

AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

November 14, 2018
3:00 pm | Room B121

1. CALL to ORDER

2. ITEMS for ADOPTION

- 3:00 2.1. Agenda – 2018 11 14
- 2.2. Minutes – 2018 09 19 pg. 2
- 3. BUSINESS** (New Program Assessment Grid Attachment) pg. 5-7
- 3:05 3.1. New Program - Philosophy Honours, Arts (Wayne Henry) pg. 8-10
Rest of Program Proposal documents: S:\Public\UFVinfo\APPC
- 3:25 3.2. New Program - Graphic and Digital Design major, Arts (Karin Jager)..... pg. 11-13
Rest of Program Proposal documents: S:\Public\UFVinfo\APPC
- 3:45 3.3. New Program-Integrated Learning Design associate certificate - Adult Education,
(Seonaigh MacPherson) pg. 14-17
Rest of Program Proposal documents: S:\Public\UFVinfo\APPC
- 4:05 3.4. Program Discontinuance – Graduate Certificate Teaching, Leadership, & Mentorship, Teacher Education,
Professional Studies (Tracy Ryder-Glass)..... pg. 18-23
- 4:15 3.5. Program Discontinuance - 1-Year Aviation diploma, Professional Studies (Guest) pg. 24-27
- 4:25 3.6. Provost’s Report
- 3.7. Diversity and Academic Priorities

4. ADJOURNMENT and NEXT MEETING

Next Meeting: Dec. 12, 2018, 2:30 – 4:30pm, A225

5. INFORMATION ITEMS

- 5.1. Senate Approvals - Oct. 19, 2018
- 5.1.1. APPC Membership pg. 28
- 5.1.2. English Program Review
- 5.2. New School - School of Creative Arts pg. 29-37
- 5.3. Program Suspension and Discontinuance Procedure Manual and Memo Template pg. 38-52
- 5.4. Procedures for Membership on Standing Committees pg. 53-56
- 5.5. APPC In-Camera Minutes - 2018 05 09 pg. 57
- 5.6. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>

Draft Minutes
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

September 19, 2018
3:00 pm | Room B121

Present: E. Davis (Chair), M. Walter, G. Palmer, R. Kelley, M. Manley, M. Wideman, S. Hardman, P. Wilson, A. Wiseman, G. Fehr, A. Bakos, A. Hodges, F. MacDonald, B. Kirkley, L. Mackenzie, S. Murray, P. Geller, N. Mooney, E. Landolfi, S. Smith

Regrets: B. Seo, P. Pandey, D. McGuire, B. Poettcker, S. Canning, V. Dvoracek, C. Beshara, T. Malik

Guests: J. Nolte, Dean, College of Arts

Recorder: M. Saretzky

1. CALL to ORDER

The meeting was called to order at 3:10pm

2. ITEMS for ADOPTION

2.1. Agenda – 2018 09 19

MOTION:

It was moved and seconded that APPC approve the 2018 09 19 agenda as presented.

CARRIED

2.2. Minutes – 2018 05 09

MOTION:

It was moved and seconded that APPC approve the 2018 05 09 minutes as presented.

CARRIED

3. BUSINESS

3.1. Provost's Report

3.1.1. Terms of Reference..... pg. 4

3.1.2. University Act Sections pg. 6

APPC orientation was given explaining the role of the committee and where it fits in the Governance system. Senate governs education matters and the Board oversees all other matters. APPC is an advisory committee and one of seven Senate Standing Committees which funnel information into Senate from Faculty Councils and departments. The work of Senate is done by it and its standing committees. Academics, students and staff are represented on all senate/standing committees and do not represent the university as a whole instead of the area that they are from.

The Terms of Reference subcommittee was formed after the last meeting and members include Melissa Walter, Al Wiseman, Randy Kelley, and Alastair Hodges. They will meet this fall and bring back recommended changes. Committee was formed to consider the purpose of APPC, identify

roles and responsibilities look so APPC can we ensure that new programs align with UFV's priorities.

Discussion was had on whether APPC should play a more active role in the building and structures planning (as per 27d, University Act) as programs and physical structures are tied together. Senate has given this role to the Senate Budget Committee (SBC), but it was suggested that it may just reflect the financial obligations. It was noted that there are many joint Senate-Board roles, where they seek advice and work together on matters. There are UFV committees in place that already look at learning spaces including Teaching and Learning and Campus Planning and perhaps more discussion is warranted as each Senate Standing Committee has a specific purpose and we have to ensure that purposes do not cross unnecessarily.

ACTION: Members: Read all the UFV strategic plans as they will provide the guiding principles for APPC. (Education plan, Strategic Enrollment Management Plan, Research plan)

3.2. Call for Expressions of Interest - Vice-Chair

Melissa Walter put her name forward for the Vice Chair position starting November 1, 2018 and was acclaimed.

Background was given on why the Chair turns over the meeting to the Vice-Chair.

3.3. APPC Expedited Review Standing Subcommittee

MOTION:

It was moved and seconded that APPC approve Adrianna Bakos, Randy Kelly, Fiona Macdonald as members of the Expedited Review Standing Subcommittee with a term of October 1, 2018 – September 30, 2019.

CARRIED

Examples were given on what type of programs could benefit from the Expedited Review process, such as a continuing education program.

3.4. Diversity and Academic Priorities

It was noted that UBC has added a few new diversity positions including *Senior Advisor to the Provost on Racialized Faculty*

See EAB's article on *Instilling Equity and Inclusion and Departmental Practices*.

eab.com/research-and-insights/academic-affairs-forum/studies/2018/diversity-diagnostic

What does diversity have to do with Academic Priorities and what should be considered in the discussion?

- Students are becoming more vocal about how universities should look, therefore we need to be reflective of our student body
- It's tied to our strategic direction and goals
- Diversity conversation could broaden to include people with disabilities
- How can instructors be mentored to teach diversely (teaching cultural safety)?

- Consider institutional statistics as background information
- What are our commitments to the broader UFV community?
- What is going on in other institutions, and how can we learn from them?
- Terms of Reference #1 could be elaborated more towards diversity
- How can we provide students with diversity tools to take to their workplace after they graduate?

New initiative started by the College of Arts. “A Fabulous University” – mandate will be to identify needs and gaps in terms of diversity. Will start with consultations and the creation of a centre to ask as a physical hub for anyone to ask questions on diversity, and will also include social and research projects.

ACTION: Melinda: Send members instructions on how to access the EAB website.

ACTION: Melinda: Add Diversity and Academic Priorities to October or November agenda for 1.5hour discussion, agenda permitting.

ACTION: Eric and Melissa: Discuss and provide reading materials regarding diversity and academic priorities to all members before the meeting discussion.

4. **ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 4:30pm

Next Meeting: October 17, 2018, 2:30 – 4:30pm, A225.

Yom Kippur day – reflect for 60 seconds

5. **INFORMATION ITEMS**

5.1. Senate Approvals

5.1.1. Discontinuance of Fashion Design minor and extended minor – May 4, 2018

5.1.2. Active Health Specialization for the Bachelor of Kinesiology – June 1, 2018

5.1.3. Health Care Aide Program Review – June 1, 2018

5.1.4. Political Science Program Review – June 1, 2018

5.1.5. Education Plan Update – June 1, 2018 (Board approved June 15)

5.1.6. Program Report and Plan 2018 – June 1, 2018 (Board approved June 15)

5.2. APPC In-Camera Minutes - 2018 03 14 (Attached last approved minutes) pg. 20

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

New Program Assessment Grid

This grid is intended for degree level programs such as minors, majors, bachelor and master’s degrees. It is not intended for concentrations and certificates.

The Academic Planning and Priorities Committee uses this grid as a guide for assessing proposed new programs in terms of how well they exhibit UFV-established priorities, including those set out in the Strategic Plan. Given that programs must have already been recommended for approval by UEC or GSC before reaching this point, it is assumed that all the proposed programs at this stage are meritorious, that is, that they have met both UFV Learning Outcomes and the standards set out in the proposal template. This grid is meant as a guide for discussion and to ensure that all important issues are considered by APPC.

Note to program developers: indicate in the “Locator” column the section(s) and/or page numbers of the proposal where the information related to each criterion can be found.

