AGENDA
Academic Planning and Priorities Committee

Wednesday, April 24, 2024 - 2:30 PM
Abbotsford Campus, Room A225 A225

Page

1. **CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT**

2. **APPROVALS**

   2.1. **Agenda**

   MOTION: That APPC approve the agenda as presented.

2.2. **Minutes**

   MOTION: That APPC approve the minutes of March 27, 2024 APPC meeting as presented.

3. **PROVOST'S REPORT**

4. **BUSINESS ITEMS**

4.1. **New Program – Applied Geographic Information Systems (GIS) associate certificate**

   MOTION: That the APPC has reviewed the new Applied Geographic Information Systems (GIS) associate certificate program proposal, including the budgetary analysis, and recommend approval to Senate.

5. **INFORMATION ITEMS**

5.1. **Program Reinstatement – Power and Play associate certificate**

5.2. **Program Suspension and Discontinuance Procedures – revised**
   Approved by the APPC Chair, Vice-Chair and Assistant on April 17, 2024.

5.3. **Program Review Progress Reports**
   - Sociology Program Review Progress Report
   - English Language Studies
   - Adult Basic Education

   5.4. **Board Items – March 28, 2024**
   - New School of Education

   5.5. **Senate Items – April 12, 2024**
   - Criminology Program review
   - Human Services Program Review Progress Report

Page

5.6. APPC In-camera approvals
- Philosophy Program review – February 28, 2024
- Criminology Program review – March 27, 2024

6. ADJOURNMENT and NEXT MEETING
Next Meeting: May 22, 2024; 2:30-4:30pm; Room A225

Draft Minutes
Academic Planning and Priorities Committee
Wednesday, March 27, 2024 - 2:30 PM
Abbotsford Campus, Room A225

Present: James Mandigo (Chair), Al Wiseman, Awneet Sivia, Chris Campbell, Claire Carolan,
David Johnston, David McGuire, Garry Fehr, Gillian Hatfield, Jackie Hogan, Jassu
Parmar, Mark Brosinski, Michael Hitch, Nathan Bialas, Pedro Montoya-Pelaez,
Samantha Hannah, Teresa Kisilevich, Vandy Britton, Zina Lee

Regrets: Betty Poettcker, Camille Callison, Gerry Palmer, Liana Thompson, Nicola Mooney,
Shawn Geniole, Shel Stefan, Shirley Hardman, Sylvie Murray, Tracy Ryder Glass,
Vibhu Dikshit, Vlad Dvoracek

1. **CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT**

   Quorum was met and Territorial Acknowledgement was given.

2. **APPROVALS**

   2.1. **Agenda**

   MOTION: That APPC approve the agenda as presented.
   N. Bialas/2nd S. Hannah.
   Carried.

   2.2. **Minutes**

   MOTION: That APPC approve the minutes of February 28, 2024 APPC
   meeting as presented.
   J. Hogan/2nd T. Kisilevich
   Carried.

3. **PROVOST'S REPORT**

   - An update regarding the International cap allocations was provided noting
     that the caps were very favourable to UFV and we will be able to move
     forward with our SEM plan
   - Thanks to our Registrar for assisting the Ministry with the PAL letter
     process noting that many have already been issued by UFV.

Academic Planning and Priorities Committee
March 27, 2024

4. **BUSINESS ITEMS**

    4.1. **Research Centre Proposal - Berry Environmental Resilience Research & Innovation (BERRI) Centre**

    An overview of the new BERRI Centre was given noting that a Canada Research Chair in Horticulture has been hired and they have already connected with the First Nations and local community. This centre meets all of the research focused KPI's from the Integrated Strategic Plan and students have already begun some research work which will be integrated into the Centre once built. Construction is underway on the Chilliwack campus.

    The budget analysis notes that the research overhead costs have not yet been completely determined, but it is not unlike any of the other centres and institutes and will be an ongoing process. It was noted that future personnel, project, and equipment needs for this lab will be funded externally, and all wish list asks will come from the external funds. It was also noted that this lab has the potential to save money by providing in-house lab testing at a reduced cost and generating revenue through testing for external organizations.

    The APPC notes that it takes a lot of work to hire a Canada Research Chair and the APPC congratulates the Research team. The CRC Horticulture aligns with the needs of the community, such as the Berry industry in the Fraser Valley. Research is more important now than ever as challenges continually present themselves, such as flooding.

    MOTION: That the APPC has reviewed the budgetary implications of the new Berry Environmental Resilience Research & Innovation (BERRI) Centre proposal and recommend to Senate Research Committee.
    C. Schinckus/2nd G. Hatfield
    Carried.

    4.2. **New Program – Applied Geographic Information Systems (GIS) associate certificate**

    Motion: That the APPC table the Applied Geographic Information Systems (GIS) associate certificate program to next month.
    M. Hitch/2nd J. Hogan.
    Carried.

    4.3. **Terms of Reference Review**

Academic Planning and Priorities Committee
March 27, 2024

MOTION: That the APPC recommend to Senate Governance Committee approval of the APPC Terms of Reference and Membership Composition as presented.
S. Hannah/2nd C. Schinckus.
Carried.

5. **INFORMATION ITEMS**

   5.1. **Human Services Program Review Progress Report**

   5.2. **Senate Items – March 15, 2024**
   - Annual Consolidated Budget
   - Philosophy Program review
   - Program Suspensions
     - Physical Geography major
     - Physical Geography minor
     - Geographical Information Systems certificate
   - Program Review Progress Reports
     - General Studies diploma
     - Bachelor of Integrated Studies
     - Psychology
     - Modern Languages Program

6. **ADJOURNMENT and NEXT MEETING**
   3:15pm
   Next Meeting: April 24, 2024; 2:30-4:30pm; Room A225

UNIVERSITY
OF THE **FRASER VALLEY**
PROGRAM DEVELOPMENT & QUALITY ASSURANCE

MEMO

TO: APPC
FR: Dr. Claire Carolan, AD/PDQA
CC:
RE: New Program Proposal, Faculty of Science - Applied GIS Associate Certificate
DATE: March 13, 2024

A program working group led by Dr. Mariano Mapili has submitted a proposal for a new Applied GIS associate certificate for APPC review and recommendation.

Under the program development procedures in the Appendix to policy 21, Undergraduate Program and Course Approval, this proposal follows the non-degree process for programs that do not require Ministry approval.

To date this program has been reviewed according to the guidelines as follows:

> Faculty of Science Curriculum Committee, Approval February 2, 2024
> UEC, Approval, March 1, 2024

The next step according to the existing guidelines are:

> **Senate Budget Committee (SBC)** Following UEC approval, PDQA submits the budgetary analysis, program proposal, and calendar copy to SBC for review and approval.

> **Academic Planning & Priorities Committee (APPC) and Senate:** Following UEC and SBC approval, PDQA ensures completeness of all documents and submits the proposal to APPC and Senate for information. APPC and Senate reserve the right to request revisions to the proposal if deemed necessary. If Senate determines that the program has substantially changed from what was proposed in the Concept Paper, Board approval will be solicited prior to program implementation.

Due to the amalgamation of SBC and APPC, PDQA recommends the following motions:

> [THAT] due to the amalgamation of SBC and APPC, APPC will review the budgetary analysis, program proposal, and calendar copy as submitted for the Applied GIS associate certificate proposal and on approval will submit it to Senate for information.

> [THAT] APPC has reviewed the budgetary analysis, program proposal, and calendar copy as submitted for the Applied GIS associate certificate proposal and approves the program for implementation.

UNIVERSITY
OF THE FRASER VALLEY

MEMO

To:	James Mandigo, Chair, APPC
From:	Mark Brosinski, Director, Budgets & Resource Planning
CC:	Michael Hitch, Afia Raja, Mariano Mapili
Date:	04/16/2024
Re:	GIS Associate Certificate – Budget Analysis

GIS Associate Certificate

The proposed GIS Associate Certificate uses pre-existing courses that are also offered by the Planning, Geography & Environmental Sciences to fulfill the program requirements. While the GIS Associate Certificate may generate new FTE, it is initially expected to allow existing degree students to add an attractive and relevant option to their degree as an exit credential. This certificate can be completed within the elective program credits required by most degrees. While not all courses are regularly offered within the program there are a number of pathways to complete the credential and provide sufficient initial course capacity to accommodate new students to the field. Any increases to course offerings or support would be adjusted annually in the program course plans and be in response to program demand. There is sufficient equipment, technology, labs and library resources to support this program. No additional administrative or advising support is expected to be required at this time.

There is no significant budgetary impact expected by the initial offering of the GIS Associate Certificate, however, should demand increase Budget Analysis Template Part B reflects anticipated cost increases to offer additional sections of program required courses. Program growth would not be cost recovery as costs exceed revenues. See Budget Analysis Template Part A and B for further budgetary details.

1

UNIVERSITY
OF THE **FRASER VALLEY**

UFV Academic Planning & Priority Committee of Senate
Budget Analysis
Part A – Budget & Resources Review

Program Title:	Applied GIS Associate Certificate
Originating Faculty:	Faculty of Science
Department(s) involved:	Planning, Geography, and Environmental Studies
Contact Person:	Prof. Dr. Mariano Mapili

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

Requirements	Courses[1]	Meets
Choose any three applied GIS courses: (3 courses; 10-11 credits)	**Applied GIS Courses**	PLO1
	BIO/GEOG 357 (4 cr): Conservation GIS (Prerequisite: 45 university-level credits)	PLO2
		PLO3
	GEOG 358 (4 cr): GIS for Safe Cities and Healthy Communities (Prerequisite: 45 university-level credits)	PLO4
	GEOG 359 (3 cr): GIS Applications in Business (Prerequisite: 45 university-level credits)	PLO5
	GEOG 355 (3 cr): GIS for the Built Environment (Prerequisite: 45 university-level credits)	
OR	**Capstone Courses with GIS Project**	PLO1
Choose any two applied GIS courses and one GIS-project driven capstone course. The capstone course should have more than 80% applied GIS	**Co-Op 110** (6 cr): Co-op Work Term Performance and Report 1 (Prerequisite(s): Acceptance to the Co-op option of the student's academic program)	PLO2
		PLO3
	GEOG 396 (6 cr): Canada Internship (Prerequisite: 60	

---

[1] Specialized applied GIS Courses will be developed as need arises in industry.

component.[2] (3 courses; 10-14 credits)	university-level credits, instructor's permission, and department head's permission.)	PLO4
		PLO 5
	GEOG 398 (6 cr): International Internship (Prerequisite: 60 university-level credits, instructor's permission, and department head's permission.)	
	GEOG 400 (4 cr): Advanced Special Topics in Geography (Prerequisite: 60 credits, including four credits of 300- or 400-level geography courses)	
	GEOG 412 (4 cr): Environmental Practicum (Prerequisite: GEOG 252, GEOG 253, 8 credits of 300/400-level Geography, and permission of instructor and department head)	
	GEOG 484 (4 cr): Directed Studies (Prerequisites: Written consent of supervising faculty member and PGES Department Head).	
	GEOG 492 (4 cr): Honours Research Project (Prerequisites: Admission to the Geography Honours Program, GEOG 491, and Instructor's Permission).	

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

Program uses predominantly existing course offerings and will not require additional space or resources unless there is significant growth.

3) **a. Does the program require additional faculty or staff (include support courses, more frequent offerings of existing courses, technical help, program administration, advising)? b. what effect will the program have on existing faculty and staff?**

No additional faculty or staff needed to support the program.

---

[2] Any substitution will require approval from the Department Head of the Planning, Geography, and Environmental Studies in consultation with the supervisor and the student. This will ensure that the substitute/capstone course has at least 80% applied GIS component.

4) **What effect will this program have on domestic FTE at UFV? Are new FTE expected to be generated or will the program be an alternate choice to existing domestic students? How will student enrolment in other programs be affected?**

This program is a short 3 course certificate that students would receive as an exit credential in addition to their primary degree. The certificate provides an attractive elective option students can complete within their degree requirements in many cases. There is already a regular offering of GIS courses, the certificate would likely improve enrolment in these courses, but would not have a significant impact to overall university FTE, unless demand increases to require additional section offering.

