

**AGENDA**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

November 15, 2017  
3:00 pm | Room A225/A229

**1. CALL to ORDER**

**2. ITEMS for ADOPTION**

2.1. Agenda – 2017 11 15

2.2. Minutes – 2017 09 20 ..... pg. 2

**3. BUSINESS**

3:00 pm 3.1. Provost’s Report

3:10 pm 3.2. New Programs

3:25 pm 3.2.1. Graduate Certificate in Child Life and Community Health ..... pg. 5

3.2.2. Honours History program ..... pg. 8

3:40 pm 3.3. Institutional Priorities, discussion carried forward from 2017 09 20 – Eric

4:00 pm 3.4. City Studio - Eric

**4. ADJOURNMENT and NEXT MEETING**

Next Meeting: December 13, 2017, 2:30 – 4:30pm, A225/A229

**5. INFORMATION ITEMS**

5.1. Approval of Dual Listed Course Guidelines ..... pg. 11

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

**MINUTES - DRAFT**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

September 20, 2017  
2:30pm – ABA 225/229

Present: E. Davis (Chair), M. Walter (Vice-Chair), R. Kelley, J. English,  
M. MacDougall, P. Geller, P. Wilson, A. Bakos, T. Cooper, J. Nolte, M. Manley, P. Pandey,  
A. Chan, A. Wiseman, S. Canning

Regrets: G. Palmer, B. Poettcker, V. Dvoracek, A. Hodges, M. Bos Chan, B. Seo, M. Wideman,  
D. McGuire, F. McQuarrie, B. Kirkley, S. Hardman

Recorder: D. Hawkes

**1. CALL to ORDER**

The meeting was called to order at 2:30pm

Eric introduced and welcomed the two new APPC members; Mallory Manley (staff), and Pawan Pandey (student).

**2. ITEMS for ADOPTION**

**2.1. Agenda – 2017 09 20**

**MOTION:**

It was moved and seconded that APPC approve the 2017 09 20 agenda as presented.

**CARRIED**

**2.2. Minutes – 2017 05 10**

**MOTION:**

It was moved and seconded that APPC approve the 2017 05 10 minutes as presented.

**CARRIED**

**3. BUSINESS**

**3.1. Provost's Report**

- a. Fund for Innovative Teaching (FIT): Last year a fund was created for Innovative teaching, to support faculty in creating, developing, or delivering innovative teaching and learning opportunities for students. If you have some pedagogical innovation that you'd like to try and you need support for that, the deadline for applications is Oct 31<sup>st</sup>. More information can be found on the website: <https://www.ufv.ca/provost/fit/>
- b. Experiential Education: An on-going Coordinator has been hired; Larissa Horne. Larissa supports faculty and students in developing and implementing experiential education opportunities. Her office is located in D3114 and her local is 4131. Discussions recently at BCAIU identified that experiential learning has become a government metric in the province of Ontario, where post secondary's are expected to demonstrate the progress they've made in expanding experiential opportunities for their students. This is expected to become a metric here in BC too, so, we are ahead of the curve and won't be starting from zero when that happens.

- c. The Witness Blanket Exhibition: Now on, until Nov 8<sup>th</sup>, in Evered Hall in the SUB. The opening ceremony was held on Sept 13<sup>th</sup> and the exhibition is accompanied by the President's Leadership Lecture Series on personal and community journeys of reconciliation; October 4, 2017: Shelagh Rogers, October 11, 2017: Cecelia Reekie, and October 25, 2017: Chief Robert Joseph. The Witness Blanket has been put together by artist Carey Newman as a large-scale art installation, that weaves together hundreds of objects reclaimed from Indian Residential Schools and other important sites in Canada—to recognize the atrocities of the Indian Residential School era, honour the children, and symbolize ongoing reconciliation.
- d. Advanced Education, Skills & Training: Melanie Mark is the new Minister. She met with every post-secondary institution in the province over the summer. There's a new Deputy Minister as well, Shannon Baskerville, and a new Assistant Deputy Minister, Tony Loughran. We will deal with the ADM most frequently. At a recent BCAIU meeting, Tony Loughran mentioned that they'll be looking at the DQAB process. On average last year it took 11mths for programs to go through, the target is 6.