Quality of the Proposal: Proposals that don't satisfy these two conditions will not be considered.			
<ul style="list-style-type: none"> ✓ Proposals must be recommended for approval to Senate by either UEC or GSC ✓ Demonstrates that UFV Institutional Learning Outcomes have been satisfactorily met 			
	Strategic direction	Locator	Comments
#1: UFV will provide the best undergraduate education in Canada.			
I. Meets the needs of students			
1	Creates a substantially new area of study for students. <i>Provides a substantially new option for students who would otherwise have to leave the Fraser Valley to study or select a program that is less closely aligned with their interests. (This may include a new field of study or a new credential in an existing area of study.)</i>		
2	Provides students with multiple perspectives for addressing complex problems/issues. <i>To address the strategic plan goal of incorporating multi-disciplinarity, or multiple perspectives for solving problems, into each program.</i>		
3	Innovative in goal or method of delivery (or both) <i>Creates a new model for teaching or program structure that is unique to UFV.</i>		
4	Mode(s) of delivery, format or program structure offers broad or broadened options for students. <i>For instance, attention to diverse learning styles; multiple delivery options, such as online, evening, or weekend courses; bridging courses; financial assistance, such as tuition waivers.</i>		

5	<p>Directly responds to the needs of Aboriginal learners either in curricular content or method of delivery (or both). <i>Aboriginal students can see themselves (their culture, history, and/or indigenous ways of knowing) reflected in the content. Has specifically thought about how to make a program accessible to Aboriginal learners and identified and reduced potential barriers for Aboriginal students.</i></p>		
<p>#1: UFV will provide the best undergraduate education in Canada.</p>			
<p>II. Offers student adequate preparation for citizenship, and a general education to meet the needs of a changing economy</p>			
6	<p>Builds skills in critical thinking, communication, dialogue, and leadership.</p>		
7	<p>Provides skills suitable for employment.</p>		
8	<p>Encourages creative thinking.</p>		
9	<p>Creates opportunities for student research, broadly defined.</p>		
10	<p>Includes experiential learning in the program</p>		
11	<p>Enhances cross-cultural awareness (in a global context) <i>Possibilities include access to study abroad, courses that improve cultural sensitivity, acquisition of an additional language.</i></p>		
<p>#1: UFV will provide the best undergraduate education in Canada.</p>			
<p>III. Demand and Employability</p>			
12	<p>Demand for the program currently exists <i>At present there is demand for this program (student demand, job market demand, etc.).</i></p>		
13	<p>Demand for the program will be ongoing. <i>Will the program serve a need 5 years from now?</i></p>		
14	<p>Provides students with work-related skills they could not otherwise obtain at UFV.</p>		
15	<p>UFV students prefer this program over existing UFV programs <i>This is a program that students would prefer to take over the program they are presently in.</i></p>		

<p>#2: UFV will be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley.</p> <p>IV. Engages UFV locally, nationally, and internationally</p>			
16	<p>Addresses local issues <i>Addresses pressing social, cultural, cross-cultural, environmental or economic issues in the Fraser Valley. These can be addressed either in the coursework or at the level of the program.</i></p>		
17	<p>Addresses national/global issues <i>Addresses important issues arising in the national/global context</i></p>		
18	<p>Creates or enhances relationship with Fraser Valley communities and organizations <i>Organizations include anything from business firms and industrial associations to social or cultural groups/organizations of any form.</i></p>		
19	<p>Increases awareness of local Indigenous practices, issues and perspectives.</p>		
<p>#3: UFV will be innovative, entrepreneurial, and accountable in achieving our goals.</p> <p>V. Demonstrates efficiency in utilizing existing resources</p>			
20	<p>Comprehensively utilizes the expertise of existing faculty (for instance, to avoid duplication). <i>For example, if a statistics course is required, faculty members from the Statistics department should be consulted.</i></p>		
21	<p>Offers students efficient routes to completion <i>Ensure that students get credit for the learning they have already done; does not unnecessarily have students complete redundant coursework (unless there is an explicit reason why this redundancy is important in terms of learning).</i></p>		
22	<p>Collaborations and partnerships with other institutions were investigated and (where appropriate) incorporated. <i>Collaborations and partnerships with other institutions were considered and were taken advantage of, when possible, in instances where they were of benefit to students. This includes helping students to have access to graduate school, providing degree completion opportunities for students who have taken short programs elsewhere, and arranging block transfer from other institutions.</i></p>		
<p>Overall assessment: How well does the proposed program meet UFV's strategic directions and priorities?</p>			



To: Eric Davis, Chair, APPC
From: Wayne Henry, Program Working Group Chair
Cc: Jacqueline Nolte, Dean of Arts; Samantha Pattridge, Associate Dean of Students; Bruce Kirkley, Program Development Coordinator
Date: November 14, 2018
Re: Philosophy Honours Degree

For the proposed Philosophy Honours degree, please find attached the program proposal, new course PHIL 495, Budget Analysis Part A and Budget Memo in lieu of Budget Analysis Part B.

On September 28, 2018, UEC voted to recommend the Philosophy Honours Degree for APPC approval (see attached memo).

On October 25, 2018, SBC reviewed the proposal and budget analysis and voted to recommend the Philosophy Honours Degree for approval to APPC (see attached memo).

Program Summary:

The Philosophy Honours degree will provide the rigour to add a substantive credential to our regular Major program. This substantive credential, and the rigour in research and writing it will underscore, 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, or even a professional employee training program. The required course will 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 requirement will demand a degree of independent study that will reflect positively on those who successfully complete the program.

Concept Paper:

A concept paper is not required for a new Honours program in a field in which a major or degree is already approved.

UEC MEMORANDUM

UEC Chair: Eric Spalding
Phone: 4680

UEC Assistant: Amanda Grimson
Phone: 4571

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

FROM: Eric Spalding, Undergraduate Education Committee Chair

DATE: October 1, 2018

RE: Philosophy Honours

At its September 28, 2018 meeting, UEC voted to recommend the new Philosophy Honours program. UEC recommends that this be recommended by APPC and approved by Senate.

SBC MEMORANDUM

SBC Chair: Betty Poettcker
Phone: 4676

SBC Assistant: Sarah McLean
Phone: 4029

TO: Dr. E. Davis, APPC Chair
FROM: Betty Poettcker, Senate Budget Committee Chair
DATE: October 25, 2018
RE: Philosophy Honours Degree

At its October 25, 2018 meeting, the Senate Budget Committee reviewed the Philosophy Honours degree program proposal. W. Henry, Program Working Group Chair; J. Nolte, Dean, College of Arts; and, B. Kirkley, Program Development and Quality Assurance Coordinator addressed questions from the committee. The following comments were noted:

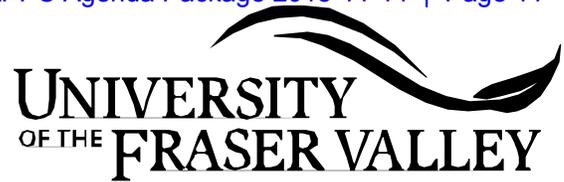
- The proposed Honours program uses existing courses to fulfill program requirements, with the exception to one new required course that will run as a directed studies course.
- There is no significant budgetary impact expected.
- This is an efficient way to expand an existing undergraduate program using current resources within the department.

The following motion was moved and seconded:

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

N. Taylor/D. Cork

CARRIED



To: Eric Davis, Chair, APPC
From: Karin Jager, Program Working Group Chair
Cc: Jacqueline Nolte, Dean, College of Arts; Bruce Kirkley, Program Development Coordinator
Date: November 14, 2018
Re: Bachelor of Fine Arts, Graphic and Digital Design Major (GDD Major)

For the proposed Graphic and Digital Design Major, please find attached the program proposal, appendices, Budget Analysis Part A, Budget Analysis Part B and new courses (GD 254, 302, 403, 450, 460).

On September 28, 2018, UEC voted to recommend the GDD Major for APPC approval (see attached memo).

On October 25, 2018, SBC reviewed the proposal and budget analysis and voted to recommend the GDD Major for approval to APPC (see attached memo).

Program Summary:

The proposed GDD Major integrates design practice and expertise, with criticality, theory, and context to prepare students for the evolving needs of the creative industry, business community, and society at large. This new program builds T-shaped abilities whereby students attain deep disciplinary knowledge in professional design practice (stem) and the ability to collaborate and contribute across boundaries between disciplines (cross-bar). In the GDD Major, students pursue a customized learning experience to gain greater insight on how design fits into a larger context and society at large. Students may choose to develop as disciplined generalists working across the entire scope of graphic design; or, pursue a passion within a specific context, field, and/or media. The emphasis is on discovery, adaptability, and resilience.

Concept Paper:

The concept paper for the GDD Major was approved in the 2016 Program Report and Plan at the June 2016 Board meeting. This program was approved for development as part of the 2017 Update to the Education Plan.

UEC MEMORANDUM

UEC Chair: Eric Spalding
Phone: 4680

UEC Assistant: Amanda Grimson
Phone: 4571

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

FROM: Eric Spalding, Undergraduate Education Committee Chair

DATE: October 1, 2018

RE: Graphic and Digital Design major

At its September 28, 2018 meeting, UEC voted to recommend the new Graphic and Digital Design major. UEC recommends that this be recommended by APPC and approved by Senate.

SBC MEMORANDUMSBC Chair: Betty Poettcker
Phone: 4676SBC Assistant: Sarah McLean
Phone: 4029

TO: Dr. E. Davis, APPC Chair**FROM:** Betty Poettcker, Senate Budget Committee Chair**DATE:** October 25, 2018**RE:** Bachelor of Fine Arts, Graphic and Digital Design Major

At its October 25, 2018 meeting, the Senate Budget Committee reviewed the Graphic and Digital Design Major program proposal, presented by Karin Jager, Program Working Group Chair; J. Nolte, Dean, College of Arts; and, B. Kirkley, Program Development and Quality Assurance Coordinator. The following comments were noted:

- The program will be offered as a specialization within the Bachelor of Fine Arts and is in great student demand.
- The cross-disciplinary program builds T-shaped abilities, described as deep disciplinary knowledge in professional design being the stem, and the ability to collaborate and contribute across boundaries between disciplines being the cross-bar.
- Additional GD course offerings in Abbotsford and the cross-disciplinary delivery of the program require an expansion of equipment and network access on the Abbotsford campus: a flexible solution includes proposal of a mobile cart equipped with 20 MacBook Pro laptops, with start-up costs being covered by the College of Arts (CoA). It was noted CoA provides its own dedicated lab technicians who have industry experience, and students declaring the GDD Major are required to purchase their own MacBook Pro laptop.
- The allocation of government grant funding in the proposal is new on-going provincial funding for technology-related program expansion. The expansion includes Graphic and Digital Design programming starting 2019/20.