5) **What is the expected demand for the program by both domestic and international students (initial demand and ongoing)? What is the labour market demand for students from this program? Which other institutions offer similar programs?**

Student demand and labour market outlook are identified in the certificates program proposal.

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

The tuition rates for the program are UFV's standard undergraduate tuition rate. Similar programming at other institutions typically require additional credits to complete so are more expensive then the certificate being proposed.

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

The program requires minimal initial outlay. Most of the courses are already offered by the department and can be scaled based on student demand.

8) **How would the success of the program be evaluated and what targets are expected to be achieved?**

The Applied GIS associate certificate program will follow the scheduled reviews of the programs in the Department of Planning, Geography, and Environmental Studies.

9) **When would the program be evaluated to determine whether to continue or discontinue offering this program or another similar program that may be impacted by this program?**

The program will undergo regular program review on the schedule developed by the Program Development and Quality Assurance office. The department will also monitor annually the programs numbers.

10) **Other comments?**

UNIVERSITY of the FRASER VALLEY
Part B - Applied GIS Associate Certificate
Budget Analysis Template - Program Costing

		Growth by GIS Courses		Growth by Capstone	
Revenues:	**Rate**				
Domestic Tuition	163.34 /cr	35,935		35,935	
International Tuition	682.00 /cr	20,460		19,096	
Total Revenues:		56,395		55,031	
Expenditures:					
Salary Costs:					
New Sessional Sections	8,569 /Sect	34,276	4 Sect	25,707	3 Sect
Directed Study	/Student	-	0 Students	10,454	16 Students
Benefits	21.00%	7,198		7,594	
Sessional Surcharge	6,400 /Sect	25,600	4 Sect	19,200	3 Sect
		67,074		62,955	
Other Expenses:					
Supplies		300		200	
Travel		300		200	
Photocopy		300		200	
Miscellaneous		300		200	
Total Expenditures:		68,274		63,755	
Revenues Net of Direct Costs:		**(11,879)**		**(8,724)**	
Institutional Overhead:					
Institutional Support (Dom)	40%	14,374		14,374	
Institutional Support (Intl)	57%	11,662		10,885	
Net Surplus/(Deficit) Faculty Allocation:		**(37,915)**		**(33,982)**	
Domestic FTE Change estimate			*7.3*		*7.3*

Course Details: **# of Courses Offered:**

Courses:	CR		Enrolments Dom	Intl	Sections	Enrolments Dom	Intl	Sections
GEOG 355	3	GIS Course	20	2	1.0			-
BIO/GEOG 357	4	GIS Course	23	2	1.0	23	2	1.0
GEOG 358	4	GIS Course	17	4	1.0	17	4	1.0
GEOG 359	3	GIS Course			-			-
COOP 110	6	GIS Capstone			-			-
GEOG 396 (DS)	6	GIS Capstone			-			-
GEOG 398 (DS)	6	GIS Capstone			-			-
GEOG 400 (DS)	4	GIS Capstone			-			-
GEOG 412 (DS)	4	GIS Capstone			-			-
GEOG 484 (DS)	4	GIS Capstone			-	15	1	-
GEOG 492 (DS)	4	GIS Capstone			-			-

Notes:

2024/25 rates reflected.

"(DS)" = Offered as a directed studies course.

Currently GEOG 357 and 358 are offered annually and GIS certificate could be attained through existing offerings.

Costing reflects potential program growth by offering additional annual offerings of GIS Courses or courses plus capstone option.

Program growth could be spreadout by adding alternating rotation of GIS courses every other year.

Page 1

UNIVERSITY
OF THE FRASER VALLEY

UEC MEMORANDUM	UEC Chair: Samantha Hannah Phone: 4070 UEC Assistant: Amanda Grimson Phone: 4571

TO: Dr. James Mandigo, Academic Planning and Priorities Committee Chair

FROM: Samantha Hannah, Undergraduate Education Committee Chair

DATE: March 4, 2024

RE: Applied Geographic Information Systems associate certificate

At its March 1, 2024 meeting, UEC voted to recommend that Senate approve the new Applied Geographic Information Systems associate certificate. UEC recommends that this be recommended by APPC and approved by Senate.

Additional information is on the attached documents.

UNIVERSITY
OF THE
FRASER VALLEY

MEMO

To: UEC

From: Afia Raja, Department Head of Planning, Geography and Environmental Studies
Ian Affleck, Associate Dean of Science

CC: Claire Carolan, Associate Director, PDQA

Date: 2024-02-23

Re: Faculty of Science Program Proposal: Associate Certificate in Applied GIS

The proposed Applied GIS Associate Certificate has been developed by the Department of Planning, Geography and Environmental Studies, in part in response to calls at the provincial level and institutional level for micro-credentials. The credential is very compact, requiring completion of just three applied GIS courses (at most 14 credits total), one of which may be a capstone involving work-integrated learning. It provides hands-on, applied skills that are in demand in a variety of industries. Students currently enrolled in a 4-year program at UFV will be able to enter the credential after the equivalent of two years of full-time study, and complete it in the final two years of their program. Meanwhile the credential is accessible to graduates of diplomas or degrees who are now in the workforce, perhaps in areas such as archaeology, Indigenous land use and title, health care or social work policy, environmental studies, agriculture, urban planning or business.

The submitted proposal for this credential includes the following rationale.
The *Applied GIS Associate Certificate* will provide a definite advantage to UFV graduates who seek employment in industries with high-paying jobs, where GIS is a regular part of the job and where GIS-ready applicants are most desired. GIS complements any industry that uses location data, GIS skills are readily transferrable, and those who graduate with general GIS credentials will be able to use GIS as a tool in any field they would like to work in. With the proposed credential, UFV graduates can provide proof on-the-job training, hands-on GIS experience, and most important is the learning focused to the use of GIS in a particular industry. The three-course credential will attract students who are in their final years of completing their degrees or diplomas who wish to gain GIS skills that are immediately applicable to an industry they identified as their future career, but are not seeking a credential which is the size of the 31-credit UFV *GIS Certificate*. The proposed credential provides UFV graduates access to relevant post-secondary education that also benefits local industries. The applied GIS courses to be required in the proposed credential do not have prerequisites since these are stand-alone applied GIS courses, so the credential can be completed in less than 12 months. Student surveys revealed strong demand for the *Applied GIS Associate Certificate*, supported by testimonials from students who found employment using the GIS skills they have acquired in one or two applied GIS courses at UFV, and who were willing to take one more GIS course to obtain an Applied GIS Associate Certificate. The proposed credential is fully supported by consulted external and internal stakeholders.

*Note: Documents are available in **S:\Groups\UEC\2024-03001 Applied GIS associate certificate**.*

1

Applied GIS associate certificate

CWC comments and responses:

- OReg/Admissions will provide feedback on the entrance requirements.

  We are working with admissions on this. Our preference would be...
  One the following: completion of any of the four 300-level courses OR completion of a 3- or 4-year degree or 2-year diploma from a recognized post-secondary institution.

- Pre-Check understands that this proposal has been revised to remove specializations, but these are still referenced in several places, including the executive summary and the "How to apply" section of the calendar copy.

  Yes, any reference to specializations should be removed. That's an oversight by us. We believe the only references to specializations in the *revised* calendar copy provided by CWC is in section 5. Suggested re-wording:

  "The required 10-14 credits to complete the Applied GIS Associate Certificate will consist of three applied GIS courses, where you will learn essential concepts of GIS and related geospatial technologies and gain hands-on digital mapping experience in the related industry of your choice. Substitute an applied GIS course with a capstone GIS project course completed in various experiential learning pathways such as co-op, internships, or a GIS Project course, where you will create a professional-quality GIS portfolio focused on a particular industry's data needs, workflow, geoprocessing, and digital mapping, demonstrating to the industry of your choice that your GIS skills are relevant in that industry."

- Does this program ladder into the GIS certificate? UEC may want additional information on the relationship between these two programs. A covering memo that includes some of the information in the email below will be helpful for UEC.

  It doesn't ladder into the existing GIS Cert as that certificate is currently structured. Applied GIS Assoc Cert has an applied focus. GIS Cert has more focus on programming.

- Should the calendar copy include a residency requirement that requires more than 25% of the program requirements (i.e. one course) to be completed at UFV?

  At least 25% of program requirements completed at UFV is fine.

- Should a minimum grade in each course be required, or is a program GPA of 2.00 sufficient for graduation?

  Prefer program GPA. We don't want someone to have to repeat a course where they got a C- or D, maybe due to extraordinary personal circumstances, if they did well in the other two.

- The current presentation of the capstone course in the program requirements may be problematic; suggested revisions are in the attached draft calendar copy document. Additional sections of the calendar copy have also been updated to reflect standard calendar language.

  We agree with the suggestion in the attached edited calendar copy draft.

UNIVERSITY OF THE FRASER VALLEY

NON-DEGREE PROGRAM PROPOSAL

Applied Geographic Information Systems (GIS) associate certificate

UNIVERSITY OF THE FRASER VALLEY

Department of Planning, Geography, and Environmental Studies

Faculty of Science

Submitted to: Faculty of Science Curriculum Committee

Date: January 12, 2024

Table of Contents

Appendices (separate file)

Appendix A: Student Surveys

Appendix B: Comparable Programs

Appendix C: Labour Market Information

Appendix D: Institutional and Program Learning Outcomes Map

Appendix E: Calendar Copy

Appendix F: Full Course Outlines

Institution, Program and Credential Identification

Name of Institution:

University of the Fraser Valley

Faculty/College:

Faculty of Science

Credential to be awarded:

Applied Geographic Information Systems associate certificate

Number of credits

10-14 credits

Program length:

The Applied GIS associate certificate will typically be completed concurrently within a four-year degree or two-year diploma.

Proposed start date:

September 2024

Rationale for the credential:

The *Applied GIS associate certificate* will provide a definite advantage to UFV graduates who seek employment in industries with high-paying jobs, where GIS is a regular part of the job and where GIS-ready applicants are most desired. GIS complements any industry that uses location data, GIS skills are readily transferrable, and those who graduate with general GIS credentials will be able to use GIS as a tool in any field they would like to work in. With the proposed credential, UFV graduates can provide proof on-the-job training, hands-on GIS experience, and most important is the learning focused to the use of GIS in a particular industry. The three-course credential will attract students who are in their final years of completing their degrees or diplomas who wish to gain GIS skills that are immediately applicable to an industry they identified as their future career, but are not seeking a credential which is the size of the 31-credit UFV *GIS Certificate*. The proposed credential provides UFV graduates access to relevant post-secondary education that also benefits local industries. The applied GIS courses to be required in the proposed credential do not have prerequisites since these are stand-alone applied GIS courses, so the credential can be completed in less than 12 months. Student surveys revealed strong demand for the *Applied GIS associate certificate*, supported by testimonials from students who found employment using the GIS skills they have acquired in one or two applied GIS courses at UFV, and who were willing to take one more GIS course to obtain an

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 3

Applied GIS associate certificate. The proposed credential is fully supported by consulted external and internal stakeholders.

Chair, Program Working Group: Dr. Mariano Mapili	**Title:** Associate Professor, Department of Planning, Geography and Environmental Studies
Phone: 604.504.7441 x 4749	**Email:** mariano.mapili@ufv.ca
Dean: Dr. Michael Hitch	**Email:** michael.hitch@ufv.ca

Institutional contact person:[1]

Not Applicable

---

[1] Applies only for programs submitted for external peer review through online Post-Secondary Institution Proposal System/PSIPS.

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 4

Executive Summary

A 3-course 10-14-credit *Applied GIS associate certificate* that can be completed concurrently with a four-year degree or two-year diploma is being proposed by the Faculty of Science with a proposed start date of September 2024. The *Applied GIS associate certificate* can be used to add value to a UFV student's degree or diploma.

