AutoCAD Applications	3 credits	New	0	45
EACT 201	Hydraulic and Pneumatic Control Systems	3 credits	New	30	30
EACT 202	Microprocessors/Microcontrollers and Data Acquisition	4 credits	New	45	45
AGRI 143	Introduction to Agriculture	3 credits	New	15	30
Second Semester (Winter): (17 credits)					
Course Number	Course Title	Credit Value	Notes	Hours Per	
				Lecture	Lab
EACT 210	Project Management and Occupational Organization	4 credits	New	30	15
EACT 211	Programmable Logic Controllers	3 credits	New	15	30
EACT 212	Wiring, Motors and Actuators	3 credits	New	22.5	45
EACT 214	Control Systems	4 credits	New	45	45
EACT 216	Automation and Control Systems Project	3 credits	New	0	60



UNIVERSITY of the FRASER VALLEY
Part B - Automation & Control Systems Technician
Budget Analysis Template - Program Costing

Intake Size:					Total
Domestic Students					20
Revenues:		Rate			
Domestic Tuition		150.00 /cr			97,080
Total Revenues:					97,080
Expenditures:					
Salary Costs:					
F/T Faculty		86,611 /FTE		86,611	1 FTE
New Sessional Sections		6,244 /Sect		24,976	4 Sect
Benefits		20.00%		22,317	
Sessional Surcharge		4,500 /Sect		4,500	1 Sect
				<hr/>	138,404
Other Expenses:					
Supplies				12,000	
Travel				1,000	
Photocopy				1,000	
Advertising				2,000	
Miscellaneous				2,000	
				<hr/>	156,404
Total Expenditures:					156,404
Revenues Net of Direct Costs:					<hr/> (59,324) <hr/>
Institutional Overhead:					
Institutional Support (Dom)		40%		38,832	
Institutional Support (Intl)		53%		-	
				<hr/>	
Net Surplus/(Deficit) Faculty Allocation:					<hr/> (98,156) <hr/>
Domestic FTE Change					20.0
Course Details:		Domestic %	Intl %		
Intl/Dom Enrol Ratio:		100%	0%		
Courses:	CR		Class Max²	Fill Rate	Tuition
EACT 200	3		36	56%	450
EACT 201	3		36	56%	450
EACT 202	4		36	56%	600
EACT 210	4		36	56%	600
EACT 211	3		36	56%	450
EACT 212	3		36	56%	450
EACT 214	4		36	56%	600
EACT 216	3		36	56%	450
AGRI 143 ¹	3		36	56%	402
CMNS 125 ¹	3		24	83%	402
TOTAL:	33				<hr/> 4,854 <hr/>

Per Credit Tuition Rate:

150

Notes:

¹ per credit rate for AGRI 143 and CMNS 125 are charged the standard domestic tuition rate \$134/cr 14/15.

² Class max for EACT lecture portions is 36 and 20 for lab portion



MEMO

To: APPC
From: Eric Davis
Date: January 2014
Re: APPC Expedited Review Standing Committee

Background

At the December APPC meeting, revisions to the Expedited Program Approval Process were approved (attached). The process calls for an APPC Expedited Review standing committee to review and approve programs that have been allowed to go through the Expedited Program Approval Process.

The composition of the APPC Expedited Review standing committee, as defined in the Expedited Program Approval Process, is the Chair and Vice-Chair of APPC and three faculty members (where possible from different Faculties/College). The term of each of the members will be October 1 – September 30. As the academic year for 2014/2015 has already begun, the term for 2014/2015 will be from January 21 – September 30, 2015. Members should be available (in person or email) for the entire term.

Procedures for Expedited Program Approval

Part I: Determination of whether a program meets the criteria for Expedited Approval Process

1. Dean of the program area appoints a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed. The PWG will ensure that affected academic units are consulted. The full program proposal, calendar copy, and Official Course Outlines [hereafter referred to as the proposal package] are submitted to the Program Development Office and the UEC Screening Subcommittee to ensure that they are complete. The proposal package is then submitted to the Faculty/College Council for endorsement.

Simultaneously, the Dean analyzes the budgetary implications of the proposed program with the Budget office. The Dean and Budget office submit a Memo to the Vice-Provost, or delegate, explaining how the proposed program meets the criteria for expedited process as stated in Policy 21.