The following motion was moved and seconded:

THAT the Senate Budget Committee has reviewed the Graphic Digital Design Major program proposal and confirms the cost of implementation is adequately reflected in the analysis.

E. Davis/S. Rajwan

CARRIED

To: Eric Davis, Chair, APPC
From: Seonaigh MacPherson, Program Working Group Chair
CC: Tracy Ryder Glass, Dean, Faculty of Professional Studies; Bruce Kirkley, Program Development and Quality Assurance Coordinator
Date: November 14, 2018
Re: Integrated Learning Design Associate Certificate

For the proposed Integrated Learning Design Associate Certificate, please find attached the program proposal, appendices, Budget Analysis Part A and budget memo in lieu of Budget Analysis Part B.

On September 28, 2018, UEC voted to recommend the ILD Associate Certificate for APPC approval (see attached memo).

On October 25, 2018, SBC reviewed the proposal and budget analysis and voted to recommend the ILD Associate Certificate for approval to APPC (see attached memo).

An earlier version of this proposal, identifying the credential as a Certificate, was submitted to the UEC Screening Subcommittee in February. The proposal was then posted for campus-wide consultation. During the posting period, feedback was provided that pointed out a potential difficulty for BA Adult Education students in using the Certificate courses for completion of both the Certificate and the degree. The feedback referenced this clause in UFV Policy 64 (Credentials):

“3. Graduation with additional or concurrent UFV credentials

In cases not covered by the Subsequent and Concurrent Bachelor Degree policy, a minimum of 50% of the credits for a second or subsequent UFV credential, excluding associate certificates, must be in courses that have not been used to satisfy requirements for another credential.”

Thus, the Program Working Group has decided to change the credential from a Certificate to an Associate Certificate. Designating the credential as an Associate Certificate allows the BA Adult Education students to use all credits in the Associate Certificate towards also completing BA ADED. The Program Working Group has removed one of the elective requirements from the curriculum proposed for the Certificate, thereby reducing the number of program credits from 18 to 15 and meeting the credit hour requirements for an Associate Certificate as specified in Policy 64.

The previous version of the proposal has been withdrawn from the approval process. The previous proposal had gone through the concept paper approval process, and the full proposal had been

approved by the relevant program, Dean, and Faculty Council. Given that the attached proposal is a revision of the previous proposal, the Registrar and the Vice-Provost jointly determined that the Associate Certificate proposal would be submitted to the Professional Studies Faculty Council for information only, and would re-enter the program approval process at the UEC Screening Subcommittee stage. The attached proposal was submitted to the Professional Studies Faculty Council as an information item for its June 2018 meeting.

Program Summary:

The Integrated Learning Design Associate Certificate draws mainly on courses currently offered in Adult Education, but also provides interdisciplinary elective options to create flexible pathways for students to customize their learning and gain specific workplace skills. The Associate Certificate enables potential employers to verify that students have acquired skills specific to learning design, as either a result of taking the certificate as a standalone credential, or as part of other diploma and degree programs. Upon completion of the Associate Certificate, students from a variety of disciplines will have expanded job opportunities.

The Associate Certificate's interdisciplinary approach integrates promising practices in 21st century learning and talent development practices, as well as integrating skills from areas such as Communications and Graphic Design to address skill gaps in current instructional design training. This approach provides students and working professionals with the theory and practical skills needed to access in-demand jobs in learning design.

Concept Paper:

The concept paper for the Integrated Learning Design Associate Certificate was approved in the 2016 Program Report and Plan at the June 2016 Board meeting.

UEC MEMORANDUM

UEC Chair: Eric Spalding
Phone: 4680

UEC Assistant: Amanda Grimson
Phone: 4571

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

FROM: Eric Spalding, Undergraduate Education Committee Chair

DATE: October 1, 2018

RE: Integrated Learning Design associate certificate

At its September 28, 2018 meeting, UEC voted to recommend the new Integrated Learning Design associate certificate. UEC recommends that this be recommended by APPC and approved by Senate.

SBC MEMORANDUM

SBC Chair: Betty Poettcker
Phone: 4676

SBC Assistant: Sarah McLean
Phone: 4029

TO: Dr. E. Davis, APPC Chair
FROM: Betty Poettcker, Senate Budget Committee Chair
DATE: October 25, 2018
RE: Integrated Learning Design Associate Certificate

At its October 25, 2018 meeting, the Senate Budget Committee reviewed the Integrated Learning Design Associate certificate program proposal. C. Richardson (on the behalf of S. MacPherson, Program Working Group Chair), T. Ryder-Glass, Dean, Faculty of Professional Studies; and, B. Kirkley, Program Development and Quality Assurance Coordinator addressed questions from the committee. The following comments were noted:

- The proposed Integrated Learning Design Associate Certificate within the Adult Education program uses existing courses to fulfill program requirements.
- There is no significant budgetary impact expected.
- This certificate will serve student demand and is expected to attract students from other programs.
- An increase of an estimated two courses annually to accommodate anticipated increased demand and student needs has been budgeted.

The following motion was moved and seconded:

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

F. Ulbrich/E. Davis

1 Abstention

CARRIED



Proposal for Program Discontinuance – Graduate Certificate in Teacher Leadership & Mentorship

Section I: Program Information

Program: Graduate Certificate in Teacher Leadership & Mentorship

Faculty or College: Faculty of Professional Studies

Department or School: Teacher Education Department

Date of Submission:

October 25, 2018

Approved at Professional Studies Faculty Council on December 9, 2016. Included on the Graduate Studies Committee agenda as an information item on January 19, 2017.

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in Section III, provide a brief explanation and omit Section III from your submission.

The Master of Education in Educational Leadership and Mentorship has been approved with an implementation date of July 2019.

Section II: Consultation

Provide brief summary of the consultation (maximum 250 words). Additional information can be attached.

As indicated on the documentation from 2016 (attached):

“External agencies have been consulted regarding discontinuation of the certificate and development of the MEd: TED Advisory Committee, local school districts, Teacher Regulation Branch, Teacher Qualification Service. There is agreement that a 15 credit certificate is not as viable nor desirable as a 30 credit M.Ed. Consultation has also occurred with the Research, Engagement & Graduate Studies office, the Program Development Office, and the Dean for the Faculty of Professional Studies.”

Section III: Rationale

Omitted as per instructions in Section I.

Section IV: Transition Plan

As indicated on the documentation from 2016 (attached):

“The Graduate Certificate in Teacher Leadership and Mentorship was never launched by the Teacher Education department and, therefore, no formal transition plan is required. The TED is recommending that the Graduate Certificate in Teacher Leadership and Mentorship be discontinued, effectively immediately.”

MEMO

TO: Faculty of Professional Studies
FROM: Vandy Britton
DATE: November 15, 2016
RE: Discontinuance of the Graduate Certificate in Teacher Leadership & Mentorship

Please find attached the paperwork for the discontinuance of the Graduate Certificate in Teacher Leadership & Mentorship. The Graduate Certificate, developed in 2009, garnered limited interest from potential students (high tuition costs, the 15 credit value, credential obtained) and has never been offered. With the recent approval of the B.Ed, the Teacher Education department is positioned to develop a Master of Education. A 30 credit M.Ed in Educational Leadership and Mentorship is in the latter stages of program proposal development and is anticipated to be a highly desirable graduate program for K-12 educators.

Thank you for your attention to this proposal.



Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Graduate Certificate in Teacher Leadership and Mentorship

Faculty or College

Faculty of Professional Studies

Department or School (or unit with administrative responsibility for the program)

Teacher Education (TED)

Date of Submission

November 14, 2016

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in Section III, provide a brief explanation and omit Section III from your submission.

The Graduate Certificate, developed in 2009, garnered limited interest from potential students (high tuition costs, the 15 credit value, credential obtained) and has never been offered. With the recent approval of the B.Ed, the TED is positioned to develop a Master of Education. A 30 credit M.Ed in Educational Leadership and Mentorship is in the latter stages of program proposal development and is anticipated to be a highly desirable graduate program for K-12 educators.

Section II: Consultation

Provide brief summary of the consultation (maximum 250 words). Additional information can be attached.

External agencies have been consulted regarding discontinuation of the certificate and development of the MEd: TED Advisory Committee, local school districts, Teacher Regulation Branch, Teacher Qualification Service. There is agreement that a 15 credit certificate is not as viable nor desirable as a 30 credit M.Ed. Consultation has also occurred with the Research, Engagement & Graduate Studies office, the Program Development Office, and the Dean for the Faculty of Professional Studies.

Section III: Rationale

Refer to the instructions and include your findings as an attachment

Section IV: Transition Plan

Attach the transition plan for all students currently in the program. The transition plan should also indicate the date applications will no longer be accepted.

Section IV: Transition Plan

The Graduate Certificate in Teacher Leadership and Mentorship was never launched by the Teacher Education department and, therefore, no formal transition plan is required. The TED is recommending that the Graduate Certificate in Teacher Leadership and Mentorship be discontinued, effectively immediately.