The rationale for the proposal includes: (1) The *Applied GIS associate certificate* benefits UFV graduates since it promotes the goal of accessible, high quality post-secondary education and skills training that lead to good paying jobs. (2) The *Applied GIS associate certificate* supports local industries since GIS complements any industry that uses location data, GIS skills are readily transferrable, and local industries are assured that they are hiring UFV graduates that possess GIS-ready skills for a particular industry. (3) The *Applied GIS associate certificate* helps realize economic and social benefits to communities in the Fraser Valley when workers are employed in high paying jobs, when GIS workers become specialists, and paves avenues for smoother transition and rapid upskilling of their GIS professionals.

The primary goal of the *Applied GIS associate certificate* is to increase access to GIS training at UFV for students in all applicable four-year degree programs that can improve student success in securing better-paying jobs. As the *Applied GIS associate certificate* makes use of existing applied GIS courses, the program seeks to (1) Deliver a hands-on GIS training focused on the skills required of an entry-level mapping technician in a specific industry. (2) Introduce learners to problem-based, competency-based methods of GIS learning to complement other ways of knowing. (3) Provide the experiential learning environment to manage GIS projects from conception to project delivery, accompanied with soft skills focused on the specific needs of a specific industry in the Fraser Valley.

The *Applied GIS associate certificate* helps meet UFV's *Integrated Strategic Plan* by: (1) complementing the learning of students from their four-year degree programs with an applied, skills-based, ready-to-use GIS credential applicable to industry of their choices, in the Fraser Valley; (2) making available diverse pathways of scholarship, engaging learners, and building community by drawing on existing GIS courses to offer three specializations; (3) providing various options to complete the requirement such as local or international GIS internships, Co-op placements, and other GIS projects that offer experiential and community-partnered learning opportunities to offer equity, local-to-global inclusivity, celebrating learning, and responsive collaboration; (4) Indigenizing applied GIS course delivery, focused by-design use of traditional ecological knowledge, learning styles, and GIS needs of the First Nations in the Fraser Valley.

Two student surveys were conducted to determine student demand for the *Applied GIS associate certificate*. The *pilot survey* conducted to test the survey questions, revealed student demand for the *Applied GIS associate certificate* from various disciplines. A look back at the enrollment of two applied GIS courses revealed the steady increase in the participation of programs that were not traditionally users of GIS. The following are the salient points of the student surveys:

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 5

1. ***Respondent Characteristics*** in the second student survey showed that almost all degree programs at UFV were equally represented by male and female student respondents, but diversity in terms of belonging to the LGBTQ, Visible Minority, or Indigenous groups was lacking. The respondents were between 20 and 25 years of age and are in their senior year at UFV, or about to graduate. This is important as the *Applied GIS associate certificate* will be marketed to students who are at this stage in their studies at UFV.

2. ***Student Interest*** on the *Applied GIS associate certificate* in the second survey was expected to be high since the importance of extra credential (*Credential+)* are explained well in the *[Career Mapping Tool](...)* which was already available for UFV students' job search before the second survey was conducted. Unfortunately, the majority of the respondents had not used the Career Mapping Tool, and some have not even heard about the tool at all, which might have led to the low student interest in *Applied GIS associate certificate.* But the survey provided a glimmer of hope since both male and female respondents became extremely interested in the GIS Credential+ after the idea of a Credential + was explained to them.

3. A list of **Barriers to Access** came out of the pilot survey and the list was updated and used in the second survey. Results revealed that technology, prerequisites, and experiential learning requirements are not considered barriers to taking the Applied GIS associate certificate. However, additional time and financial resources may become barriers to access, with implications to program managers to find financial subsidies and smarter scheduling may be required.

The proposal for an *Applied GIS associate certificate* that is focused on a specific industry satisfies the spirit of a credential as stated in the *[study commissioned by BCCAT](...)* "*At the most basic level, the credential should verify, validate, and attest that specific skills and/or competencies have been achieved. They differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible timespans and tend to be more narrowly focused.*" Results of the student surveys reveal specific needs due to diverse programs of students. The College of Arts and the Faculty of Health Sciences advocated for the inclusion of their diverse programs, during the consultation process and the "Build" pathway in the UFV Calendar Mapping Tool suggests that "[a] strong GIS specialization is needed within any degree completed".

In British Columbia, GIS is offered through a broad range of credentials: masters and bachelors degrees, advanced and regular diplomas, and advanced or regular certificates. The proposed *Applied GIS associate certificate* will be unique in the province as no institution in BC offers an *Applied GIS associate certificate* of this size and no institution offers the focus that will change as the needs of industries change.

The employment opportunities available to the graduates of the *Applied GIS associate certificate* are linked to the discipline of their four-year degrees. However, when it comes to GIS applications, the employment numbers published by *[WorkBC](...)* are very promising for NOC 2153 (Urban and land use planners), NOC 0423 (Managers in social, community, and correctional services), and NOC 4161 (Natural

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 6

and applied science policy researchers, consultants, and program officers) up to 2029. In addition, *BC Labour Market Outlook 2022*, identified five industries that will account to half of all the total job openings from 2019 to 2029, and all are related to GIS: (1) Health Care and Social Assistance, (2) Professional, Scientific and Technical Professional, Scientific and Technical Services (3) Retail Trade, (4), and (5) Educational Services. The office of the *Work Integrated Learning Coordinator* (Science and Environment) of the Centre for Experiential and Career Education at UFV provided a list of employers of graduates with GIS skills. The list indicates improved outlook of graduates with GIS skills, but also serves as a pool of industry partners for Co-op, internships, as well as the GIS project.

The five Program Learning Outcomes (PLO) of the proposed *Applied GIS associate certificate* aligns with various combinations of the Institutional Learning Outcomes (ILOs). The PLOs, together, address all the ILOs indicating that graduates from the *Applied GIS associate certificate* will have the knowledge, skills, and values that all UFV graduates can demonstrate.

The *Applied GIS associate certificate* can be completed by selecting any three applied GIS courses (3 or 4 credits each). Alternatively, one applied GIS course can be substituted by a capstone course completed as Co-op, Canada Internship, International Internship, practicum, directed studies and honours project, if the substitute course has at least 80% learning outcomes related to GIS.

Certification is not required after graduation from the *Applied GIS associate certificate*. However, depending on the students' four-year degree program, graduates can apply for professional designation with the *Applied Science Technologists and Technicians of BC* (ASTTBC) as Applied Science Technologist (AScT), Certified Technician (CTech), or Registered Technical Specialist (RTS). The GIS skills developed in the *Applied GIS associate certificate* can help the graduate obtain the certification, especially with Geomatics Technology, Environmental Protection Technology, Mapping Technologist, or Environmental Technician.

Several consultations both formal and informal, internal and external, were carried out during the development of the proposed *Applied GIS associate certificate*. UFV-wide consultations included meetings with Faculty of Health Sciences, Directors for CHASI and BIS, Biology and CIS Instructors, and the Associate Dean of the College of Arts. Many, but not all consulted specialists, are GIS users, however, all are aware of GIS in general. The consultations confirmed the feasibility of the proposal, support for the specializations, and suggestions on program structure like that of *Professional Communications Essentials associate certificates*. UFV-wide consultations included meeting students who were registered or who want to register in the GIS Certificate Program as well as students who sent their e-mail addresses in the pilot student survey. The main issue raised by consulted students is the fear of not finishing the GIS Certificate when they finish their four-year degree programs. Overall, student support for the specializations is very strong.

As a non-degree program, external consultation is not required for the *Applied GIS associate certificate*, but the PWG reached out to the Municipal Governments of Abbotsford, Chilliwack, and Mission. The CityStudio coordinator for the City of Abbotsford and officer in *Innovation, Strategy, and Intergovernmental Relations Office* has thrown her whole support for the proposal. In her e-mail of

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 7

October 6, 2021, she remarked "***This is so exciting! It aligns so well with the Civic Governance and Innovation that we have been working on***."

Program Description

Goal and objectives

The primary goal of the *Applied GIS associate certificate* is to increase access to GIS training at UFV for students in all applicable degree and diploma programs, improving their chances of securing better-paying jobs in business and non-governmental organizations, environment and resource sector, and in the different services in municipal and regional governments.

Specifically, the proposed Applied GIS associate certificate will utilize applied GIS courses to:

- Deliver a hands-on GIS training focused on the skills required of an entry-level mapping technician in a specific industry.

- Introduce learners to problem-based, competency-based methods of GIS learning to complement other ways of knowing.

- Provide the experiential learning environment to manage GIS projects from conception to project delivery, accompanied with soft skills focused on the specific needs of a specific industry in the Fraser Valley.

Anticipated contribution to UFV's Institutional Mandate and Strategic Priorities

- The proposed GIS specializations under the Applied GIS associate certificate will complement the learning of students from their four-year degree with an applied, skills-based, ready-to-use GIS skills applicable to various industries in the Fraser Valley.

- The proposed program helps meet UFV's Integrated Strategic Plan for pursuing diverse pathways of scholarship, engaging learners, and building community by drawing on existing courses offered in a range of disciplines, from the arts, business, health, to the sciences.

- The opportunity to include a capstone course which can be completed through various options such as local or international GIS internships; Co-op placements; and other GIS projects that offer experiential and community-partnered learning opportunities, further improving equity and further contributes to UFV's Education Plan and Strategic Goals of local-to-global inclusivity, celebrating learning, and responsive collaboration.

- Indigenization will extend from the course content to the course delivery, specifically for students who will use their capstone course to work on the traditional ecological knowledge, learning styles, and GIS needs, of the First Nations in the Fraser Valley.

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 8

Student Demand

To determine student demand for the *Applied GIS associate certificate*, two student surveys were conducted. **Appendix A** includes the survey schedules, discussions of the results, as well as the implications for programming, of the pilot survey and the campus-wide survey.

- **The Pilot Survey.** The pilot survey was conducted as a trial to test the survey questions and with the hope of finding ways to improve the survey for the second survey. Two sections participated in the pilot student survey. The introductory Geography course where GIS was introduced very early in the course had 31 student respondents while 22 student respondents were taking the applied GIS course *Conservation GIS.*

  The most exciting observation about the survey results is the steady increase in the participation of programs that were not traditionally users of GIS such as BIS and BA+ (BA programs other than Geography). This result parallels the observation on the degree composition of students in two applied GIS courses (*BIO/GEOG 357: Conservation GIS and GEOG 358: Forensic GIS).*

- **The GIS+ Credential Survey.** Results of the pilot survey were used to build the second survey which is called the **GIS Credential+ Survey** because the survey invoked the use of the term Credential+ in UFV's *Career Mapping Tool*. Answers to the questions were grouped into three major topics which are discussed below but for brevity, graphs and extended explanations are only found in **Appendix A**.

  Respondent characteristics. This set include questions on gender, programs pursued, year level, age, and diversity. Results reveal that almost all degree programs at UFV were equally represented by male and female student respondents. However, diversity in terms of belonging to the LGBTQ, Visible Minority, or Indigenous groups is lacking which means the more focused promotion of the program to these groups. Although there were more female than male respondents, the general characteristics of each gender were similar. For example, both male and female students respondents were between 20 and 25 years of age and are in their senior year at UFV, or about to graduate. This is important as the Applied GIS associate certificate is being marketed to students who are at this stage in their studies at UFV.

  Interest in the Applied **GIS associate certificate (GIS associate certificate)**. This set include questions about knowledge of the Career Mapping Tool, personal knowledge of GIS, interest in a GIS credential, target industries of work, and concentration. The proposed GIS specializations in the *Applied GIS associate certificate* which will contribute to improved access to employment prospects for the UFV graduate, was guided by the recently launched UFV's *Career Mapping Tool* a powerful tool to improve their job search skills and from which the idea, definition, and significance of a **Credential+** was lifted from.

  The tool which helps students explore future career options, shows students two pathways. The "Launch" pathway reveals occupations that UFV graduates are already qualified to apply to

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 9

upon completion of their four-year degrees. This pathway will not be directly affected by the current proposal since students are already pursuing their baccalaureate degrees.

In the "Build" pathway, students who want access to potentially better paying jobs related to digital mapping, can use one of the proposed specializations as added value to their degrees, thereby bridging the gap between the students' skills upon graduation and the normal skills required for better jobs. Through the proposed GIS specializations, students will be able to show a portfolio of GIS mapping skills and proficiency focused on a particular industry through a capstone GIS project, co-op, experiential learning, or internships. The portfolio will demonstrate to employers that their post-secondary education from UFV, with the added GIS specialization, can translate directly to workplace skills in high demand positions that could equal the post-graduate education and experience.