2. The Vice-Provost will make one of the following recommendations:
 - a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.
 - b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.

The Vice-Provost's recommendation will be submitted to the APPC chair and vice-chair for confirmation.

The Dean may appeal a negative recommendation (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.¹

Part II: Review of Program Proposal under the Expedited Approval Process

3. The proposal package is submitted to Campus Wide Consultation (CWC) for a period of one week, the PWG responds to CWC comments and makes any necessary change (using track changes).
4. The Board of Governors' approval of the proposed program is required and can be requested at any point after Campus Wide Consultation is completed.
5. The PWG submits the proposal package along with CWC consultation comments and responses to UEC Screening Subcommittee who will review it prior to submission to UEC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee (Senate Budget Committee may exempt specific Departments from review under the expedited process). APPC Expedited Review standing subcommittee will receive UEC's and, when applicable, SBC's recommendation and will make a recommendation to Senate.

If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).

¹ APPC Expedited Review standing subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculty/College.

MEMO



To: Eric Davis, Chair, Academic Planning and Priorities Committee
From: Peter Geller, Vice-Provost & Associate Vice President, Academic
Date: January 14, 2015
Re: **Program Discontinuance Policy**

Background

In April of 2012 a recommendation to discontinue a program came to APPC for approval. With no policy or procedures in place, this recommendation prompted APPC to recommend the creation of a policy on the discontinuance of programs. The Joint Board-Senate Governance Committee reviewed a discussion paper on Program Discontinuation and agreed that a policy should be created. The Joint Board-Senate Governance Committee agreed that as this was clearly an academic policy it would be appropriate to have APPC develop a policy on program discontinuance.

In December 2012 APPC established a subcommittee to investigate the creation of a policy on the discontinuance of programs (consisting of G. Palmer, J. MacLean, C. Marlor, and J. Todrick with P. Geller and C. Dahl as resources). The subcommittee created a concise policy on program discontinuance and developed accompanying detailed guidelines.

Both the policy and the guidelines went out for consultation in January 2014. Overall, respondents noted the importance of the policy in creating clarity of and transparency in the event of a program being discontinued. The subcommittee reviewed the feedback and revised the policy.

The Program Discontinuance Policy was approved by APPC in June 2014, Senate in October 2014, and by the Board of Governors in January 2015.

The Program Discontinuance Policy it states that procedures in support of the policy will be developed, maintained, and communicated by APPC. The draft Policy and the procedures are attached for your review.

Motion

THAT APPC approved the Program Discontinuance procedures pending the approval of the Program Discontinuance Policy.

Attachment

1. *Program Discontinuance Policy*
2. *Procedures for Review and Approval of Program Discontinuance*
3. *Program Discontinuance Policy Flowchart*



NUMBER 222

APPROVAL DATE 01-08-2015

LAST AMENDMENT

LAST REVIEWED

NEXT REVIEW DATE 01-2020

PROGRAM DISCONTINUANCE

Approval Authority	Board of Governors and Senate
Responsible Executive	Provost and Vice-President, Academic
Related Policies / Legislation	Board policy Direction University Educational Directions and Planning (BPD-202) Undergraduate Course and Program Approval policy (21) Graduate Course and Program Approval policy (209)

PURPOSE

This policy is to ensure transparency and diligence when discontinuing academic programs at the University of the Fraser Valley. This will include recognition of the role of Senate in advising the Board, and the Board seeking advice from Senate on the discontinuance of programs at the university, with the recognition that the final authority rests with the Board of Governors.

SCOPE

This policy applies to all undergraduate and graduate programs that are being discontinued, excluding all non-credit continuing education programs. This policy does not apply to adjustments in the number or location of course offerings as part of the ongoing management of program delivery.

DEFINITIONS

In this policy, the following definitions apply:

Consultation: Seeking of input and opinions.

Program: A collection of courses and associated requirements offered as a credential or an option within a credential. This includes but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

Program Discontinuance: Elimination of the offering of a program.

Program Suspension: Temporary suspension of the intake of new students into a program

POLICY

Decisions regarding the discontinuance of programs at UFV will rely on established procedures; and evidence that appropriate consultation with the relevant department or school and Faculty or College Council takes place. Senate will receive a recommendation from the Academic Planning and Priorities Committee (APPC) and then advise the Board. Whenever possible, this will take place within the academic planning processes of the Educational Plan.