SCHOOL OF BUSINESS

Memo

To: Dr. Tracy Ryder Glass, Dean, Faculty of Professional Studies
From: Dr. Frank Ulbrich, Director, UFV School of Business
CC: Kelly Gardner, Assistant to the Director, UFV School of Business
Date: October 11, 2018
Re: Proposal for program discontinuance: Aviation diploma (one-year program)

The School of Business requests discontinuance of the one-year aviation diploma.

Section I: Program Information

Program

Aviation diploma (one-year program)

Faculty

Faculty of Professional Studies

Department or School

School of Business

Date of Submission

October 11, 2018

Section II: Consultation

Consultation included contacting the flight training provider Coastal Pacific Aviation as well as the School of Business.

Coastal Pacific Aviation (CPA) and the School of Business both expressed their interest to discontinue the program in a joint meeting on September 29, 2016.

In further consultation with CPA, and upon approval from the Provost and Vice-President, Academic the program was suspended and the intake for 2017 was closed. CPA was informed about the approved suspension on November 1, 2016.

The School of Business confirmed in its October 9, 2018 meeting that it wishes to discontinue the program.

Section III: Rationale

UFV has historically offered two Aviation Diploma programs; a one-year and a two-year diploma.

The one-year program required the completion of ten appropriate university-level courses with a minimum C average. All but two courses in the one-year aviation diploma were delivered by Coastal Pacific Aviation. The remaining two courses were electives that students were able to take at UFV or at any other post-secondary institution. For full details about the program, see the current academic calendar at https://www.ufv.ca/calendar/current/ProgramsA-B/AV_DIP_1YR.htm

Demand for the one-year aviation diploma has been low in the past. Between 2010/11 to 2018/19 there have been no graduates from the one-year diploma program. In the same period, 44 students graduated from the two-year diploma (cf. Figure 1), which is also low. The average graduation numbers over the past eight years thus were zero graduates in the one-year diploma program and 5.5 graduates in the two-year program respectively.

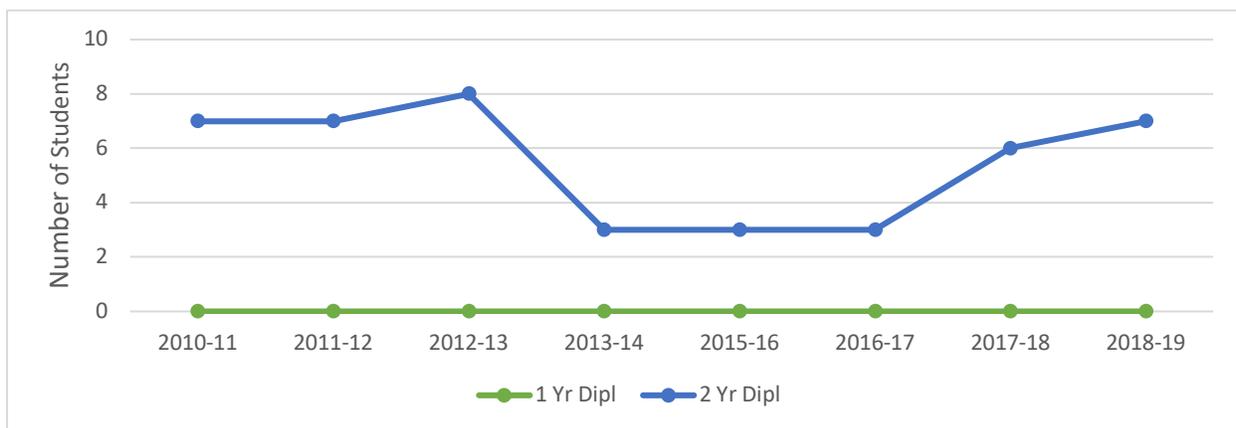


Figure 1: Graduation Numbers by Year: Diploma in Aviation

Having experienced for many years that the one-year Aviation Diploma program was not in demand, Coastal Pacific Aviation (CPA) and the School of Business both expressed their interest to discontinue the program in a joint meeting on September 29, 2016.

In further consultation with CPA, and upon approval from the Provost and Vice-President, Academic the program was suspended and the intake for 2017 was closed. CPA was informed about the approved suspension on November 1, 2016.

Currently, there is no demand for the program. The School of Business has not received a single inquiry about the program since it has been suspended. Students who wish to pursue a diploma with an aviation theme are well served with the existing two-year diploma program.

With regard to capacity, UFV has never offered AV courses. The nature of relationship with CPA has changed since the program was suspended. For new students, AV courses are no longer scheduled through UFV. UFV has no intention of offering AV courses; neither capacity nor competence exists at UFV to offer such courses.

The program has not delivered any graduates in the past eight years.

With regard to the financial state of the program, it needs to be stressed that (1) there were no students who graduated from the program for the past eight years, and (2) there were only two elective courses in the program which did not even need to be taken at UFV. Consequently, there is no change in enrollments and, hence, there are no budget implications for the Faculty of Professional Studies or any other Faculty/College.

Discontinuance of the program will not impact current commitments in other aviation-related programs nor will it negatively impact the relationship between CPA and UFV, as it was both parties expressed wish to discontinue the program.

Section IV: Transition Plan

Since there are no students in the program and no new applications have been accepted, no transition plan is needed and it is possible to discontinue the program with immediate effect.

Motion from the October 9, 2018 School of Business meeting:

THAT the School of Business request discontinuance of the one-year aviation diploma.

CARRIED F Ulbrich/K deWolde



ACADEMIC PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2018/19		
AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Chair		
Provost & Vice-President, Academic (<i>ex officio</i> , voting)	Ongoing	Eric Davis
Voting Members		
Vice-Chair of Senate	Ongoing	Gerry Palmer, Faculty of Professional Studies
Chair, Senate Budget Committee (or designate)	Ongoing	Betty Poettcker, Chief Financial Officer (2018-2019)
Chair, Undergraduate Education Committee (or designate)	Ongoing	Adrianna Bakos, Faculty of Humanities
Chair, Graduate Studies Committee (or designate)	Ongoing	Nicole Mooney, Faculty of Social Sciences
Chair, Research Committee (or designate)	Ongoing	Cory Beshara, Faculty of Science
<i>7 faculty members, approved by Senate, at least 3 from Senate</i>		
Faculty (senator)	08-01-2018 to 07-31-2021	Vacant
Faculty (senator)	08-01-2016 to 07-31-2019	Randy Kelley, Faculty of Applied and Technical Studies
Faculty (senator)	08-01-2016 to 07-31-2019	Bosu Seo, Faculty of Social Sciences
Faculty (senator)	08-01-2018 to 07-31-2021	Fiona MacDonald, Faculty of Social Sciences
Faculty	08-01-2018 to 07-31-2020	Emilio Landolfi, Faculty of Health Sciences
Faculty	08-01-2018 to 07-31-2020	Lorne Mackenzie, Faculty of Professional Studies
Faculty	08-01-2018 to 07-31-2020	Melissa Walter, Faculty of Humanities (Vice-Chair)
Two deans or associate deans		
Dean	08-01-2018 to 07-31-2021	Sylvie Murray, Associate Dean (Faculty), Faculty of Arts
Dean	08-01-2018 to 07-31-2021	Alastair Hodges, Dean, Faculty of Health Sciences
Two staff members		
Staff	08-01-2018 to 07-31-2020	Sandra Smith, Academic Success Centre
Staff	08-01-2017 to 07-31-2019	Mallory Manley, Information Technology Services, Office of the CIO
Two students		
	08-01-2018 to 07-31-2020	Tanish Malik, Faculty of Professional Studies
	08-01-2017 to 07-31-2019	Pawan Pandey, CIS, Faculty of Professional Studies
Ex-Officio Non-Voting Members		
Associate VP, Institutional Research and Integrated Planning (or designate)	Ongoing	Vlad Dvoracek
Associate VP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Garry Fehr
Associate VP, Teaching and Learning (or designate)	Ongoing	Maureen Wideman
Executive Director, International Education	Ongoing	David McGuire
Program Development and Quality Assurance Coordinator	Ongoing	Bruce Kirkley
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
University Librarian (or designated Librarian)	Ongoing	Patti Wilson
University Secretary (or designate)	Ongoing	Al Wiseman
Vice-Provost & Associate Vice-President, Academic	Ongoing	Peter Geller
Administrative Support		
Office of the Provost and Vice-President Academic		Melinda Saretzky (to end of April 2019)
CURRENT MEMBERSHIP: 28 members - 19 voting members and 9 non-voting members.		
Quorum: Shall be a minimum of fifty percent (50%) of voting membership (not including vacancies)		Current as of October 31, 2018