Majority of the male as well as the female respondents have not used the Career Mapping Tool, and some have not even heard about the tool which might have caused the low interest in the GIS Credential+. However, both male and female respondents became extremely interested in the GIS Credential+ after the idea of a Credential+ was explained to them.

Although general interest in the Credential+ is great in backing up the Applied GIS associate certificate, the courses in an associate certificate should be tailor-made for an application in a specific industry.

The industry classification and grouping of Esri was presented to the respondents and they were asked which industry they would like to work for. Environment-related work was chosen by most male and female respondents, followed by government-related work for male respondents and education-related work for female respondents.

To complement the current programs at SLUEC, three specializations/concentrations were planned to jump-start the mini credential. Based on the equal proportion of student respondents choosing each specialization, any, two, or all the specializations can be offered in any order or any combination.

Barriers to GIS Associate Certificate Access. A list of barriers to accessing the originally considered *GIS associate certificates* from a pilot survey was updated and presented to the respondents of the GIS Credential+ survey. There is a common belief that technology is a barrier to courses such as GIS, especially for female students, but survey results reveal that it is not true in this case. Results revealed that technology, prerequisites, and experiential learning requirements are not considered barriers to taking the *Applied GIS associate certificate.* However, additional time and financial resources may become barriers to access, with implications to program managers to find financial subsidies and smarter scheduling may be required.

System Coordination / Program Duplication

Geographic Information Systems (GIS) is currently an indispensable technology. It is the basis of digital mapping, and digital maps are sources of information that we increasingly depend on for the visualization, management, and analysis of location-based data. In British Columbia, GIS is offered as a master's or bachelor's degree, advanced diploma or regular diploma, and advanced certificate or regular certificate program in several institutions of higher learning as listed in the *Education Planner BC.*

Appendix B shows the institutions of higher learning in BC that offer GIS programs. Results of the comparisons between what other institutions in BC offer with our proposed Applied GIS associate certificates revealed the following:

- No institution in BC is offering GIS education at the associate certificate level and our proposal will be unique in the province.

- The required credits for completion in the GIS programs offered by other institutions in BC are significantly higher than the 9-14 credits proposed for the *Applied GIS associate certificate.*

- All the programs being offered by BC institutions are general GIS programs and no institution offers specializations. In this regard, our Applied GIS associate certificate program will be unique in the province.

Shorter GIS programs that are more focused refer to specializations. An example of a new way of delivering GIS education through specializations is the *GIS Specializations* of the University of California, Davis (UC Davis). Although this program is not offered in BC, it was included in **Appendix B** because of its striking similarity with the proposed Applied GIS associate certificate. Both the UC Davis and our proposed Applied GIS associate certificate are carried out in an applied learning environment, the projects are considered hands-on project and capstone, and both have required and elective courses.

In Canada, a very specific GIS specialization called *GIS for Environmental Management* offered by the University of Toronto (UoT) resembles the GIS associate certificate for Environment and Resource Mapping, one of the specializations in the originally proposed *GIS associate certificates*. While the UoT certificate requires two core courses and two electives, the proposed Applied GIS associate certificate requires two or three core (applied GIS) courses, potentially with a capstone industry project as a third course. The UoT GIS specialization has a prescribed hands-on real-life case study. This level of specificity will be matched by the theme of the GIS project in the proposed Applied GIS associate certificate.

Labour Market Outlook

The employment opportunities available to the graduates of the Applied GIS associate certificates are linked to the discipline of their bachelor's degrees. *WorkBC* published employment numbers under NOC 2153 (Urban and land use planners) of 1800 people currently employed in the field and projected job openings of 520 up to the year 2029. Numbers for NOC 0423 (Managers in social, community, and correctional services) include 4000 currently employed and 2360 job openings to 2029. *WorkBC* also published employment numbers under NOC 4161 (Natural and applied science policy researchers, consultants, and program officers) of 3400 currently employed in the field and projected job openings of 1220 up to the year 2029.

According to the *BC labour Market Outlook 2022*, the five industries that are shown in the table below will account to half of all the total job openings from 2019 to 2029, and a curious observation is that GIS mapping is related to all five industries.

Industry	Job Openings		Comments
	Number	%	
Health Care and Social Assistance	141,700	16.5	Community Health Mapping has become a major activity in the world and GIS is mostly used
Professional, Scientific and Technical Services	98,800	11.5	GIS professionals and technicians are always sought after in environment and resource industries
Retail Trade	80,900	9.4	GIS is commonly used in locating retail, accommodation, and food services, as well as transportation and logistics
Accommodation and Food Services	63,200	7.3	
Educational Services	60,400	7.0	Cartography and the use of maps in schools has always been popular; GIS is starting to be taught in High Schools

The office of the Work Integrated Learning Coordinator (Science and Environment) of the Centre for Experiential and Career Education at UFV provided the latest list of employers of graduates with GIS skills (see **Appendix C** for the list). The list indicates improved outlook of graduates with GIS skills, but also serves as a pool of industry partners for Co-op, internships, as well as the GIS project.

Curriculum
Learning outcomes

Upon completion of this program, graduates will be able to:

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 12

AGENDA ITEM # 4.1.

- PLO1: Navigate with competence the interfaces of industry-standard and open-source GIS software to display GIS data and perform common GIS analytical operations.

    - *This PLO is in alignment with **ILO4** (Initiate inquiries and develop solutions to problems) and **ILO1** (Demonstrate information competency) as they will help solve an existing problem in the community or industry with their efficient use of open-source or industry standard GIS.*

    `

- PLO2: Ethically acquire, store, process, and publish primary field data respecting the standards and protocols of government, non-governmental organizations, and Indigenous communities.

    - *This PLO aligns with **ILO8** (Engage in respectful and professional practices) and **ILO1** (Demonstrate information competency) because the graduates have learned through experience how to gather and use the data and information ethically following legal rules and confidential etiquette.*

- PLO3: Construct effective GIS databases that are ready for use in GIS analyses.

    - *This PLO aligns with **ILO3** (Use knowledge and skills proficiently) and **ILO4** (Initiate inquiries and develop solutions to problems) as the students find the most efficient ways of constructing models for the data they gathered.*

- PLO4: Generate maps that demonstrate accuracy of GIS analyses, creative design, and adherence to industry standards.

    - *This PLO aligns with **ILO2** (Analyze critically and imaginatively) and **ILO3** (Use knowledge and skills proficiently) as students used their creativity, imagination and critical thinking in making the most appropriate map that conveys the result of their analysis most effectively.*

- PLO5: Successfully perform all the required steps for a GIS project, from planning, through collaborative completion, and respectful communication of the results through self reflection, technical reports, and community presentations.

    - *This PLO aligns with **ILO5** (Communicate effectively), ILO7 (Engage in collaborative leadership), **ILO6** (Pursue self-motivated and self-reflective learning) and **ILO9** (Contribute regionally and globally) since the graduates were still students applying for GIS projects to work in, through the project activities, and eventually in the communication of their GIS work.*

The PLOs, together, address all the ILOs indicating that graduates from the associate certificate will have the knowledge, skills, and values that all UFV graduates can demonstrate.

Program structure[2]

Requirements	Courses[3]	Meets

---

[2] Calendar copy is presented in **Appendix E**.
[3] Specialized applied GIS Courses will be developed as need arises in industry.

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 13

Choose any three applied GIS courses: (3 courses; 10-11 credits	**Applied GIS Courses**	PLO1
		PLO2
	BIO/GEOG 357 (4 cr): Conservation GIS (Prerequisite: 45 university-level credits)	PLO3
	GEOG 358 (4 cr): GIS for Safe Cities and Healthy Communities (Prerequisite: 45 university-level credits)	PLO4
	GEOG 359 (3 cr): GIS Applications in Business (Prerequisite: 45 university-level credits)	PLO5
	GEOG 355 (3 cr): GIS for the Built Environment (Prerequisite: 45 university-level credits)	
OR Choose any two applied GIS courses and one GIS-project driven capstone course. The capstone course should have more than 80% applied GIS component.[4] (3 courses; 10-14 credits)	**Capstone Courses with GIS Project** **Co-Op 110** (6 cr): Co-op Work Term Performance and Report 1 (Prerequisite(s): Acceptance to the Co-op option of the student's academic program) **GEOG 396** (6 cr): Canada Internship (Prerequisite: 60 university-level credits, instructor's permission, and department head's permission.) **GEOG 398** (6 cr): International Internship (Prerequisite: 60 university-level credits, instructor's permission, and department head's permission.) **GEOG 400 (**4 cr): Advanced Special Topics in Geography (Prerequisite: 60 credits, including four credits of 300- or 400-level geography courses) **GEOG 412** (4 cr): Environmental Practicum (Prerequisite: GEOG 252, GEOG 253, 8 credits of 300/400-level Geography, and permission of instructor and department head) **GEOG 484** (4 cr): Directed Studies (Prerequisites: Written consent of supervising faculty member and PGES Department Head). **GEOG 492** (4 cr): Honours Research Project (Prerequisites: Admission to the Geography Honours Program, GEOG 491, and Instructor's Permission).	PLO1
		PLO2
		PLO3
		PLO4
		PLO 5

---

[4] Any substitution will require approval from the Department Head of the Planning, Geography, and Environmental Studies in consultation with the supervisor and the student. This will ensure that the substitute/capstone course has at least 80% applied GIS component.

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 14

Provincial, national and/or international certifications and standards

There is no certification required after graduation from the *Applied GIS associate certificate*. However, depending on the students' four-year degree program, graduates can apply for accreditation with the *Applied Science Technologists and Technicians of BC* (ASTTBC) as Applied Science Technologist (AScT), Certified Technician (CTech), or Registered Technical Specialist (RTS). The GIS skills developed in the *GIS associate certificate* can help the graduate obtain the certification, especially with Geomatics Technology, Environmental Protection Technology, Mapping Technologist, or Environmental Technician.

Program Consultation and Evaluation

System consultation[5]

The following were consulted on the development of the proposed *Applied GIS associate certificate*:

NAME	DETAIL	COMMENT	EVALUATION
Catherine Smith, PWG Member, Assistant Professor, Nursing Faculty, Health Science Faculty	October 1, 2021. Consulted with Jason Brandenburg, Director, School of Kinesiology	A GIS associate certificate could be valuable for some KIN students who go into the Active health Stream, depending on prerequisites	Support for the proposal
Martha Dow, Director, CHASI	Several meetings in 2021	A GIS associate certificate in Community Health Mapping should be defined with a wider scope	Support for the proposal
Christine Dalton, PWG Member Instructor, Biology Department	Several meetings in 2021. Consulted with Jennifer Barrett, Biology Instructor and Greg Schmaltz	Jennifer Barrett has worked as a GIS Analyst at Golder Associates and attests to the importance an associate certificate in GIS for biologists to be competitive in the field.	Support for the proposal
Linda Pardy, Associate Dean, College of Arts	Mariano met with Linda several times in 2021 but the formal interview happened on October 28, 2021.	Linda was also the internal evaluator for the Geography/GIS Certificate Program in 2017 so she is familiar with the development of the GIS associate certificate and most of her comments are reflected in the final proposal.	Support for the proposal
Michell Rhodes, Director, Bachelor of Integrated Studies	Mariano met with Michelle several times in 2021.	Michelle reiterated the opening of the program to other programs such as the BIS	Support for the proposal
Frank Zhang, Assistant Professor, Business and Computing	Mariano met with Frank several times in 2021 and 2022.	Frank became involved in the preparation of the proposal to make it attractive to CIS students.	Support of r the proposal

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 16

Alison Martens, Abbotsford Innovation, strategy, and intergovernmental relations officer	Larissa Horne and Mariano discussed the proposal with Alison on several occasions, but formal discussions happened October 6 and 7, 2021	Alison's comment through an e-mail says it all: "*This is so exciting! It aligns so well with the Civic Governance and Innovation certificate that we have been working on.*"	Support for the proposal
Karen Stewart, Former Abbotsford GIS manager and new Geomatics Manager of Maple Ridge	Alison Marten consulted with Karen October 6, and 7, 2021	Karen like the proposal that she shared the proposal with URISA BC Board and her other contacts at Esri Canada.	Support for the proposal
Stefan Halas, Alara Cohen, Raj Reddy, Olivia Jackson, Alex Pennock, Emily Hood, William Ha, Molly Tilden, Felicia McKeating, Sarah Brownlee	Several one-on-one discussions with UFV students in 2021 and 2022	Students were waiting for the approval of the GIS associate certificate	Support for the proposal

Student Loan Eligibility

The *Applied GIS associate certificate* will be completed within the degree programs of UFV which meet the eligibility requirements for the **Student Aid BC** program.