Typically, a program discontinuance will be initiated by the Dean of the relevant area. A request to consider program discontinuance may also come from the Provost of the University; or from APPC based on results from formal university review processes.

In cases where a program will be discontinued, the university will honour its commitment to active program students, providing, where possible, pathways for completion.

For the purposes of this policy, discontinuance of specializations, options, and concentrations are treated as program revisions.

REGULATIONS

1. The following principles will guide the program discontinuance process:
 - Program Rigour: Program discontinuance/suspension ensures academic relevance, currency, and response to student needs and the educational environment.
 - Transparency: The review and approval process is consultative, based in peer review, and communicated clearly.
 - Accountability: The decision to discontinue a program will be consistent with appropriate stewardship of resources and the meeting of community expectations.
 - Compliance with Recognized University Processes: The consultation and approval process complies with Policy XXX *Program Discontinuance*.
2. The rationale for program discontinuance will typically consider issues arising from the following categories:
 - Demand, including student demand, market demand (employment), institutional and community demand.
 - Capacity, determined by a broad assessment of program inputs (including faculty/ staff, curriculum, students, capital equipment and facility infrastructure).
 - Program Output, including graduation, quality and performance in terms of both key performance indicators and a summative assessment of the program's contribution to the strategic directions of the university.
 - Financial Impact/Viability, including a full accounting of both direct and indirect program revenue contributions and costs.
 - Reputational Considerations for the University
3. Once a program discontinuance is approved a communication plan and a transition plan for existing students will be developed.
4. Procedures in support of this policy will be developed, maintained, and communicated by APPC. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of APPC.

Procedures for Review and Approval of Program Discontinuance

The decision to initiate a program discontinuance will follow appropriate consultation with the relevant department or school, and Faculty or College Council.

Typically, a proposal for program discontinuance will be initiated by the Dean of the relevant area who submits a *Proposal for Program Discontinuance* (hereafter *Proposal*) to APPC. The request should include evidence that the principles outlined above have been applied, and that the program has been assessed according to the criteria as outlined in Section III of the Instructions for *Proposal for Program Discontinuance*.

A proposal for program discontinuance may also be initiated by the Provost of the University, also with the submission of a *Proposal* to APPC. The request should include evidence that the principles outlined above have been applied, and that the program has been assessed according to the criteria as outlined in Section III of the Instructions for *Proposal for Program Discontinuance*.

A transition plan must be included in the *Proposal* outlining how the existing students will transition through the existing program or transition to a new credential. When relevant, also include a plan for reallocation of any remaining program resources.

Based on results from formal University review processes, APPC may recommend that either or both the Provost or Dean examine the quality and viability of a specific program.

APPC forwards its recommendation along with supporting evidence, including the record of its deliberations to Senate for decision. Senate will advise the Board of Governors of its recommendation. The final authority rests with the Board of Governors.