### **3.2. Program Review Academic Unit Handbook**

Peter presented the Program Review Academic Unit Handbook. There were changes to the Program Review policy that were approved in May, 2016. With those changes, the key procedure document was also reviewed. The intent at the May 31<sup>st</sup> meeting was that APPC would review the handbook and provide feedback. Because the May 31<sup>st</sup> meeting was cancelled the handbook was distributed electronically with a request for feedback. The library provided feedback to include mention of library resources available to department areas but no other feedback was received. Because of a time constraint, and having to start program reviews for this academic year, this version distributed is being used. We are still interested in feedback but any changes would be incorporated into the next iteration.

### **3.3. Corrected Program Report & Plan 2017**

The Academic Program and Priorities Committee recommended the Program Report and Plan 2017 to Senate for approval in May 2017. After that, an error was found in Section E (Departmental Information) contained within the report. The average class size and fill rates for UUP were incorrect, as well as the fill rates for Trades. The errors have now been corrected

**MOTION:** THAT APPC recommends to Senate the corrected Program Report and Plan 2017, for approval as presented

**CARRIED**

### **3.4. Institutional Priorities**

This item arises from an interest in having APPC be a useful body and recognizing there may be some confusion by members on how APPC can contribute to UFV's success. The work of APPC and other governance committees requires assessing how well various proposals align with UFV's priorities. These priorities are articulated in various planning documents, often the result of very significant collegial planning processes. For the ease of committee deliberations, a list of priorities was assembled into one document for easy reference and distributed to the members. Eric noted that the guiding principles for quality curriculum could have also been added.

Discussions started on what the institutional priorities mean, understanding the overlaps between the various strategies, and knowing how APPC can contribute productively to achieve goals while adhering to the committee's terms of reference. Peter was to supply, as an information item for this committee, the assessment report that was developed from a review

of VIU. The committee expressed interest in reviewing each of its terms of reference individually. Discussions to be brought forward to future meetings.

**3.5. Formation of the APPC Expedited Review Standing Subcommittee**

The Expedited Program Approval Process calls for an APPC Expedited Review Standing Subcommittee to review and recommend approval of programs that have been allowed to go through the Expedited Program Approval Process. The composition of the APPC Expedited Review Standing Subcommittee, 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/Colleges).

T. Cooper, R. Kelley, and S. Canning volunteered to sit on the APPC Expedited Review Standing Subcommittee. The term of each of the members will be October 1, 2017 – September 30, 2018.

**4. ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 4:30 pm.

Next meeting: October 18, 2017, 2:30 – 4:30pm, A225/229

**5. INFORMATION ITEMS**

**5.1.** Research Space Criteria and Principles

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

To: Eric Davis, Chair, APPC

Cc: Tracey Ryder-Glass, Dean of Professional Studies; Fiona McQuarrie, Acting Coordinator, Program Development and Quality Assurance; Adrienne Chan, AVP Research, Engagement and Graduate Studies.

From: Christine Slavik, Chair, CLCH Program Working Group

Date: October 31 2017

Re: Proposed Graduate Certificate in Child Life and Community Health

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Please find attached the program proposal, appendices, calendar copy and Budget Analysis Part A and Part B for the proposed Graduate Certificate in Child Life and Community Health for approval at APPC.

On September 21, 2017 GSC voted to recommend the CLCH proposal to APPC for approval, exclusive of the course outlines (see attached memo).

On October 19, 2017 GSC voted to approve the course outlines for the Child Life & Community Health Certificate, and was subsequently approved via email vote (see attached memo).