Program Review

The *Applied GIS associate certificate* program will follow the scheduled reviews of the programs in the Department of Planning, Geography, and Environmental Studies.

Safety and Risk Management

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 17

The courses identified to satisfy requirements of the *Applied GIS associate certificate* have been considered "low risk" to students and instructors, in the past. Although projects in the courses change, whenever there are field trips or class activities that would put the students at risk, the PGES department require instructors to get permission for an activity to be approved with risk assessment. Therefore, all the courses would be deemed safe.

Admission and Transfer

Students will apply to a UFV degree or diploma program where the pre-requisites are met. Once in their degree or diploma program, students will work towards completing the three required applied GIS courses in the *Applied GIS associate certificate.*

Students who have successfully passed all the requirements for the *Applied GIS associate certificate* may ask to be graduated with the associate certificate and they can further their GIS education by applying to the UFV *GIS Certificate*.

Courses in the *Applied GIS associate certificate* program will be periodically sent out for review of transfer credit at other institutions. Transfer credits will be evaluated based on existing BCCAT agreements and in accordance with UFV's *Transfer Credit Policy (107)*. The Office of the Registrar at UFV maintains a list of transfer credit agreements. Transfer credit arrangements for first- and second-year courses, and some upper-level courses, in BC Institutions are published in the BC Transfer Guide, available at *www.bctransferguide.ca*.

Other

Appendices

Appendix A: Student Surveys

Appendix B: Comparable Programs

Appendix C: Labour Market Information

Appendix D: Institutional and Program Learning Outcomes Map

Appendix E: Calendar Copy

Appendix F: Full Course Outlines

Applied GIS Associate Certificate, submitted to PWG in GIS Mapping   January 12, 2024, page 18

Appendices for NON-DEGREE PROGRAM PROPOSAL

Applied GIS associate certificate

UNIVERSITY OF THE FRASER VALLEY

Department of Planning, Geography, and Environmental Studies
Faculty of Science

Table of Contents

Appendix A: Student Surveys

PILOT STUDENT SURVEY

The pilot student survey, conducted to determine student demand for three GIS specializations in a GIS associate certificate, is shown in a series of boxes below.

Since this survey was conducted, the proposal has changed. Instead of proposing three separate associate certificates in different applied fields (*Community Health Mapping*, *Environment and Resource Mapping*, and *Municipal and Regional Mapping*), the proposal is now to build a single Applied GIS associate certificate with course options for the applied areas of specialization.

Thank you for participating in this pilot student survey to gauge student demand for GIS Associate Certificates in Applied Digital Mapping.

Please read the short background material before you answer the questions.

Geographic Information Systems (GIS) is a technology of using digital maps to answer questions related to location. GIS technologies including GPS and Remote Sensing, allow you to find the optimal location for a school, a business, a house, or a bus route. GIS allows you to determine the communities that will be affected by a storm, an earthquake, a wildfire, and the best location for local and regional evacuation centre when natural disasters strike. If location matters, GIS is a technology that comes to aid. Through geographic profiling, criminologist can use GIS to narrow down the location of a suspect, monitor the spread of diseases such as COVID-19, or predict the environmental impact of a forest operation. If the situation involves location, GIS is sure to help visualize the problem and provide solutions.

The School of Land Use and Environmental Change (SLUEC) is proposing three GIS specializations as GIS Associate Certificates in Applied Digital Mapping related to the specialization, concentration major, or minor, of currently registered UFV students, to give them an edge in their applications to jobs related to mapping. These 3-course (12-14 credits) are for students who do not have the time to start and finish the 31-credit general GIS Certificate, but who can arrange to take the associate certificate while completing their degree at UFV. If you have time to work on the GIS Certificate within your program, we suggest you ask about our GIS Certificate. The three GIS specializations as GIS Associate Certificates being proposed are:

1. **GIS Associate Certificate in Community Health Mapping**. Specially created for those who would like to work with community organizations that provide protection of communities through health care, crime prevention, care for the elderly, immigrant assistance, advocates for housing, social work, and disaster management.

2. **GIS Associate Certificate in Environment and Resource Mapping.** This credential is designed for those who would like to work in the environment and resource sectors, as environmental planners, foresters, ecologists, conservation officers, agriculturists, and most resource-related jobs that use maps as a tool of the trade.

3. **GIS Associate Certificate in Municipal and Regional Mapping**. If working for the government is your dream, this credential gives you an advantage over the competition on positions in different municipal departments such as parks and recreation, by-law enforcement, engineering, small business, or various departments of the regional government.

We are asking you to please fill the survey which will take you less than five minutes. The survey is anonymous, your answers will remain confidential as they guide us in the development of the proposals. Please answer the following questions to the best of your knowledge.

1. What is your degree program? Diploma program, major, minor, specialization, or concentration if you know, are also appreciated. Even if you have not declared your major yet, please state the program you are planning to apply for.

    _____

2. On a scale of 1 (not important) to 5 (very important), please rate the importance of GIS mapping to your degree /diploma program, major, minor, specialization, or concentration and in your future job search.
    5-GIS Mapping is a VERY IMPORTANT part of my degree/diploma program.
    4- GIS Mapping is an IMPORTANT part of my degree/diploma program.
    3- GIS Mapping is NEITHER UNIMPORTANT nor IMPORTANT part of my degree/diploma program.
    2- GIS Mapping is SOMEWHAT UNIMPORTANT part of my degree/diploma program.
    1- GIS Mapping is NOT IMPORTANT part of my degree/diploma program.

3. Have you heard of GIS before? *Please check the appropriate answer.*
   _____ Yes _____ No

4. Have you heard of the GIS Certificate at UFV? *Please check the appropriate answer.*
   ___yes ___ no

5. Have you taken a GIS course at UFV or other institutions? *Please check the appropriate answer.*
   ___ yes, how many courses _____   ____no

6. Have you heard of the GIS Certificate at UFV? *Please check the appropriate answer.*
   ___yes ___ no

7. Are you currently pursuing a GIS Certificate? *Please check the appropriate answer.*
   ___Yes ___ no

8. Which of the three associate certificates described in the introduction would be most applicable to your degree/diploma program, major, minor, specialization, or concentration? *Please check all applicable answers.*

   ▪ GIS Associate Certificate in Environment and Resource Mapping

   ▪ GIS Associate Certificate in Community Health Mapping

   ▪ GIS Associate Certificate in Municipal Mapping

9. If you are interested to know more about the GIS Associate Certificates, please write your e-mail address here _____ and we will be in contact with you soon.

This is the end of the survey. Thank you very much for providing us your answers.

Applied GIS Courses at UFV

Tracking the changes in the set of applied GIS courses that form the core courses for the proposed GIS associate certificates was determined to be an effective way to understand student demand in the proposed three specializations. The student composition of BIO/GEOG 357: Conservation GIS in three semesters is shown in *Figure 1*.
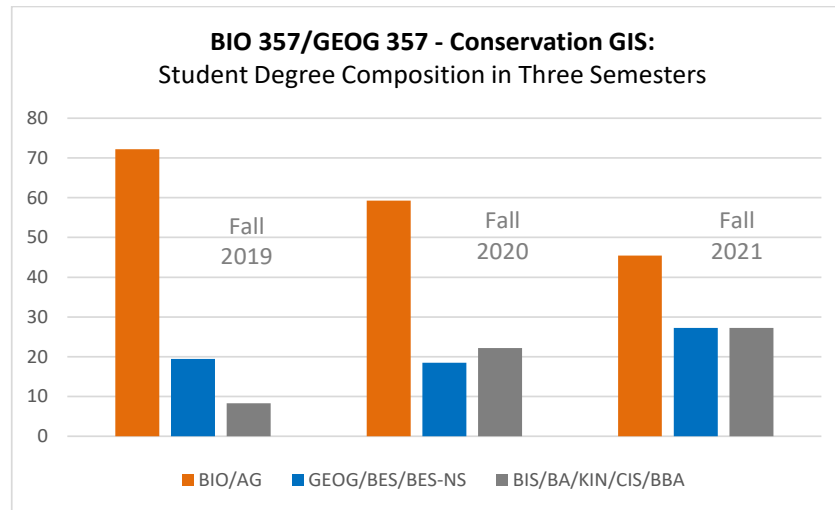

Figure 1. Student degree program composition for BIO/GEOG 357: Conservation GIS

BIO/GEOG 357: Conservation GIS was developed in consultation with the Biology Department where the applied GIS course was marketed to BIO students to complement their ecology, biogeography, and epidemiology courses that need mapping. The diversity of students taking the course as shown in *Figure 1* points to the dominance of BIO/AG in early offerings of the course, to the increasing participation of SLUEC students when the BES/BES-NS programs were offered. BA-Geography students were only required to take the introductory GIS course while the BSc (Physical Geography) students took two prescribed GIS courses, and the applied Conservation GIS course was only attended by GEOG/BES/BES-NS students who still had room left in their program. The most exciting observation about the graph is the steady increase in the participation of programs that were not traditionally users of GIS, with BIS and BA+ (BA programs other than Geography) leading the pack. To address the heterogenous mix of specializations in the BIS and BA+ programs, there is a need to offer specialization options in any proposed GIS associate certificate(s).

GEOG 358: Forensic GIS, is an applied GIS course that was marketed to the CRIM students for their crime mapping and environmental criminology activities, thus the dominance of CRIM students in the early years of course offering. *Figure 2* shows that this CRIM dominance started to wane in similar fashion as that for the BIO/AG in Conservation GIS. Some CRIM students who wanted to pursue crime mapping as a career continued their aspirations at BCIT with the transfer credit of Forensic GIS being expedited through communication channels with BCIT professors.
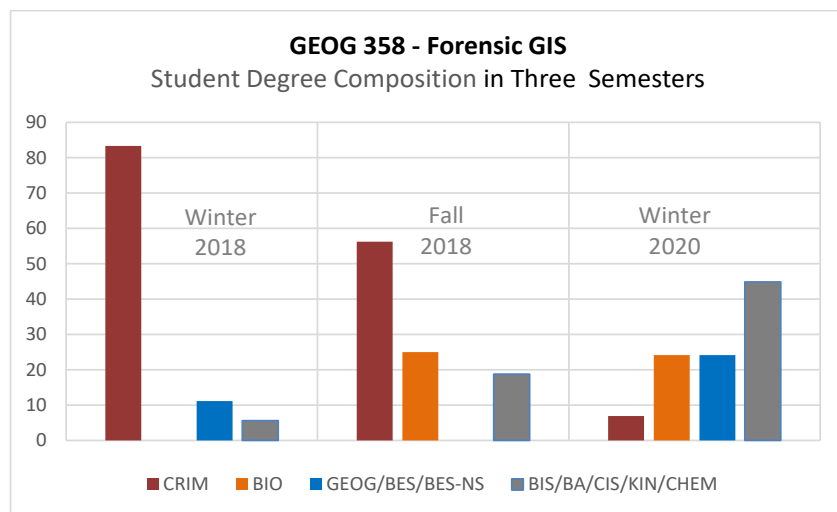

Figure 2. Student degree composition for GEOG 358

Applying GIS technology in solving crimes did not appeal to the AG students, but some BIO students, after passing their Conservation GIS course and having found out that Forensic GIS is also based on biological data and techniques, started to take both applied courses.