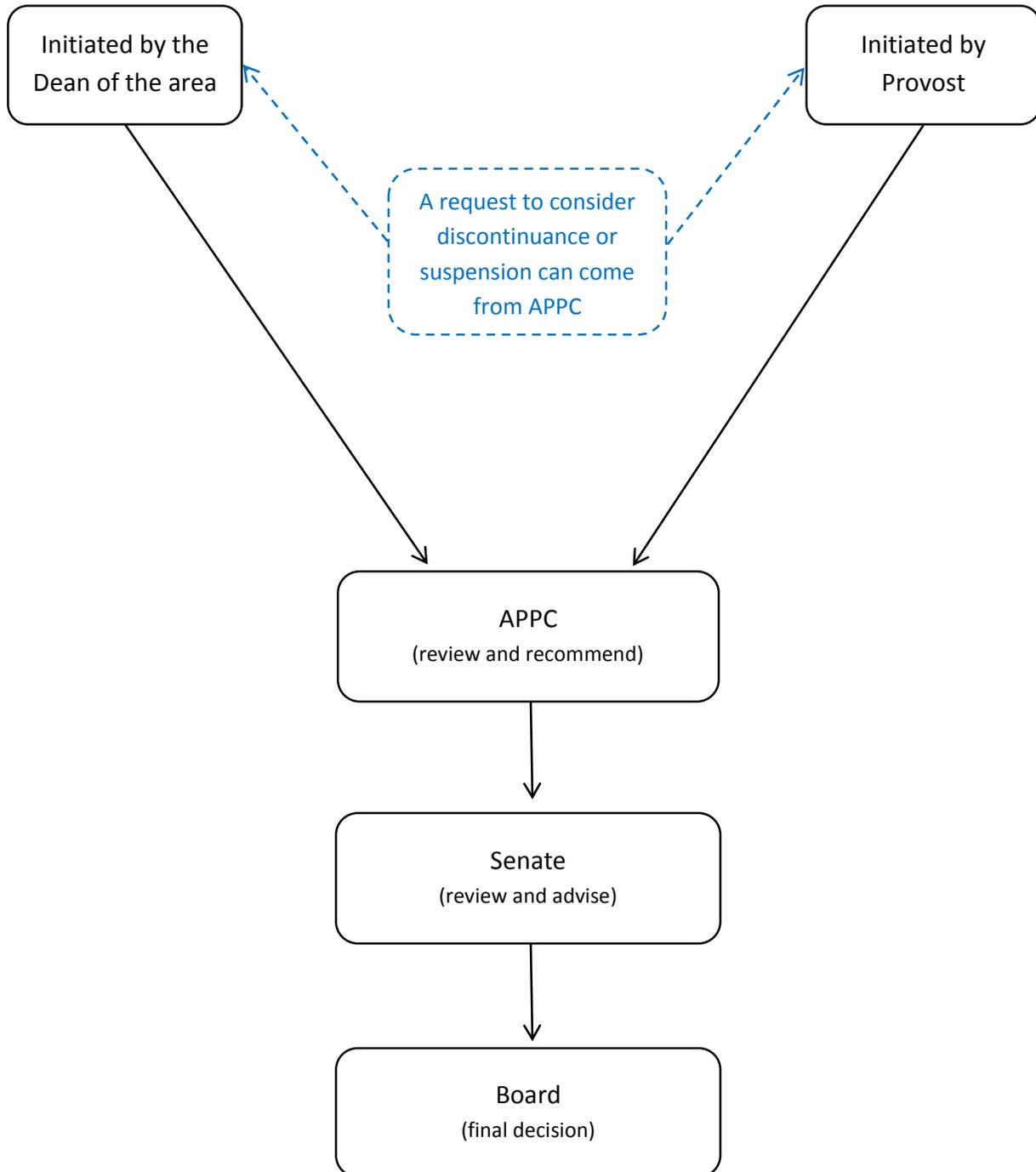
Once a program discontinuance occurs the program no longer has status as an approved program at the University of the Fraser Valley. Any proposal to reinstate the program will be considered a new program under the Program Review and Approval policies (Policy 21 and Policy 209).

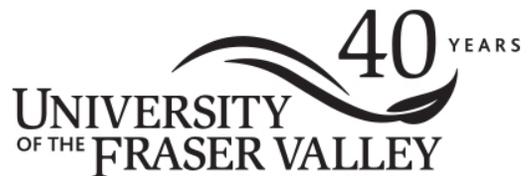
Submission and review of a proposal for discontinuance should be planned so that the final decision is made in time for publication in the academic calendar for the semester for which it comes into effect.

The discontinuance process will comply with all relevant provisions of the Collective Agreement.

Program Discontinuance Policy Flowchart

NOTE: The decision to initiate a program discontinuance will follow appropriate consultation with the relevant department or school, and Faculty or College Council.





MEMO

To: Eric Davis, Chair, Academic Planning and Priorities Committee
From: Michelle Rhodes, Christine Slavik and Peter Geller
Date: 8 October 2014
Re: 2014-15 Review of Standing Committees of Senate: Committee Composition and Terms of Reference

Background

APPC, along with the other Standing Committees of Senate, is asked to submit recommendations for revisions to their terms of reference and membership composition through completion of a questionnaire. At the September meeting of APPC, Peter Geller, Michelle Rhodes and Christine Slavik agreed to work on the questionnaire and provide this back to APPC for information.