To: Academic Planning and Priority Committee

From: Jacqueline Nolte, Dean of Arts

CC: Eric Davis, Provost

Date: September 19, 2018

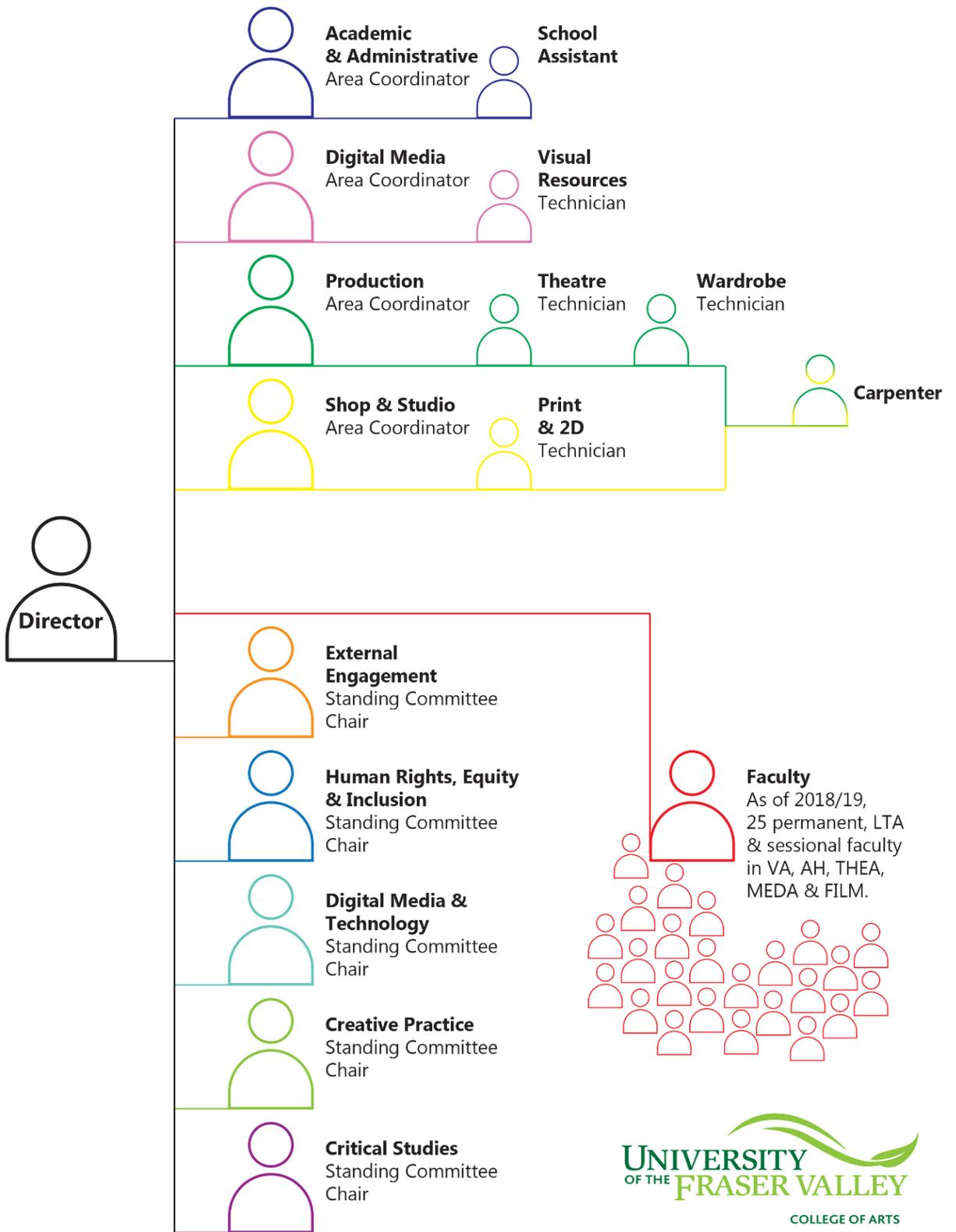
Re: School of creative arts

This is to inform APPC of the near unanimous vote by the permanent faculty and staff of the Visual Arts and Theatre departments to approve the formation of a School of creative arts [with exact name to be determined at a later date]. The vote was conducted in June 2018 and followed extensive consultation in the units.

The target launch date for the new School, pending approval by the UFV Senate and Board of Governors, is May 1, 2019.

The governing structure of the School is summarized in the attached document.

The School of Creative Arts



Roles in the School

Director

- Reports to Dean of Arts
- Five-year term
- Responsibilities:
 - Budget
 - Timetable
 - Enrolment planning
 - Hiring
 - Chair of Executive Committee
 - Chair of School Council
 - Faculty mentoring, professional development, and workload
 - Leading School in articulating and realizing its vision, mission, and learning outcomes
 - Public face of School, responsible for outreach to university and broader communities
 - Long term planning, particularly capital requests, facilities, staffing/hiring
 - Student issues, academic misconduct, instructional complaints
- Support:
 - Six releases – teaches one course/year

Standing Committee Chairs

- Report to Director
- Three-year terms, staggered initially to ensure continuity in first three years of School
- Contribute to School leadership and governance through membership on Executive Committee
- Chair one standing committee and one additional committee (pairings suggested below):
 - Critical studies & curriculum (one release)
 - Creative practice & events (one release)
 - Digital media and technology & scholarships and awards
 - Human rights, equity, inclusion & student life and wellness
 - External Engagement & external advisory

Faculty

- Report to Director
- Participate in decision making through attendance at School Council, participation on various committees

Area Coordinators

- Four area coordinators: Academic and Administration, Shop and Studio, Digital Media, and Production
- Report to Director
- Digital Media, Shop and Studio, and Production Coordinators rotate through membership on Executive Committee on annual basis

Academic and Administration Coordinator

- Monitors School budget and reports budget data to Director on a monthly basis
- Coordinates budget requests from Digital Media Coordinator, Shop and Studio Coordinator, and Production Coordinator and submits for approval to Director
- HR (contracts, support for SACs)
- Workload and enrollment planning
- Academic project management
- Oversees and helps coordinate allocation of resources (e.g. technical support, supplies) to teaching areas
- Committee support for Executive Committee

Digital Media Coordinator

- Coordinates support for classes and events requiring digital media equipment
- Maintain hardware and software, research and recommend equipment
- Provides support for classes and students using digital media equipment
- Provides photo tech support
- Provides leadership in relation to all digital media equipment, hardware, software
- Monitors area budget
- Submits budget to Academic and Administrative Coordinator
- Oversees renovations and capital purchases related to Digital Media
- Project management as required

Shop and Studio Coordinator

- Oversees workshop spaces and equipment (woodshop, metal/welding, plaster room, mold-making, ceramics, electronics, plastics, etc.)
- Equipment maintenance
- Support for classes and students using shop spaces
- Provides leadership in School
- Monitors area budget
- Submits budget to Academic and Administrative Coordinator
- Inventory and ordering supplies, esp. expendables/consumables
- Researches and recommends new equipment
- Oversees renovations and capital purchases related to shop and studio spaces
- Provides support for gallery and exhibition spaces, collections, and special events
- Organizes storage related to shop and studio needs, studio practice
- Provides leadership specifically related to safe work procedures, hazardous equipment and materials, and risk management within the School
- Supervises work study students

Production Coordinator

- Coordinates all spaces and technical needs (e.g. lighting, sound, projection), schedules related to theatre and performance
- Supports students working in backstage, stage management, and design roles

- Provides leadership in School
- Monitors area budget
- Submits budget to Academic and Administrative Coordinator
- Inventory and ordering supplies, esp. expendables/consumables, related to theatre classes and activities (in coordination with Shop and Studio Coordinator)
- Oversees renovations and capital purchases related to theatre and performance spaces
- Provides support for special events
- Supervises work study students
- Rentals

School Assistant

- Report to Administrative and Academic Coordinator
 - Academic support: timetabling, curriculum/committee support
 - Communications: social media, website, special events, external communications, promoting programs and activities, recruitment

Technical/Artistic Staff

- Print and 2D Technician
 - Report to Shop Coordinator (and Digital Media Coordinator, as needed)
- Visual Resource Technician
 - Report to Digital Media Coordinator
- Carpenter
 - Reports to Production Coordinator (and Shop Coordinator, as needed)
 - Provides support to technical theatre classes and theatre practicums and to VA students using the woodshop
 - Currently 50%, 8 months/year
- Theatre Technician
 - Reports to Production Coordinator
 - Supports theatre students working on practicums and in technical theatre classes by providing training in use of technical equipment
 - Provides technical support (e.g. lighting, sound, projections) for School events
 - Currently 100%, 6 months/year
- Wardrobe
 - Reports to Production Coordinator
 - Oversees equipment and materials in costume shop
 - Currently 100%, 9 months/year

School of Creative Arts Proposed Committee Structure

Committee Name		Composition	Scope	Meeting Frequency	Workload
Executive Committee		Director (chair), 5 standing committee chairs, 1 staff area coordinator (production, digital, or shop, on an annually rotating basis)	Budget, hiring priorities, academic and program planning, capital planning, strategic planning	Monthly	40 hours/year
School Council		All permanent faculty, sessional faculty, LTAs, including 1 staff Representative	Approval of Executive Committee decisions	6 times/year	15 hours/year
Standing Committees	Critical Studies (includes Art History, Performance Studies)	Chair, 3 faculty members	Projects and events that advance their area within School and UFV; projects to be determined by members of standing committee in consultation with School and Executive Committee (eg. Critical Studies Committee organizes one-day symposium with guest speakers; External Engagement develops and implements strategy to increase external practicum and coop placements; Digital Media drafts plan to increase digital humanities opportunities with COA).	All standing committees meet 4-6 times/year	30-50 hours/year committee activities and meetings. Chairs could be expected to contribute 80-100 hours/year.
	Creative Practice (includes Studio Practice, Acting, Directing)	Chair, 3 faculty members			
	Digital Media and Technology (includes Media Arts)	Chair, 2 faculty members, digital media area coordinator			
	Human Rights, Equity, and Inclusion	Chair, 2 faculty, 1-2 staff			