It was the realization that if UFV students have taken two applied GIS courses at UFV, they only could greatly benefit from a GIS capstone project which they can obtain through industry co-op or internship.

The proposed *Applied GIS associate certificate* can complement the student's UFV degree, leading to access to better paying jobs where they can apply their GIS/mapping skills. The current proposal was born out of this observation and realization, but because of the increasing diversity of programs represented in our applied GIS courses, we would like to extend the benefits of the associate certificate to other degree programs. Our idea is for the number of GIS specializations to expand (or contract) to match the needs of jobs in industries, making the program flexible, useful, and up to date with the needs of industry.

The Respondents

To gauge the demand for the three specializations originally proposed in the GIS associate certificate in Applied Digital Mapping, two sections were requested to participate. The lecture section of *GEOG 103: The Physical Environment* was a good section for this purpose because it is a course where GIS is introduced in the first meeting. The section which was composed of 31 students who were taking the course for a lab science requirement. The section in *BIO/GEOG 357: Conservation GIS* had 22 student respondents and was composed of 22 students mostly from BIO and SLUEC programs in their second or third year at UFV.

Pilot Survey Results

The principles of Gender Based Analysis (GBA+) guided the design and analysis of results of the pilot survey. The composition of the participants in the pilot survey in terms of gender and program appears in the graph below. Gender disparity is easily identified in CRIM and BIS/BA+/BBA programs and reflect the gender trends in these programs.
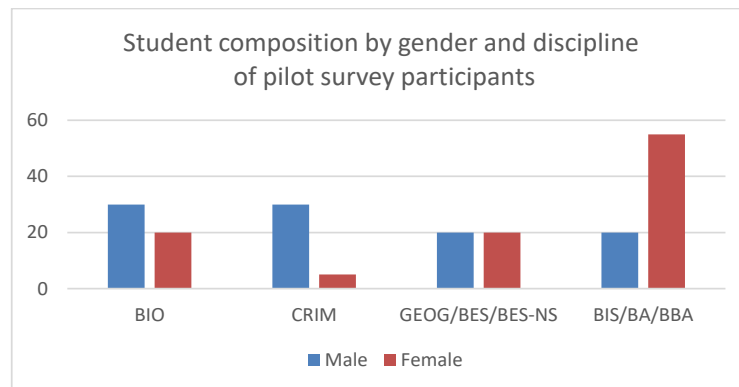

Figure 3. Gender and discipline composition of pilot survey respondents

When asked to rate the importance of mapping in their own programs, the rating of high importance for both CRIM and SLUEC programs were expected as maps are common tools of geographers and criminologists alike (see *Figure 4*). The even split in the BIO program reflects the main groups in the program where in one group, maps are very useful, but maps are not appreciated as a main tool in the other group. With diverse disciplines, the rating of the importance of maps in the BIS/BA+/BBA programs covers the whole range of answers. With the difficulty of predicting demand in this group, the main implication would be to offer multiple GIS specializations to honour principles of EDI.
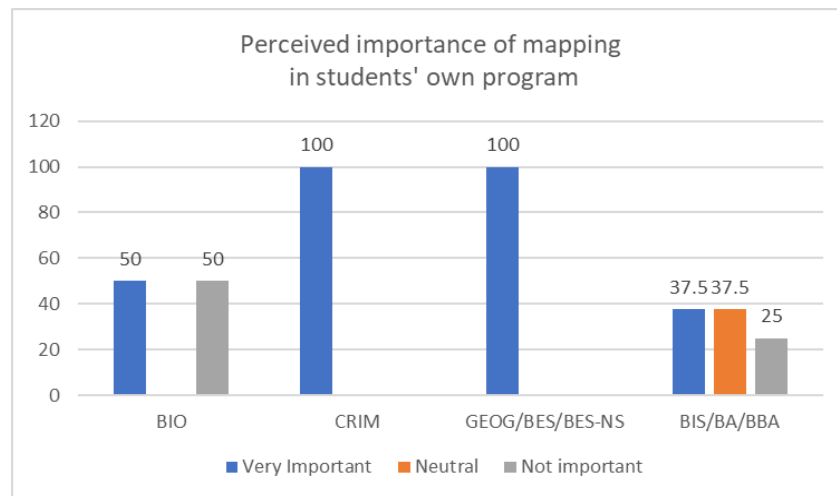

Figure 4. Perceived importance of mapping in the respondent's own program

Ultimately, understanding the distribution of the GIS specializations as chosen by the students would be most related to the demand for the different GIS associate certificates that were initially considerd. Gender balance as shown in *Figure 5* is only for respondents who chose Community Health Mapping. It is difficult to find reasons for this observation, but it can be surmised that the "*environment*" brand appeals more to females and conversely, the "municipal" brand might appeal to males. The implication of this result to program administrators is the need to follow a more careful and sensitive approach to programming the different GIS specializations.
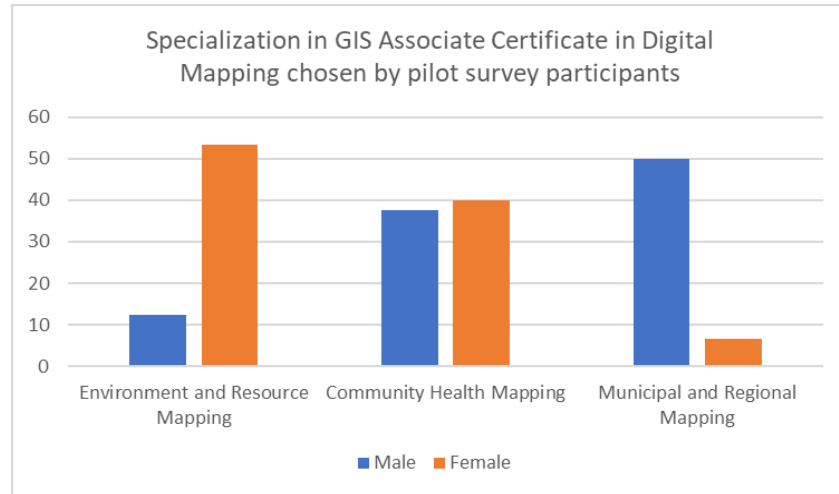
Figure 5. Choice of specialization segregated by gender.

The pilot survey results reveal equal appeal of the three GIS specializations, but gender imbalances may need to be addressed. Even with the limited survey (n=53) there are indications of student demand for the three GIS specializations, a demand that the current GIS faculty at SLUEC can support without additional resources.

GIS CREDENTIAL+ STUDENT SURVEY

The GIS Credential+ student survey schedule

Results of the pilot survey were used to build the *GIS+ Credential+ Survey* in SurveyMonkey where 117 respondents' answers were analyzed following Gender-Based (GBA+) Analysis. The survey schedule as it appears below was downloaded from SurveyMonkey as screenshots since the download did not lend itself for paper presentation.

GIS Credential+ Survey

Welcome to our survey

The School of Land Use and Environmental Change (SLUEC) would like to offer a GIS credential+ that you can add to your degree to help you access jobs in the industry of your choice, jobs that are usually not accessible through your degree alone.

SLUEC would love to get feedback from you to be able to understand how to offer to students the most effective GIS credential+ in the most efficient way, and to do this we invite you to complete the survey below.

The GIS credential+ survey will take less than 10 minutes to complete. Your feedback will be entirely anonymous and greatly appreciated.

Upon completion of the GIS credential+ survey, you'll have the option to provide your e-mail address to be entered into a draw to win a gift card.

OK

GIS Credential+ Survey

Degree

1. What degree are you pursuing at UFV?

Associate of Arts Degree	Bachelor of Computer Information Systems
Associate of Science Degree	Bachelor of Environmental Studies
BA in Global Development Studies	Bachelor of Environmental Studies NS
Bachelor of Agriculture Science	Bachelor of General Studies
Bachelor of Arts	Bachelor of Integrated Studies
Bachelor of Business Administration in Aviation	Bachelor of Kinesiology
Bachelor of Computer Information Systems	Bachelor of Science
Bachelor of Environmental Studies	Diploma in Agriculture Technology
Bachelor of Environmental Studies NS	Diploma in Business Administration
Bachelor of General Studies	Diploma in Computer Information Systems
Bachelor of Integrated Studies	Diploma in General Studies
Bachelor of Kinesiology	Diploma in Liberal Arts
Bachelor of Science	Geographic Info Systems Cert
Diploma in Agriculture Technology	Nursing Track
Diploma in Business Administration	Qualifying Studies
Diploma in Computer Information Systems	Studying for General Interest
Diploma in General Studies	Visiting Student on Exchange
	Other (please specify)

GIS Credential+ Survey

Gender

2. What is your gender?

○ Male

○ Female

○ Other

○ Prefer not to say

GIS Credential+ Survey

Expected graduation

3. In what month and year are you expected to graduate?

December 2021 ⬍

December 2021
June 2022
December 2022
June 2023
December 2023
June 2024
December 2024
June 2025
December 2025
After 2025

GIS Credential+ Survey

Birth Year

4. What year were you born?

1980	1998
1981	1999
1982	2000
1983	2001
1984	2002
1985	2003
1986	2004
	Other (please specify)

GIS Credential+ Survey

Group

5. Please check all applicable boxes that correspond to the group/s you belong.

☐ Visible minority   ☐ Foreign student

☐ Indigenous   ☐ None of the above

☐ LGBTQ2+

GIS Credential+ Survey

UFV Career Mapping Tool

The Career Mapping Tool (CMT) is a web-based interactive tool designed to provide recommendations on career options available from various programs at UFV. New students, graduating students, and alumni, are encouraged to use CMT to build their current and future careers.
- Liana Thompson
  Director, Centre for Experiential and Career Education

 "We create Career Mapping to bridge the gap between academic advising and career advising, and to also shift students away from an old model of career development focused on a linear mindset that no longer works for many people."
- Linda Pardy
 Founder, Pardy Group, Associate Dean of Students, College of Arts

`OK`

6. Have you used the Career Mapping Tool in your MyUFV yet?

○ Yes, I have used the Career Mapping Tool in MyUFV account.

○ No, I did not have the time to check out the Career Mapping Tool in MyUFV account.

○ No, I did not even know the Career Mapping Tool existed.

○ Not yet, but I will check out the Career Mapping Tool soon.

GIS Credential+ Survey

BUILD Pathway

In the Career Mapping Tool, if you BUILD your degree by adding a Credential+ you have access not only to more job prospects but also to jobs that are better paying.

7. How interested are you in applying for a GIS Credential+ now that you know the benefits of having a credential+ for job applications?

○ Extremely interested   ○ Not so interested

○ Very interested   ○ Not at all interested

○ Somewhat interested

GIS Credential+ Survey

GIS Knowledge/Experience

GIS stands for Geographic Information Systems, technologies that include sets of software and hardware for digital mapping. Various industries use GIS, from agriculture to crime analysis, from community planning to environmental protection, from health care to land use zoning, from business location to social work. As long as location is involved, GIS has evolved!.

OK

8. Have you used (or heard about) GIS before?

○ Yes, I used GIS before.

○ I only heard about GIS, but I never used GIS before.

○ No, I have not heard nor used GIS before.

GIS Credential+ Survey

GIS Mapping in industry

Esri, the developer of industry standard mapping and analytics software inspires positive novel uses of GIS across industries. Esri published a list of industry groupings and activities that belong to the group.

OK

9. Based on Esri's groups of industries that use GIS, please check the most applicable industry you plan to work in after your graduation.