In discussing and drafting answers to the questionnaire, some recommendations, questions and suggested changes were raised regarding the composition as well as the purpose of APPC as outlined in the current Terms of Reference, as follows:

1. Membership/Composition:

- Suggested that the size of APPC be reduced in order to allow for more efficiency in committee business. Its current roster is 31 members, with a large percentage of seats held by *ex-officio* members. Reducing *ex-officio* membership is being proposed as a way of making the committee more nimble and able to deal with multiple, complex demands.
- Further, the requirement that some of the members of APPC are also chairs of other Senate Standing Committees, means that many of the same people are doing much of the same work, and engaging in consultation on many of the same issues repeatedly. This puts far too much demand on Senate membership, particularly those who are assuming the already demanding roles of chairs of Senate subcommittees.
- If the goal is to create proper consultation and information flows, this may be achieved by:
 - 1) removing the requirement that these members are chairs on other committees, and allow for any member, as appointed by the sending committee, to serve as representative to APPC;

2) opening up membership further to faculty at large, and incorporating consultation and/or information transfer through alternate means (e.g. through shared sub-committees/ collaborations, or ad hoc consultation).

- Further, we suggest that a specific seat be set aside for an academic advisor, out of the existing staff representation.
- Finally, we are recommending that we reduce overall student numbers from 3 to 2 by removing specific graduate student representative. Graduate students can sit in for one of the two remaining student positions. They are currently 'over-represented' in terms of student voice on the committee, given that there are only two graduate programs at UFV.

2. *Ex-officio/voting members ratio:*

- APPC currently has a large number of *ex-officio* members relative to the numbers of voting members sitting on the committee. Non-voting *ex-officio* membership currently constitutes 1/3rd of committee membership. Representation by voting members, particularly faculty, should constitute a higher share of total membership.
- We are recommending the retention of the following non-voting *ex-officio* members on APPC:
 - Senior Advisor on Indigenous Affairs;
 - AVP Institutional Research;
 - Program Development Coordinator or Vice-Provost
- With this reduction, we are requesting that language be added to the terms of reference stipulating that consultation with relevant administrators or parties will be undertaken as part of specific agenda items or for work on sub-committees.

3. *Terms of Reference (purpose of APPC)*

- The terms of reference does not reflect the current scope of duties undertaken by APPC. Many of the tasks charged to APPC are not addressed. This does not necessarily mean that these tasks fall outside of the purview of APPC. Rather, it suggests that the work of the committee has not been prioritized, nor has the committee membership been nimble enough to work quickly to address all of these needs.
- Among those areas in the Terms of Reference that APPC has yet to address:
 - #4) that while APPC has advised Senate on the establishment of academic faculties, schools, divisions and departments of the university, it has not addressed the discontinuance of faculties, schools, divisions and departments to date.
 - #6) advise Senate on establishment, revision or discontinuance of centres, institutes, chairs, professorships and fellowships;

- #7) review and advise Senate on policies and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations affiliation; and
- #9) advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
- Suggestion that APPC devise an annual work plan at the start of each academic year which identifies the key priorities for the year ahead.

4. Other Items (areas where the Senate Governance Committee and/or the Secretariat Office might assist your committee):

- Committee orientations for new members (probably one common to all standing committees)
- Where does APPC 'fit' in the process for review of new, existing, and discontinued programs? Currently, it receives most items at the near 'end' of the process, too late to provide actionable input on many items.
- Provide greater clarity/ stronger language regarding what is meant by 'advising' (relative to, say, active planning or development) within the terms of reference.

Recommended Action

Discussion on the above points will be incorporated into the questionnaire.

2014-15 Review of Standing Committees of Senate

Standing committees of Senate may submit recommendations for revisions to their terms of reference and membership composition as required. The Senate Governance Committee will initiate a formal review of standing committee operations, terms of reference, and membership composition every three years. Attached is a questionnaire for completion by your committee as part of the first of such reviews. The information collected will serve to identify areas where the Senate Governance Committee can assist to ensure the smooth operation of the business on standing committees. Please submit the completed questionnaire electronically to the Secretariat office, via Monique Castonguay at monique.castonguay@ufv.ca.

To ensure any changes or revisions to your standing committee's terms and composition are made before the annual call for membership, please submit answers by January 16, 2015.

Name of standing committee

Please check the number which best represents the committee's level of satisfaction: with 0 representing the lowest level of satisfaction and 4 representing total satisfaction.

1. Membership / Composition

1.1. Is the committee membership composition satisfactory?

0 1 2 3 4

Comments

1.2. Are the ex officio and voting component ratios adequate? If not, explain.

0 1 2 3 4

1.3. Does the membership composition adequately reflect the work of the committee? If not, explain.

0 1 2 3 4

Comments

1.4. Does the committee experience challenges in lack of attendance by some of its members at meetings? Does this result in quorum issues at meetings? If so, please elaborate.