	(includes Indigenization, at this time).		Provide advice and leadership in School related to area (e.g. Human Rights, Equity, and Inclusion Committee or Chair provides guidance on universal design/accessibility as part of renovation planning; Creative Practice Committee works with Curriculum Committee to develop certificate in Creative Arts Leadership).		
	External Engagement (includes experiential learning, internationalization, community-based arts practice, industry connections, professionalization).	Chair, 2 faculty, 1-2 staff			
Curriculum		Critical Studies Standing Committee Chair; faculty representatives from VA, AH, Thea, GDD, MEDA, MACS, Creative writing, Music, Trades?; advising	BFA, BMA, Diplomas, Program development, learning outcomes and quality curriculum, MEDA curriculum, interdisciplinary initiatives, new programs (in collaboration with Program committees, subcommittees can be struck to work on such projects). Reviews curriculum from program committees before it goes to CACC.	Monthly, September - May	30-50 hours/year (committee meetings and preparation). Chair has release for work on Critical Studies and Curriculum committees .
Theatre Program Committee		3 or more faculty on each committee.	All existing and program/ discipline-specific curriculum (course revisions, new course development in existing areas, existing Majors, Minors, Ex. Minors). Program-specific decisions (e.g. selection of season of theatre.)	Committees to determine this.	30 hours/year
VA Program Committee					

		Development of policies and procedures specific to area (e.g. casting policy in theatre, exhibition policy in gallery spaces). One member sits on School Curriculum Committee. Specifics of membership and any subcommittees (eg. acquisitions, guest speakers, visiting artists) to be determined by committee members.		
Special Events	Creative Practice Standing Committee Chair, 1-2 faculty, Production Coordinator, Communications School Assistant	Coordinate logistics of events, oversee calendar of events for the year and space/gallery bookings, coordinate technical support, catering, room bookings, promotions/ marketing; work with Standing Committees, Student Life and Wellness to support their activities and priorities.	Monthly, September-May	20-60 hours/year. Chair has release for work on Creative Practice and Special Events committees .
Student Life and Wellness	Human Rights, Equity, and Inclusion Standing Committee Chair, 1-2 faculty, 1-2 staff, 1 student	Develop strategies and projects to generate a robust student culture within the School and to promote student wellness.	TBD	20 hours/year
Scholarships and Awards	3 faculty members	Adjudicates scholarship competition for Theatre and VA scholarships. May also work with Development office to create new scholarship and bursary opportunities for students.	Once/year	5 hours/year

External Advisory		External Engagement Standing Committee Chair	Members drawn from arts community and creative industries, provide advice to School about programs and curriculum.	Once/semester	NA
Division Review Committee	As per Collective Agreement				

To: Academic Planning and Priorities Committee (APPC)
From: Eric Davis, APPC Chair; Melissa Walter, APPC Vice-Chair; Melinda Saretzky, APPC Assistant
Date: November 7, 2018
Subject: **Program Suspension and Discontinuance procedure manual**

As per Policy 222 (Program Discontinuance), all changes to the guidelines and templates for program suspension and discontinuance are administered by the APPC Chair, Vice-Chair, and Assistant.

All of the program suspension and discontinuance procedures and guidelines have been combined into one document and the minor changes to the guidelines, including the addition of a flow chart for suspensions showing current practices, were approved by the Chair, Vice-Chair and Assistant on Nov.7, 2018. (see attached document with track changes)

A new Program Suspension Memo Template has been created and the Program Discontinuance Proposal and Instructions remains unchanged.

Attachments: Program Suspension and Discontinuance procedure manual, Memo template-Program Suspension and Discontinuance, Program Discontinuance Proposal and Instructions



Procedures

Program Suspension

Program Discontinuance

Academic Planning and Priorities Committee

[Update to Guidelines and Templates November 2018](#)

Approved February 2015

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Definitions

AVP, REGS: Associate Vice-President, Research, Engagement & Graduate Studies

Closing of Applications: The University no longer accepts applications from students applying to a program.

Communication Plan: Plan outlining how the program discontinuance will be communicated to both internal and external stakeholders.

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. As per the Program Discontinuance Policy, all non-credit continuing education programs are excluded from this policy. Also, this policy does not apply to adjustments in the number or location of course offerings as part of the ongoing management of program delivery; discontinuance of specializations, options, and concentrations are treated as program revisions.

Program Discontinuance: Elimination of the offering of a program.

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

Transition Plan: Plan outlining how the program will ensure student transition through the existing program or transition to a new credential.

Procedure, Guideline, and Template Updates

As per Policy 222, Procedures will be developed, maintained, and communicated by APPC and the Guidelines and templates will be administered by the Chair, Vice-Chair, and Assistant of APPC.

Additional Resources

Policy 222 – Program Discontinuance ufv.ca/secretariat/policies/

Additional Documents

ufv.ca/senate/standing-committees/appc/program-discontinuance--suspension/

- Program Discontinuance Proposal Instructions and Template
- Memo-Template-Program Suspension_Discontinuance

Commented [MS1]: New memo template created

Submission Guidelines

Program Suspensions and Discontinuances must coincide with the official UFV Academic Calendar submission deadlines and areas must be mindful admission application start dates and it is always best to submit requests earlier if possible, just in case of unexpected delays.

Note: If the program is expected to be changed, the program suspension should be renewed to allow time for the UEC course and program approval process, this will ensure the Academic Calendar is updated and if necessary, notice given before applications open. Deadlines may be tight, please consult with the UEC assistant for timelines.

Commented [MS2]: New section – no changes, reflects current practice

Program Suspension

Documents required: Program Suspension memo template (plus any supporting documents)

Fall Academic Calendar	Provost Office Deadline	Winter/Summer Academic Calendar	Provost Office Deadline
Program Suspension or (renewal)	February	Program Suspension or (renewal)	June
Re-instatement of program in suspension	February	Re-instatement of program in suspension	June

Program Discontinuance

Documents required: Program Discontinuance memo template, Program Discontinuance Proposal Template (plus any supporting documents)

Fall Academic Calendar	APPC Deadline	Winter/Summer Academic Calendar	APPC Deadline
Program Discontinuance	December (previous year)	Program Discontinuance	April (previous year)

Program Suspension

Program Suspension Procedures

Developed, maintained, and communicated by APPC.

Program Discontinuance policy (number 222) defines program suspension as temporary suspension of the intake of new students into a program.

The decision to temporarily suspend admission to academic programs is initiated by the relevant Dean(s) in consultation with the respective unit (school, department, or program committee responsible for administering the program), the Associate Vice-President, Research, Engagement & Graduate Studies (AVP, REGS) in the case of graduate programs, and is subject to the considerations stipulated below.

The decision to temporarily suspend admission to academic programs must be approved by the Provost and communicated to Senate, relevant standing committees (UEC or GSC, SBC and APPC), and the Board for information.

Ideally, the decision to suspend a program will be made and communicated at least four months before the usual start date of the program.

Considerations

1. Suspension may be for a variety of reasons, including:
 - a. Insufficient resources
 - b. Low enrollment demand
 - c. Declining employment opportunities for graduates
 - d. Curricular issues
 - e. Inability to provide appropriate educational environment and/or supports
 - f. Decline in quality or the inability to meet required program outcomes
 - g. The program is being reviewed for renewal or restructuring
2. Suspension is for a maximum period of two academic years. After this period the program is automatically reinstated unless a new proposal is submitted to either (a) continue the suspension for an additional two-year term or (b) discontinue the program. Suspension can be renewed only once.
3. Proposals to suspend admissions must present the rationales in a clear and comprehensive manner and consultation with stakeholders must take place prior to the recommendation being approved. When timelines and decisions are pressing, the consultation process may be abridged or expedited depending on the nature of the circumstances.
4. Proposals to suspend admissions must include a plan, where appropriate, to accommodate students who are already enrolled in the program, or to otherwise mitigate the effects of the suspension.
5. Once a decision to suspend a program has been made and approved by the Provost, the Dean will advise the stakeholders of the suspension and implement a communication process.

Program Suspension Instructions

Updates will be administered by the Chair, Vice-Chair, and Assistant of APPC.