BUSINESS: Financial Services, Insurance, Logistics and Distribution, Manufacturing, Real Estate, Retail

EDUCATION: Higher Education, Schools, Lifelong Learning, Open Science, Weather and Climate Science, Ocean Science, Solid Earth Science, Geographic Information Sc…

ENERGY: Energy Utilities, Electric, Gas, Petroleum (Upstream, Midstream, Downstream, HSE, Renewable Energy, Technology and Innovation, Natural Resources, Agricul…

ENVIRONMENT: Architecture, Engineering, Construction, Environmental Management, Water, Water Resources, Water Utilities, Conservation Land Management, Landsc…

GLOBAL DEVELOPMENT: Sustainable Development Goals, Non-profit and NGOs, operational Efficiency, Program Measurement and Impact, Advocacy and Stakeholder…

HEALTH: Human Services, Humans in Crisis, Public Health Preparedness, Health Equity, Access to Health Care and Services, Strategic Planning

GOVERNMENT (local): Economic Development, Emergency Management Operations, Environmental & Natural Resources Agencies, Health and Human Services, Housin…

GOVERNMENT (national): National Government, Aviation, Defense, Earth Sciences, Elections, Humanitarian Assistance, Intelligence, National Mapping, National Mariti…

PUBLIC SAFETY: Corporate Security and Safety, Emergency Communications, Emergency Management, Fire, Rescue, Emergency Medical Services, Homeland Security, …

GIS Credential+ Survey

GIS Specializations

SLUEC is planning to offer three GIS specializations in applied digital mapping. These are the description of each specialization.

OK

≡ GIS Associate Certificate in **Community Health Mapping**. Specially created Credential+ for those who would like to work with community organizations that provide protection of communities through health care, crime prevention, care for the elderly, immigrant assistance, advocates for housing, social work, and disaster management.

≡ GIS Associate Certificate in **Environment and Resource Mapping**. This Credential+ is designed for those who would like to work in the environment and resource sectors, as environmental planners, foresters, ecologists, conservation officers, agriculturists, and most resource-related jobs that use maps as a tool of the trade.

≡ GIS Associate Certificate in **Municipal and Regional Mapping**. If working for the government is your dream, this Credential+ gives you an advantage over the competition on positions in different municipal departments such as parks and recreation, by-law enforcement, engineering, small business, or various departments of the regional government.

GIS Credential+ Survey

Suggested GIS Specialization

11. If the three GIS specializations (**Community Health Mapping**, **Environment and Resource Mapping**, **Municipal and Regional Mapping**) do not appeal to you, please suggest a GIS digital mapping that would be more applicable to your job after you receive your degree.

GIS Credential+ Survey

TIME as barrier

If you do not have enough **TIME** to pursue a GIS Credential+ while also pursuing your degree, then **TIME** might be a barrier for you. If you are willing to extend your stay at UFV, then **TIME** might not be a barrier for you in taking the GIS Credential+.

OK

12. Please evaluate if **TIME** may become a barrier for you to take a GIS Credential+ in the immediate future.

	Time will **NOT** be a barrier in my situation.	Time **MAYBE** a barrier in my situation.	Time **DEFINITELY** will be a barrier in my situation.
Consider if you have enough **TIME** to pursue a GIS Credential+ while finishing your degree.	☐	☐	☐
Consider if you will be willing to devote additional **TIME** to extend your studies for a semester to finish a GIS Credential+ when you already finish all your courses.	☐	☐	☐

GIS Credential+ Survey

BUDGET as a barrier

If you do not have the **BUDGET** to register in three courses in addition to your degree courses, then **BUDGET** may be a barrier to taking the GIS Credential+. However, if you have enough room in your student loan, or you have employment, or scholarship grants, then **BUDGET** may not be a barrier to you.

[OK]

13. Please evaluate if **BUDGET** may become a barrier for you to take a GIS Credential+ in the immediate future.

	Budget will **NOT** be a barrier in my situation.	Budget **MAYBE** a barrier in my situation.	Budget **DEFINITELY** will be a barrier in my situation.
Consider if you will have the **BUDGET** to register for three courses in addition to the courses required for your degree.	○	○	○
Consider if you have **BUDGET** available through student loan, employment, or other means.	○	○	○

GIS Credential+ Survey

TECHNOLOGY as barrier

If you do not have a reliable computer to carry out digital mapping, then **TECHNOLOGY** might be a barrier for you to pursue a GIS Credential+. If remote access or Wi-fi is not reliable where you live, then **TECHNOLOGY** might also be a barrier for you.

OK

GIS Credential+ Survey

PREREQUISITES as barrier

If you have passed 45 university credits, then **PREREQUISITES** may not be a barrier for you to take a GIS Credential+. And if you have enough experience to use in PLAR, the **PREREQUISITES** may not be a barrier for you.

OK

15. Please evaluate if **PREREQUISITES** to GIS Credential+ courses may become a barrier for you to take a GIS Credential+ in the immediate future.

	Prerequisites will **NOT** be a barrier in my situation.	Prerequisites **MAYBE** a barrier in my situation.	Prerequisites will **DEFINITELY** be a barrier in my situation.
Consider if you have at least 45 university credits, the necessary **PREREQUISITES** to the GIS Credential+ courses.	◯	◯	◯
Consider if have previous training in GIS that you can use to PLAR the GIS Credential+ course **PREREQUISITES**.	◯	◯	◯

GIS Credential+ Survey

EXPERIENTIAL LEARNING as barrier

If you are not comfortable taking co-op, practicum, or internship, then **EXPERIENTIAL LEARNING** may be a barrier to finish the GIS credential. Also, if you are not comfortable to work outside of your neighbourhood, then **EXPERIENTIAL LEARNING** might be a barrier for you.

OK

16. Please evaluate if **EXPERIENTIAL LEARNING** may become a barrier for you to take a GIS Credential+ in the immediate future.

	Experiential learning will **NOT** be a barrier in my situation.	Experiential learning **MAYBE** a barrier in my situation.	Experiential learning will **DEFINITELY** be a barrier in my situation.
Consider if you are comfortable taking **EXPERIENTIAL LEARNING** in the form of co-op, internship, or practicum, to apply GIS in an industry of your choice.	○	○	○
Consider if you are you willing to carry out your **EXPERIENTIAL LEARNING** in a location other than UFV.	○	○	○

GIS Credential+ Survey

OTHER barriers

There might be **OTHER** barriers for you to start or finish a GIS Credential+ which might be applicable in your personal situation.

OK

17. Are there other factors that may become **BARRIERS** for you to take a GIS Credential+ in the immediate future? Please explain here.

PREV   NEXT

GIS Credential+ Survey

Inquiries

If you want to know more information about the GIS Credential+ such as when it will be available to students, we might need your contact information.

OK

GIS Credential+ Survey

Inquiries

If you want to know more information about the GIS Credential+ such as when it will be available to students, we might need your contact information.

OK

GIS Credential+ Survey

Gift card

If you'd like to be entered into a draw to win a gift card,please give us your contact details below.

OK

19. Please provide your **email address** here so we can contact you if you win.

PREV   NEXT

GIS Credential+ Survey

Thank you!

We really appreciate the time and effort you invested to complete the survey. Your insights will help us develop an effective GIS Credential+ to help you in your job applications.

OK

PREV   DONE

GIS Credential+ Survey

Thank you for completing our survey!

DONE

RESPONDENTS ATTRIBUTES

GENDER

When respondents were asked which gender they identify with, there were more female respondents than male respondents as shown in *Figure 6*.
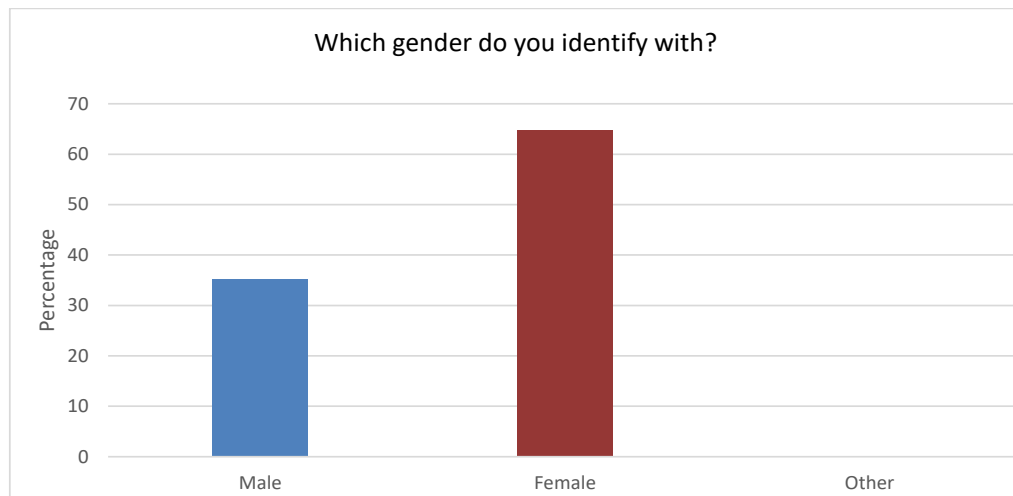
Figure 6. Gender identification of respondents

PROGRAM

The respondents were asked about the program they belong to and results in *Figure 7* shows that almost all of the degree programs at UFV are represented in the survey.

Figure 7. Representation of different degree programs at UFV

YEAR LEVEL

When asked when they were expected to graduate, at the time of the survey, the respondents reveal that most of them were in their senior year or about to graduate as shown in *Figure 8*.
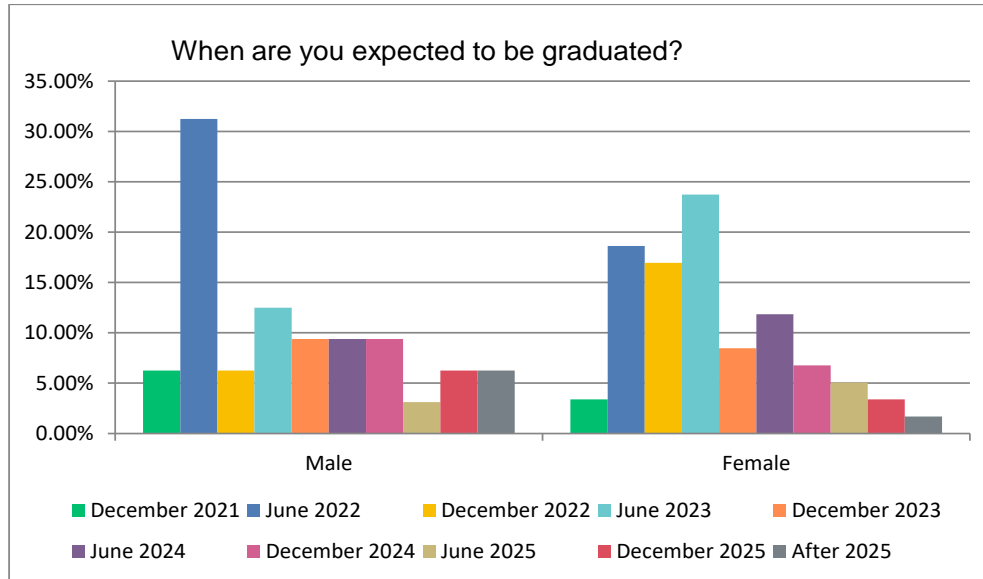
Figure 8. Expected graduation from UFV