On October 26, 2017, SBC reviewed the proposal and budget analysis and recommended it for approval to APPC (see attached memo).

**Program summary:**

Graduates of this proposed certificate will work directly to support health and coping with children, youth and families in health care settings and the community. This unique certificate will provide a pathway to student success in this professionally defined area of practice that both enhances graduate level study at UFV and supports the foundation of the current undergraduate education in CYC.

The **Graduate Certificate in Child Life and Community Health** will prepare students to meet the professional requirements of the **Association for Child Life Professionals (ACLP)** to become eligible to write the Child Life Certification Exam. Students who have successfully completed the exam and received the designation of CCLS (Certified Child Life Specialist) can become employed in hospital child life programs as well as community health settings. (See Appendix 1, *Child Life: Empowering Children & Families.*)

**Concept Paper:**

The Graduate Certificate in Child Life and Community Health was approved for development by the UFV Board of Governors in June 2016.

## MEMO

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**DATE:** October 19, 2017  
**TO:** Eric Davis, Chair, Academic Planning & Priorities Committee (APPC), Provost & VP Academic  
**FROM:** Alastair Hodges, Chair, Graduate Studies Committee (GSC)  
**RE:** Graduate Certificate Program Proposal – Child Life & Community Health

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At the September 21, 2017 Graduate Studies Committee (GSC) meeting, the GSC reviewed and approved the program proposal for a graduate certificate in Child Life & Community Health. The following motion was carried:

**MOTION:** THAT the GSC recommends the Graduate Certificate in Child Life and Community Health to APPC, exclusive of the course outlines.

The following was put forward at the GSC meeting October 19, 2017 to approve the course outlines for the Child Life & Community Health Certificate, and was subsequently approved via email vote, in accordance with section 2.2b of the Standing Committees of Senate Rules for the Conduct of Business:

**MOTION:** THAT the GSC approve and recommend the Graduate Certificate in Child Life and Community Health course outlines as amended to APPC.

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**SBC MEMORANDUM**

SBC Chair: Betty Poettcker  
Phone: 4676

SBC Assistant: Christina Forcier  
Phone: 4029

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**TO:** Dr. E. Davis, APPC Chair  
**FROM:** Betty Poettcker, Senate Budget Committee Chair  
**DATE:** October 26, 2017  
**RE:** Graduate Certificate in Child Life and Community Health

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At its October 26, 2017 meeting, the Senate Budget Committee reviewed the Graduate Certificate in Child Life and Community Health program proposal. T. Ryder Glass (Dean of Professional Studies), A. Chan (AVP, Research, Engagement, and Graduate Studies), M. Melder-Crozier (Department Head, Child, Youth and Family Studies), and F. McQuarrie (Program Development and Quality Assurance Coordinator) addressed questions from the committee. The following comments were noted:

- The program content is aligned with the core competencies required by the Association of Child Life Professionals (ACLP), the certification body for Child Life Professionals
- The program will be recognized for transfer into several Masters programs at other universities including UVic
- The budget analysis reflects a sensitivity to enrolment in case enrolments are lower than anticipated
- Program coordination and recruitment duties are reflected in the workload assigned to CYC 711 (Practicum)
- Space requirements can be accommodated within existing department resources
- The risk is at the Dean level; the Dean acknowledges and accepts the budgetary risk

The following motion was made:

**MOTION**

THAT the Senate Budget Committee reviewed the Graduate Certificate in Child Life and Community Health program proposal and confirms the cost of implementation is adequately reflected in the analysis.

**B. Seo/I. McAskill**  
**CARRIED**

# MEMO

**To:** Eric Davis, Chair, APPC  
**From:** Adrianna Bakos, Chair, Program Working Group, Honours History  
**CC:** Jacqueline Nolte, Dean, College of Arts; Bruce Kirkley, Acting Coordinator, Program Development and Quality Assurance  
**Date:** 06/11/2017  
**Re:** Honours History

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On behalf of the program working group, please find attached the Honours History program proposal, calendar copy and budget analysis part A and B.