Submission Instructions: Please submit Program Suspension Memo Template along with any supporting documents. A request to suspend admission to an academic program must be submitted to the Provost for review and decision approval. The request should include a memo and any supporting documents. The memo to suspend admissions to a program must include:

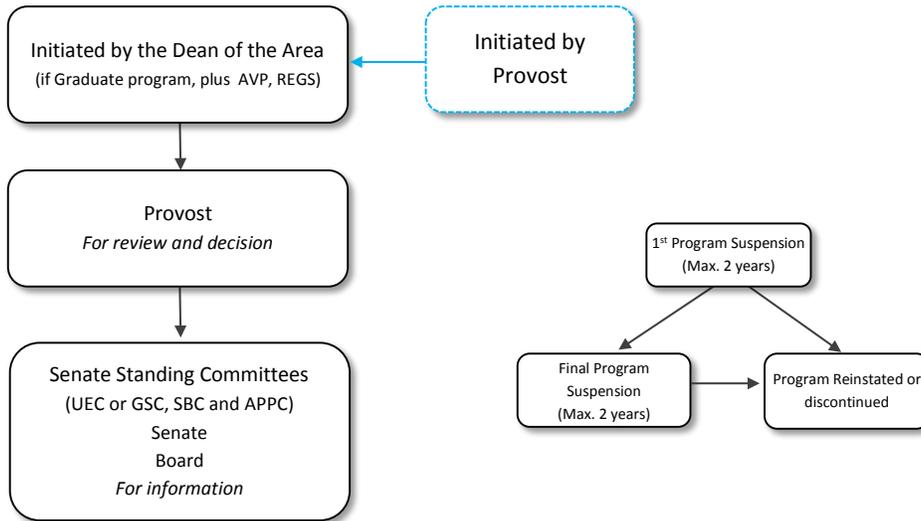
- a. the basic program information (credential, department/school, etc.);
- b. when the program suspension would take effect;
- c. the length of time the program is suspended for (up to two academic years – see Considerations #2 for more details);
- d. a rationale for suspension that is clear and comprehensive;
- e. the summary of consultation with stakeholders; and
- f. a plan to accommodate students already enrolled in the program or to otherwise mitigate the effects of the suspension.

If the decision to temporarily suspend admission to an academic program is approved by the Provost, the memo noted above will be sent to the Board of Governors, Senate, UEC or GSC, SBC, and APPC for information.

Program Suspension Policy Flowchart

Commented [MS3]: New flowchart – reflects current practice

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



Program Discontinuance

Program Discontinuance Procedures

Developed, maintained, and communicated by APPC.

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 and/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 Guidelines

Updates will be administered by the Chair, Vice-Chair, and Assistant of APPC.

Introduction

Program discontinuance forms part of an ongoing process of program revision and renewal.

These Guidelines describe the process and standard of evidence that the University of the Fraser Valley (hereafter “the University”) employs to determine the discontinuance of a program of study.

The Academic Planning and Priorities Committee (APPC) of Senate is responsible for developing, maintaining and communicating the procedures in support of this policy. The guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of APPC.

Principles

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 is 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 222 *Program Discontinuance*.

Rationale

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.

Communication Plan

Once a decision for discontinuance has been made, the Provost’s Office will be responsible for ensuring that all internal stakeholders will be informed: OReg, University Relations, Advising, UEC or GSC, the Calendar Editor, the Faculty/College Councils affected, the students in the program, and others as needed. External stakeholders will be informed as relevant.

Program Discontinuance Proposal Instructions

Updates will be administered by the Chair, Vice-Chair, and Assistant of APPC.

Submission Instructions: Please submit the [Memo-Template Program Suspension Discontinuance](#), Proposal for Program Discontinuance [template](#) along with relevant supportive evidence to the Academic Planning and Priorities Committee Assistant. ([See Submission Guidelines section for deadlines.](#))

Templates found here: ufv.ca/senate/standing-committees/appc/program-discontinuance--suspension/

Section I Program Information: provide basic information about the program.

Section II Consultation: provide a summary of consultation that has taken place with the relevant department or school, and Faculty or College Council, with supportive evidence.

Section III Rationale: A decision to discontinue a program should not be made solely on quantitative measures, but on a holistic assessment of the program in terms of all the variables, within a process that is broadly consultative and collegial. APPC will assess the proposal according to the following five criteria. (Note that these criteria are not weighted or listed in order of priority.)

The proposal should address as many of the specific aspects listed under each criterion that are relevant. General or contextual information relevant to the assessment of this proposal may be provided as well.

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in this section, please omit this section (Section III) from your submission.

- A. **Demand:** What is the current demand for the program? Include information about:
 - student enrolment, domestic and international;
 - graduation/completion rate;
 - employment opportunities for graduates;
 - whether the program serves an institutional demand (for instance, if program courses are required in another program or if it duplicates a similar program);
 - community or regional demand.

- B. **Capacity:** What resources are currently available to deliver the program? Include information, as relevant, about:
 - faculty and staff;
 - capital equipment;
 - facility infrastructure;
 - course offerings.

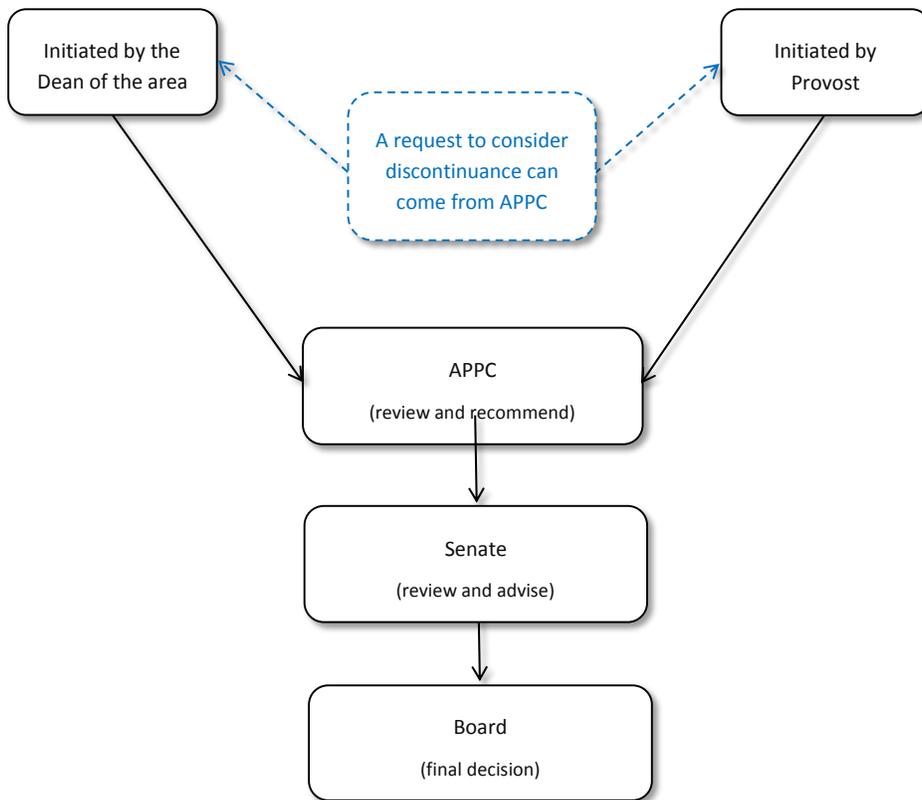
- C. **Output:** What is the program delivering? Consider:
 - number of graduates;
 - contribution to the university's mandate, strategic directions, strategic plans, Institutional Learning Outcomes;
 - meeting the program's own goals, objectives, or outcomes;
 - students' engagement and success;
 - the opportunities it provides for laddering;
 - research capacity and any ongoing research projects.

- D. **Financial Viability:** Provide a full accounting of both direct and indirect program revenue and costs. How efficient is the use of available resources?
- E. **Reputational Considerations:** Will discontinuance of this program affect current commitments? For instance, will it affect partnerships? Have external donors contributed to the program? Has UFV made a firm commitment to an external party to offer the program?

Section IV Transition Plan: 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.

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.



To: Eric Davis, Provost & Vice President, Academic

From: [DEAN], [FACULTY]

Date: [DATE]

Subject: PROGRAM SUSPENSION
 PROGRAM SUSPENSION RENEWAL
 PROGRAM DISCONTINUANCE]

for the [PROGRAM], [DEPARTMENT], [FACULTY]

[FILL OUT APPROPRIATE SECTION AND REMOVE THE OTHER]

[SEE more detailed instructions in Program Suspension & Discontinuance Manual]

PROGRAM DISCONTINUANCE

- 1) Program Information (credential, department/school, etc.);
- 2) The summary of consultation with stakeholders, including Faculty Council approval date;
- 3) Suggested motion:

MOTION:

That APPC recommends to Senate the discontinuance of the [PROGRAM] in the Faculty of [NAME OF FACULTY], effective [EFFECTIVE DATE].

- 4) Attach Program Discontinuance Proposal plus any other supporting documents.
- 5) Section III- Rationale and Section IV-Transition Plan of the Program Discontinuance Proposal document may be included in this memo or attached as a separate document.

PROGRAM SUSPENSION or SUSPENSION RENEWAL

- 1) Program information (credential, department/school, etc.);
- 2) What term would the program suspension would take effect;
- 3) Length of time the program is suspended for (up to two academic years);
- 4) A rationale for suspension that is clear and comprehensive;
- 5) The summary of consultation with stakeholders, including Faculty Council approval date;
- 6) A plan to accommodate students already enrolled in the program or to otherwise mitigate the effects of the suspension.
- 7) Attachments: (All supporting documents, eg. Memo from the Department]

Instructions for *Proposal for Program Discontinuance*

Please submit the Proposal for Program Discontinuance along with relevant supportive evidence to the Academic Planning and Priorities Committee Assistant.

Section I Program Information: provide basic information about the program.

Section II Consultation: provide a summary of consultation that has taken place with the relevant department or school, and Faculty or College Council, with supportive evidence (such as Faculty Council minutes).