0 1 2 3 4

Comments

1.5. Other concerns or suggestions for improvement regarding membership and composition of your committee

2. Conduct of Business

2.1. Are the rules for the conduct of business on standing committees (appended to the questionnaire) useful?

0 1 2 3 4

Suggestions for improvement and comments

- 2.2. Does the committee understand the procedure for submitting items for decision or information to Senate? Is it clear who represents the committee at Senate for these items?

0 1 2 3 4

3. Terms of Reference

- 3.1. Do the terms of reference reflect the work of your committee? If not, explain.

0 1 2 3 4

- 3.2. What other committees of Senate does your committee work with?

3.3. Concerns or suggestions for improvement in areas of joint committee work.

4. Sub-Committees and Ad Hoc Committees

4.1. What sub-committees or ad hoc committees has your committee formed? What is the mandate of these committees?

5. Policies

5.1. Have there been policies reviewed as a result of the work of this committee?

5.2. Do you have suggestions for policies requiring a review?

5.3. Is your committee aware of how to initiate a policy review? If not, how can SGC and the Secretariat assist?

0 1 2 3 4

5.4. Is the process of consultation throughout the university for policy revisions clear?

0 1 2 3 4

Response and Comments

5.5. Does your committee require help with understanding this process? If so, be specific.

0 1 2 3 4

6. Other Items

6.1. Please elaborate on areas where the Senate Governance Committee and/or the Secretariat Office might assist your committee.

Standing Committees of Senate

Rules for the Conduct of Business

1. Procedures

- 1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.
- 1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31. Senate will approve the nomination of the annual chair.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

2. Voting

- 2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.
- 2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
 - a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR
 - b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:
 - i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
 - ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.

- 2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

3. Meeting Schedule

- 3.1. The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
 - Academic Planning and Priorities Committee
 - Senate Governance Committee
 - Undergraduate Education Committee
- 3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
 - Senate Awards and Honours Committee
 - Senate Standing Committee for Student Appeals
 - Senate Budget Committee
 - Faculty Standards Committee of Senate
 - Senate Graduate Studies Committee
 - Indigenization Committee of Senate
 - Senate Research Committee

4. Terms of office

- 4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

5. Attendance

- 5.1. Regular attendance is expected of all members of the Senate standing committees.
- 5.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

6. Amendments to the terms of reference

- 6.1. Changes to the standing committees' terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition at least every three years and any recommendations for changes be brought to Senate for approval.



ACADEMIC PLANNING AND PRIORITIES COMMITTEE

TERMS OF REFERENCE

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the establishment, ~~revision~~ or discontinuance of educational programs and other curricular changes requiring Senate approval **including program changes that occasion a change to the alignment of programs with institutional priorities.** *
3. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.
4. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the establishment or discontinuance of academic faculties, schools, divisions, and departments of the university.
5. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.
6. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the establishment, revision, or discontinuance of centres, institutes, chairs, professorships, and fellowships.
7. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, review and advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
8. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
9. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
10. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.

11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.
13. Other duties as assigned by Senate.
14. Provide annual written reports to Senate.

COMPOSITION

Chair:

- Provost & Vice-President, Academic (*ex officio*, voting)

Vice-Chair

- A voting member of the committee, nominated and approved by the committee

Voting Members:

- Vice-Chair of Senate
- Chairs or designate vice-chairs of the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, and Research
- Seven faculty members, approved by Senate, at least four of whom shall be members of Senate **
- Two staff members approved by Senate
- Two undergraduate students approved by Senate
- One graduate student approved by Senate
- Two deans or associate deans approved by Senate***

Ex Officio Non-Voting Members:

- Associate Vice-President, Employee Services (or designate)
- Associate Vice-President, Research, Engagement & Graduate Studies (or designate)
- Director, Teaching and Learning
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- Director, Enrolment Management
- Associate Vice-President, Institutional Research and Planning
- University Librarian (or designated Librarian)
- University Secretary/Registrar (or designate)
- Program Development Coordinator

Administrative Support:

- Office of the Provost and VP Academic

* Red text indicates interim revision approved by Senate, October 10, 2014

** Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university

***Normally the designate shall be appointed for a one-year term to ensure continuity.