On June 16 2017, UEC voted to recommend Honours History to APPC for approval (see attached memo).

On October 26, 2017, SBC reviewed the proposal and budget analysis and voted to recommend Honours History to APPC for approval (see attached memo).

**Program summary:**

The History Honours Degree will provide the rigour to substantively add to the quality of the regular major program. This rigour will serve students who apply to graduate school but will also strengthen the worth of the BA as a terminal degree or as a credential for those planning to further their education in a professional program. The required courses support the intellectual and practical skill development that we would expect of all of our students but to an advanced level. Most importantly, the additional requirements will demand a degree of independent study that will reflect positively on those who successfully complete the program.

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**UEC MEMORANDUM**

UEC Chair: Eric Spalding  
Phone: 4680

UEC Assistant: Amanda Grimson  
Phone: 4571

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

**FROM:** Eric Spalding, Undergraduate Education Committee Chair (Acting)

**DATE:** Sept. 5, 2017

**RE:** History Honours program

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At its June 16, 2017 meeting, UEC voted to recommend the new History Honours program. UEC recommends that this be recommended by APPC and approved by Senate.

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**SBC MEMORANDUM**

SBC Chair: Betty Poettcker  
Phone: 4676

SBC Assistant: Christina Forcier  
Phone: 4029

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**TO:** Dr. E. Davis, APPC Chair  
**FROM:** Betty Poettcker, Senate Budget Committee Chair  
**DATE:** October 26, 2017  
**RE:** Honours History Degree

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At its October 26, 2017 meeting, the Senate Budget Committee reviewed the Honours History Degree program proposal. C. Leach (Associate Professor, History) and B. Kirkley (Program Development and Quality Assurance Coordinator) addressed questions from the committee. The following comments were noted:

- There is no significant budgetary impact anticipated
- This is an efficient way to expand an existing undergraduate program using current resources within the department

The following motion was made:

**MOTION**

THAT the Senate Budget Committee reviewed the Honours History degree program proposal and confirms the cost of implementation is adequately reflected in the analysis.

**T. Piper/I. McAskill**  
**CARRIED**

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## MEMORANDUM

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To: Eric Davis, Chair, APPC

From: Alastair Hodges, Chair, Senate Graduate Studies Committee (GSC)

Cc: Bruce Kirkley, Acting Coordinator, Program Development & Quality Assurance; Fiona McQuarrie, Acting Coordinator, Program Development & Quality Assurance.

Date: November 02 2017

Re: For information only - Approval of Dual Listed Course Guidelines

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### **Background & Summary**

The following motion was passed at the March 2017 meeting of Senate: THAT Senate direct the Graduate Studies Committee to investigate the use of 400 level courses that have been used towards an undergraduate degree and applying them to a graduate level program at UFV and bring back a report and recommendation to Senate.

GSC, through the work of a sub-committee, has produced the attached Guidelines for Dual Listed Courses, which were approved at GSC in September 2017 and Senate in October 2017. The guidelines are attached for informational purposes.

These Guidelines attempt to address the use of 400 level courses as requested by Senate (see Addendum point 3 in the Guidelines), and to further address dual-listed courses and their use.

If you have any questions, please contact the Program Development & Quality Assurance Office.

A dual-listed, or co-convened, graduate course is a graduate course that includes concurrent enrollment in an upper level undergraduate course (normally at the 400-level) on the same topic.

UFV recognizes the value of dual-listing graduate courses. The practice can provide an enriched learning experience for both graduate and undergraduate students, and also facilitate a more efficient use of faculty time and university resources. In general, to meet the needs of graduate students, a dual-listed graduate course should:

- a. Provide opportunities for significant interaction among graduate students and/or between graduate student(s) and the faculty member teaching the course.
- b. Require a higher level of complexity and cognitive processing at the graduate level.
- c. Have a separate and distinct syllabus for the graduate course specifying higher order learning outcomes, content, and assessment procedures.
- d. Require upper-division prerequisites.
- e. Ensure an enriched learning experience for both graduate and undergraduate students.