Section III Rationale: A decision to discontinue a program should not be made solely on quantitative measures, but on a holistic assessment of the program in terms of all the variables, within a process that is broadly consultative and collegial. APPC will assess the proposal according to the following five criteria. (Note that these criteria are not weighted or listed in order of priority.)

The proposal should address as many of the specific aspects listed under each criterion that are relevant. General or contextual information relevant to the assessment of this proposal may be provided as well.

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in this section, please omit this section (Section III) from your submission.

A. Demand: What is the current demand for the program? Include information about:

- student enrolment, domestic and international;
- graduation/completion rate;
- employment opportunities for graduates;
- whether the program serves an institutional demand (for instance, if program courses are required in another program or if it duplicates a similar program);
- community or regional demand.

B. Capacity: What resources are currently available to deliver the program? Include information, as relevant, about:

- faculty and staff;
- capital equipment;
- facility infrastructure;
- course offerings.

C. Output: What is the program delivering? Consider:

- number of graduates;
- contribution to the university's mandate, strategic directions, strategic plans, Institutional Learning Outcomes;
- meeting the program's own goals, objectives, or outcomes;
- students' engagement and success;
- the opportunities it provides for laddering;
- research capacity and any ongoing research projects.

D. Financial Viability: Provide a full accounting of both direct and indirect program revenue and costs. How efficient is the use of available resources?

E. Reputational Considerations: Will discontinuance of this program affect current commitments? For instance, will it affect partnerships? Have external donors contributed to the program? Has UFV made a firm commitment to an external party to offer the program?

Section IV Transition Plan: 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.



Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Faculty or College

Department or School (or unit with administrative responsibility for the program)

Date of Submission

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in Section III, provide a brief explanation and omit Section III from your submission.

Section II: Consultation

Provide brief summary of the consultation (maximum 250 words). Additional information can be attached.

Section III: Rationale

Refer to the instructions and include your findings as an attachment

Section IV: Transition Plan

Attach the transition plan for all students currently in the program. The transition plan should also indicate the date applications will no longer be accepted.

Procedures for Membership on Senate Standing Committees

These procedures apply to Senate standing committees that have positions filled by expressions of interest. These procedures will also be followed by other bodies requiring representation from Senate.

The overall objective of these procedures is to produce committees that will responsibly carry out the trust that Senate has placed in them. These procedures are maintained and supported by the University Secretariat office.

1. DEFINITIONS

1. “Faculty member” means an employee of UFV who works as an instructor, lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by the Senate.
2. “Support staff” means an employee of UFV who is not (a) an officer of the university, or (b) a faculty member.
3. “Student” means a person who is presently enrolled at UFV in a credit course or who is designated by resolution of the Senate as a student.
4. “Officer of the University” is the president, a vice-president, an associate vice-president, a dean, an associate dean, an executive director, an associate director, a director (excluding directors of schools within a faculty who are voting faculty members), university secretary, chief information officer, legal counsel, university librarian, and the registrar.
5. “Employee of UFV” refers to a person who has a permanent or continuing employment contract with UFV.
6. “Other” refers to community members or other designated representatives as required in any standing committee’s terms of reference.

2. TERMS OF OFFICE

As defined in the standing committees of Senate rules for the conduct of business:

The terms of Senate members on 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 annually re-elected to Senate.

Non-Senate members on 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.

Terms begin August 1st.

2.1. Persons not eligible

The following persons are not eligible to be or to remain as members of a Senate standing committee:

- A person who is a member of a Board or Senate at another post-secondary institution.
- A member of a Senate standing committee who ceases to be eligible during his or her term of office immediately ceases to be a member of the Senate standing committee.

3. PROCEDURES FOR EXPRESSIONS OF INTEREST

The call for expressions of interest will be open for three weeks. If no expressions of interest are received, the call may be extended for two weeks. If no expressions of interest are submitted during the second call, the call will remain indefinitely extended until an expression of interest is received and accepted.

3.1. Annual call for expressions of interest

A notice of the regular annual call for expressions of interest shall be widely distributed.

3.2. Order of priority for expressions of interest

3.2.1. Faculty positions:

Expressions of interest will first be sought from faculty members of Senate for membership on standing committees.

Expressions of interest will then be sought from non-Senate faculty members.

3.2.2. Staff positions:

Expressions of interest will first be sought from staff members of Senate for membership on standing committees.

Expressions of interest will then be sought for non-Senate staff.

3.2.3. Student positions:

Expressions of interest will first be sought from student members of Senate for membership on standing committees.

Expression of interest will then be sought from non-Senate undergraduate and graduate students.

3.2.4. Other positions:

Expressions of interest will be sought from community and other designated representatives for membership, as set out in the standing committee's terms of reference.

Candidates who are not members of Senate will be required to submit an expression of interest form, including the accompanying information sheet.

3.3. Recommendations

- 3.3.1. Expressions of interest from Senate members will be reviewed at Senate where final recommendations for membership on standing committees will be made.
- 3.3.2. Expressions of interest from non-Senate members will be reviewed by the Senate Governance Committee (SGC) who will then recommend nominees to Senate for approval. The following guidelines will be used:
- SGC is responsible for ensuring the broadest possible base of representation, given the available pool of nominees;
 - SGC will make every effort to ensure that committee composition considers the experience and interest of candidates and the diversity of disciplines at the University;
 - Notwithstanding the guidelines outlined above, SGC must exercise its best judgment, and do so with consideration of the best interests of UFV;
 - SGC will provide a report to Senate with its recommendations for membership on standing committees.
- 3.3.3. Additional nominations may be submitted on the floor by members of Senate. To be considered, nominees must agree to stand for nomination.

4. PROCEDURES FOR VACANCIES

Upon identification of a vacancy, the chair of the standing committee will notify the Secretariat office. (Attendance requirements for the standing committees are specified in the Rules for the Conduct of Business).

If three or fewer months are remaining in the term of office, the position will remain vacant until the regular call for expressions of interest is made. Otherwise, the list of candidates who had expressed an interest in the committee when the original appointments for that term were made, may be canvassed to identify a replacement to recommend to Senate for approval.

If there are no suitable candidates, the following procedures will be carried out in a timely manner:

4.1. Order of Priority for expressions of interest

4.1.1. Faculty vacancies:

Faculty members of Senate will be given priority for vacant positions.

If no expressions of interest are received at Senate, expressions of interest will be sought from non-Senate faculty members.

4.1.2. Staff vacancies:

Staff members of Senate will be given priority for vacant positions.

If no expressions of interest are received at Senate, expressions of interest will be sought from non-Senate staff.

4.1.3. Student (undergraduate or graduate) vacancies:

Student members of Senate will be given priority for vacant positions.

If no expressions of interest are received at Senate, a request for expressions of interest will be sought from non-Senate students.

4.1.4. Other vacancies:

Expressions of interest will be sought from community and other designated representatives for membership, as set out in the standing committee's terms of reference.

Candidates who are not members of Senate will be required to submit an expression of interest form, including the accompanying information sheet.

4.2. Recommendations

Expressions of interest from non-Senate members will be reviewed by the Senate Governance Committee, who will make recommendations to Senate for approval. The Senate Governance Committee will follow the guidelines outlined in section 3.3.2 in making its recommendations.

4.3. Terms of office

A vacancy will be filled as a new term for the position on the standing committee. The term, however, may be shorter than the usual term so that it may end on July 31, in keeping with term ends for other positions on standing committees.

5. CHANGES TO THE PROCEDURES

The University Secretary will review the procedures and make recommendations for changes to the Senate Governance Committee.



MINUTES - APPROVED
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
IN-CAMERA

May 9, 2018

2:30 pm - Room A225/229

Present: E. Davis (Chair), M. Walter (Vice-Chair), G. Palmer, B. Poettcker, S. Canning, R. Kelley, J. Nolte, M. MacDougall, M. Manley, V. Dvoracek, A. Chan, M. Wideman, S. Hardman, P. Wilson, A. Wiseman

Regrets: A. Bakos, A. Hodges, B. Seo, J. English, P. Pandey, D. McGuire, P. Geller

Guests: N. Goad, Associate Professor, Registered Nursing; E. Akuffo, Department Head, Political Science

Recorder: J. Nagtegaal

1. CALL to ORDER

The meeting was called to order at 2:30 pm.

2. ITEMS for ADOPTION

2.1. Agenda – 2018 05 09

MOTION

It was moved and seconded that APPC approve the 2018 05 09 in-camera agenda as presented.

CARRIED

2.2. Minutes – 2018 03 14

MOTION

It was moved and seconded that APPC approve the 2018 03 14 in-camera minutes as presented.

CARRIED

3. BUSINESS

3.1. Health Care Assistant Program Review

The committee reviewed the documents provided for the Health Care Assistant Program Review. It was noted for future reviews, that they mention their work on Indigenization.

MOTION

It was moved and seconded that APPC accept the documentation related to the review of the Health Care Assistant program and that APPC recommend the Executive Summary report to Senate for acceptance.

CARRIED

3.2. Political Science Program Review

The committee reviewed the documents provided for the Political Science Program Review.

MOTION

It was moved and seconded that APPC accept the documentation related to the review of the Political Science program and that APPC recommend the Dean's Summary report to Senate for acceptance.

CARRIED

4. ADJOURNMENT

The meeting was adjourned at 2:50pm.