Approval of dual-listing for a graduate course will be contingent on meeting the following guidelines:

- a. The official course outline for the graduate course must be distinct from the corresponding undergraduate official course outline.
- b. Graduate courses will normally only be dual-listed with 400-level undergraduate courses, and will require upper-level undergraduate prerequisites appropriate to ensuring success in meeting the graduate level outcomes.
- c. The learning outcomes for dual-listed graduate courses must demonstrate a higher level of knowledge, methodology, research, application, communication, interpretation, and professional capacity/autonomy than the corresponding undergraduate course. As a general guide, the majority of the learning outcomes for the graduate course should reflect higher order outcomes that are consistent with the degree level standards established for Master's degrees by the BC Ministry of Advanced Education (see Appendix).
- d. The assignments for the dual-listed graduate course must be mapped to the graduate level learning outcomes and should clearly demonstrate work that is appropriately higher in quality (i.e. increased complexity and difficulty) and quantity (i.e. involves additional work beyond what is required at the undergraduate level).
- e. The assignments for the dual-listed graduate course should include at least one component that demonstrates how the co-convening will enrich the learning experiences for both graduate and undergraduate students. Some examples include: mentoring undergraduate students in seminars or labs, organizing and presenting units of study, designing and/or facilitating class projects.

#### Procedure

The graduate level of a dual-listed course is approved by GSC, and submitted following the usual procedure for graduate course approval. If the 700-level course is based on an existing 400-level course, the graduate course outline is sent to UEC for information (not for approval). If the 400-level

version of the dual-listed course is a new course, then the 400-level course outline needs to be approved by UEC.

When presenting dual-listed courses to GSC and other approving bodies, the course developers should provide a document that clearly compares the 400- and 700-level learning outcomes and the typical evaluation/weighting in two adjacent columns (see example template next page). A copy of the official course outline for the 400-level course should also be included.

#### Dual-listed Course Guidelines: Addendum

**Approved GSC 2017 09 21**

The following guidelines stipulate how dual-listed course credits can be applied to meet requirements for both undergraduate and graduate degree programs, and also address the related question of how graduate students might be allowed to use undergraduate courses more generally when designing a graduate program of study.

Allowing students to use a limited number of credits from approved dual-listed and/or undergraduate courses to meet both undergraduate and graduate degree requirements can serve as a valuable incentive to encourage students to continue into graduate studies at UFV. However, such practices need to be carefully managed to ensure the integrity and value of UFV's graduate credentials. The purpose of the following guidelines, therefore, is to balance flexibility and encouragement with scholarly integrity and rigour.

1. Applying Graduate Course Credit from Dual-listed Courses Earned as an Undergraduate to a Planned Graduate Credential:
  - a) Students taking a dual-listed course as part of an undergraduate degree program who intend to continue into graduate studies will normally register in the graduate level of the dual-listed course if they plan to use the credits to meet requirements of a graduate program.
  - b) Credits earned in dual-listed courses taken at the graduate level as part of an undergraduate program can be used to meet both undergraduate and graduate program requirements provided:
    - i) the credits represent no more than twenty-five percent (25%) of the credits required for the graduate program, up to a maximum of eight (8) credits;
    - ii) the grade received meets the minimum grade requirement for the corresponding graduate program.
2. Applying Undergraduate Course Credit from Dual-listed Courses to a Subsequent Graduate Credential:
  - a) A maximum of four (4) credits earned for the undergraduate level of a dual-listed course can be used to meet the requirements for both an undergraduate and graduate degree program, provided:
    - i) the dual-listed course has been approved for this purpose by the Graduate Studies Committee;
    - ii) the credits represent no more than twenty-five percent (25%) of the credits required for a graduate program;
    - iii) the grade received meets the minimum grade requirement for the corresponding graduate program.

3. Applying Undergraduate Credits to Graduate Programs:
  - a) Students registered in a graduate program may enroll in undergraduate courses and use the credits toward meeting elective credits in their graduate program, provided:
    - i) the course is clearly relevant to the student's program of study and has been approved by the graduate program supervisor and/or committee;
    - ii) the credits represent no more than twenty-five percent (25%) of the credits required for the graduate program, up to a maximum of four (4) credits, inclusive of any credits that may have been acquired under (2) above (in other words, any credits earned for the undergraduate level of a dual-listed course that are subsequently applied toward meeting graduate program requirements will be included in the calculation of the number of undergraduate credits the student can apply toward meeting graduate program requirements);
    - iii) the grade received meets the minimum grade requirement for the corresponding graduate program.
  - b) Credits from undergraduate courses taken prior to registering in a graduate program at UFV cannot be transferred or used to meet graduate program requirements, with the exception of dual-listed courses approved for this purpose by the Graduate Studies Committee under item (2) above. Additional requirements may be needed for students who have completed the undergraduate level of a dual-listed course.
4. Graduate program committees have the right and the obligation to determine whether or not to allow the use of regular or dual-listed undergraduate courses to meet graduate program requirements, and are not required to allow their use.

Dual-listed Course Comparison Template (example)

Course	400-level outcome	700-level outcome	Notes	
<b>UFV 720 Race, Ethnicity, and Intercultural Relations</b>	Identify and describe theoretical and conceptual formulations related to race, ethnicity, and culture from inter- and trans-disciplinary perspectives	Interpret theoretical and conceptual formulations related to race, ethnicity, and culture from inter- and trans-disciplinary perspectives		
	Analyze key conceptual, experiential, and narrative frameworks related to race, ethnicity, and culture and their points of convergence and divergence	Evaluate key conceptual, experiential, and narrative frameworks related to race, ethnicity, and culture and their points of convergence and divergence		
	Examine how constructions such as empire, nation, colour, difference, otherness, belonging, class, gender, sexuality, religion, and language contribute to racial and ethnic identity and, in turn, to intercultural relations	Analyze how constructions such as empire, nation, colour, difference, otherness, belonging, class, gender, sexuality, religion, and language contribute to racial and ethnic identity and, in turn, to intercultural relations		
	Articulate the legal and policy frameworks used to create exclusion and inclusion in historical and contemporary contexts	Critique the legal and policy frameworks used to create exclusion and inclusion in historical and contemporary contexts		
	Explain the limitations of specific theoretical frameworks when considering historical and contemporary instances of ethnic, racial, and intercultural relations	Evaluate the limitations of specific theoretical frameworks when considering historical and contemporary instances of ethnic, racial, and intercultural relations		
	Differentiate between multiple perspectives on academic interpretations of narrative and lived experience of race, ethnicity, and intercultural relations	Critique multiple perspectives to academic interpretations of narrative and lived experience of race, ethnicity, and intercultural relations		
	Employ appropriate critical vocabulary to formulate arguments, communicate positions, and demonstrate conceptual competence	Employ appropriate critical vocabulary to formulate arguments, communicate positions, and demonstrate conceptual competence		
		Propose the integration of an advanced theoretical framework into an applied context		
	<b>400-level evaluation</b>		<b>700-level evaluation</b>	
	Research seminar	25%	Research seminar	20%
	Digital exhibit and review blog	25%	Digital exhibit and review blog	20%
	Research essay (1250 words)	35%	Research essay (2500 words)	40%
	Participation	15%	Class mentorship	10%
		Participation	10%	
<b>Course</b>	<b>400-level outcome</b>	<b>700-level outcome</b>	<b>Notes</b>	
	<b>400-level assignments</b>	<b>700-level assignments</b>		