AGE OF RESPONDENTS

The average male respondents were older than the average female respondents although overall the average range is between 20 and 25 years as shown in *Figure 9*.
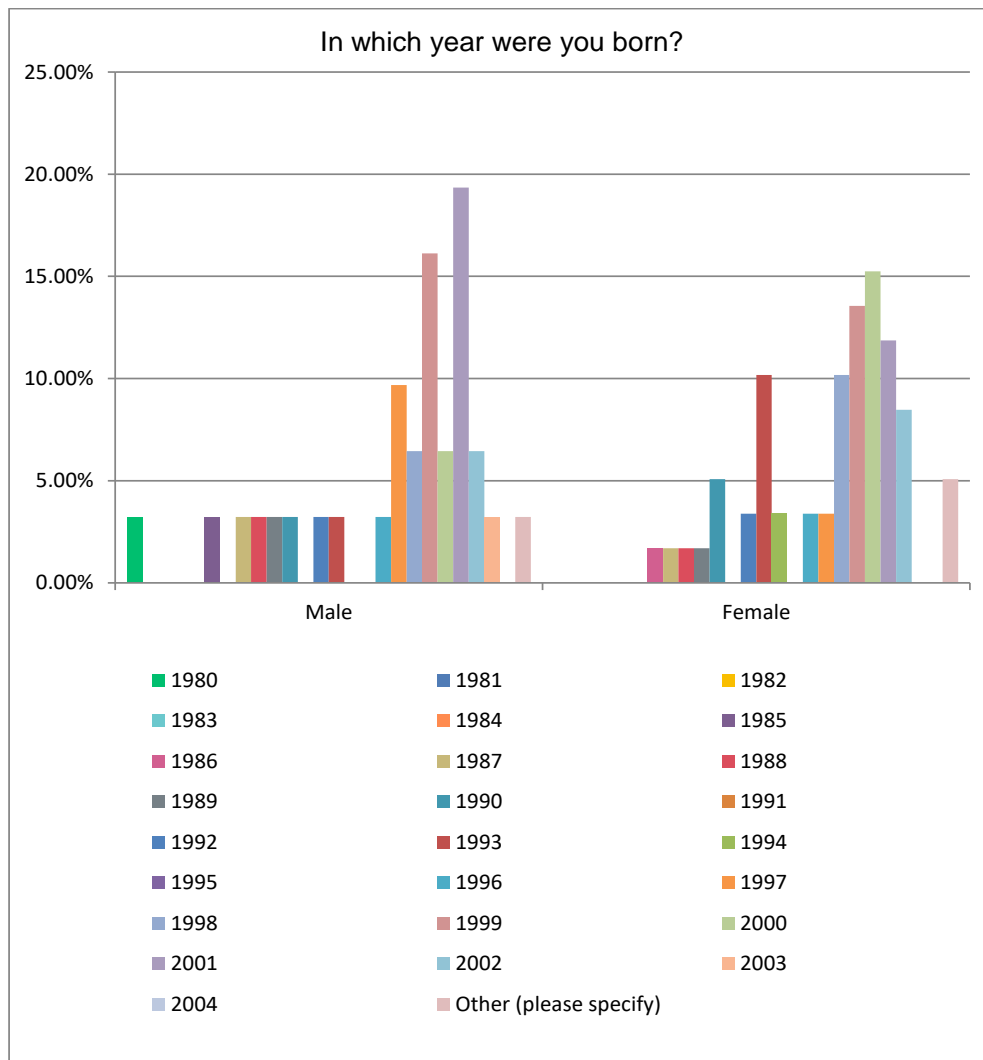
Figure 9.The year of birth of respondents

DIVERSITY

The diversity of respondents of respondents is shown in *Figure 10.* Most respondents do not identify themselves as belonging to visible minority nor Indigenous, nor LGBTQ, in both the male and female respondents. In both genders, the visible minorities, LGBTQ, and foreign students are represented, but there was no representation of male respondents identifying themselves as Indigenous.

Which group/s do you identify with?
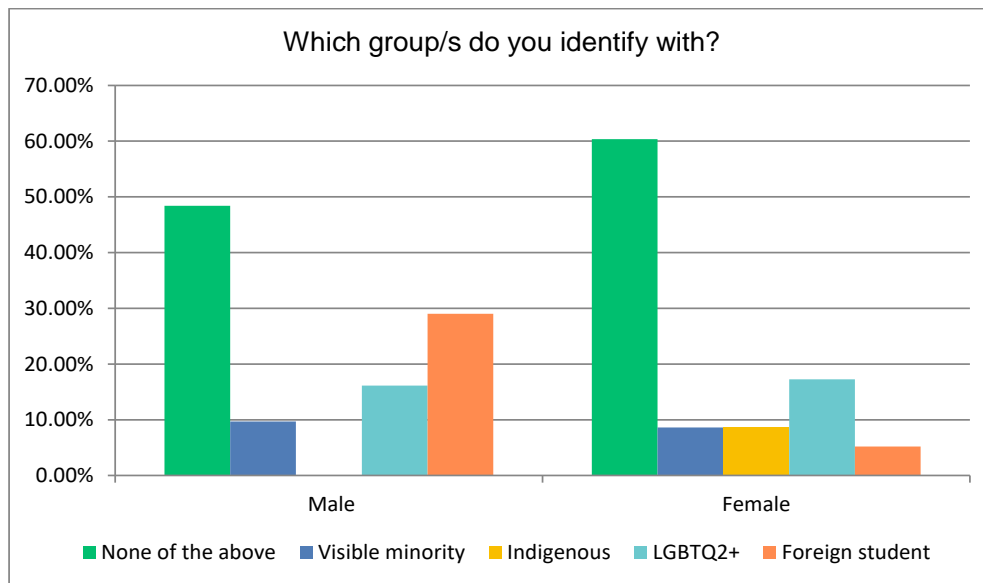
Figure 10. Self identification of respondents to minority groups

SUMMARY OF RESPONDENT ATRIBUTES

The survey was broad enough that almost all degree programs at UFV were equally represented by male and female student respondents. However, diversity in terms of belonging to the LGBTQ, Visible Minority, or Indigenous groups is lacking which means the more focused promotion of the program to these groups. Although there were more female than male respondents, the general characteristics of each gender were similar. For example, the both male and female students respondents were between 20 and 25 years of age and are in their senior year at UFV, or about to graduate. This is important as the -credential is being marketed to students who are at this stage in their studies at UFV.

INTEREST IN GIS MICRO CREDENTIAL+

CAREER MAPPING TOOL

UFV has provided the students with a powerful tool to improve on their job search skills and the survey wanted to see if the respondents have used the tool to see whether the respondents had previous introduction to the importance of a credential plus. Results as shown in *Figure 11* reveal that majority of the male as well as the female respondents have not used the Career Mapping Tool and they have not heard about the tool.
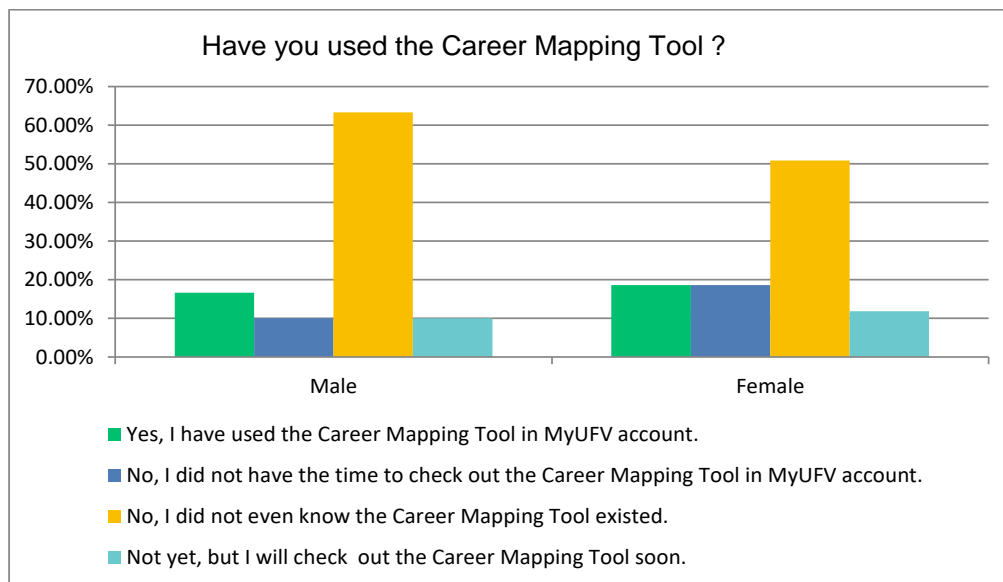
Figure 11. Respondents' use of UFV's Career Mapping Tool

INTEREST IN A GIS CREDENTIAL +

When the GIS Credential + was explained in the survey before the respondents were asked about their interest in a GIS Credential+, majority of male and female respondents were interested with the male respondents having more very to extremely interested. This means that once the GIS Credential + and its benefits are explained, the respondents agreed with the goal of the GIS Credential + and became very interested as shown in *Figure 12*.

When the responses to the interest in a GIS Credential+ were grouped based on the use of the Career Tool, the relationship between the use of the career mapping tool and their interest in a GIS Credential+ became evident (*see Figure 13*). Those who showed interest may or may not have used the Career Mapping Tool, but those who were not interested reported that they have not used or have not even know that the tool existed. This points to the possibility that when the students used the Career Mapping Tool, they already understood the importance of an additional credential like the one being proposed.
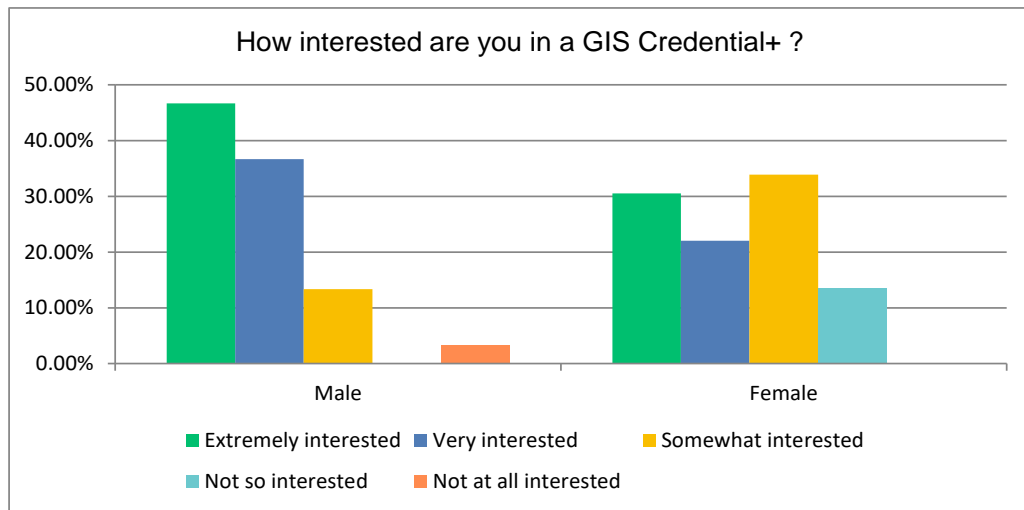
Figure 12. Interest in a GIS Credential+ of respondents
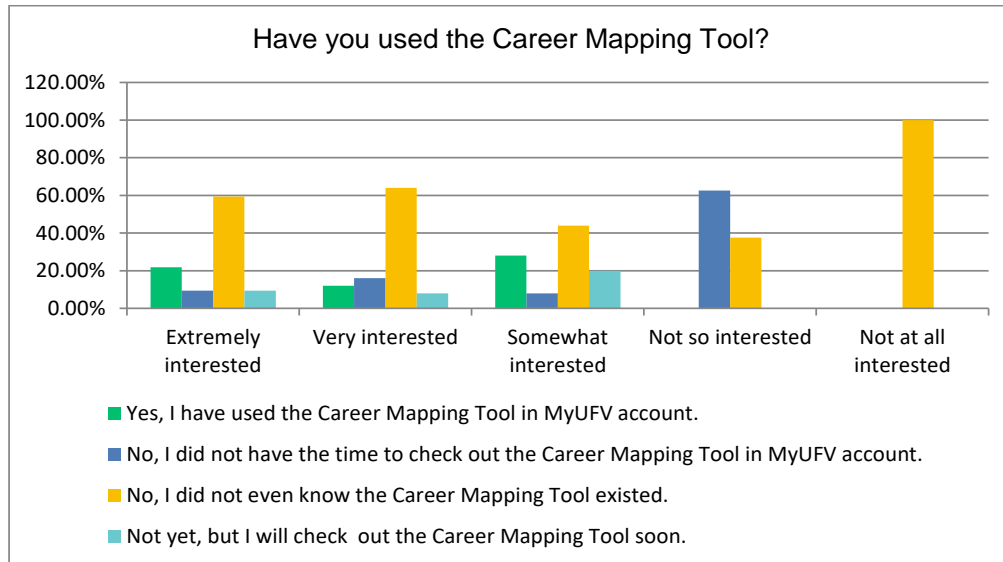
Figure 13. Use of the Career Mapping Tool and Interest in the GIS Credential+

PERSONAL KNOWLEDGE OF GIS

The respondents were asked about GIS to determine their knowledge of GIS, approximately half of the respondents revealed that they have used GIS before and almost another half have heard of GIS, as shown in *Figure 14.*
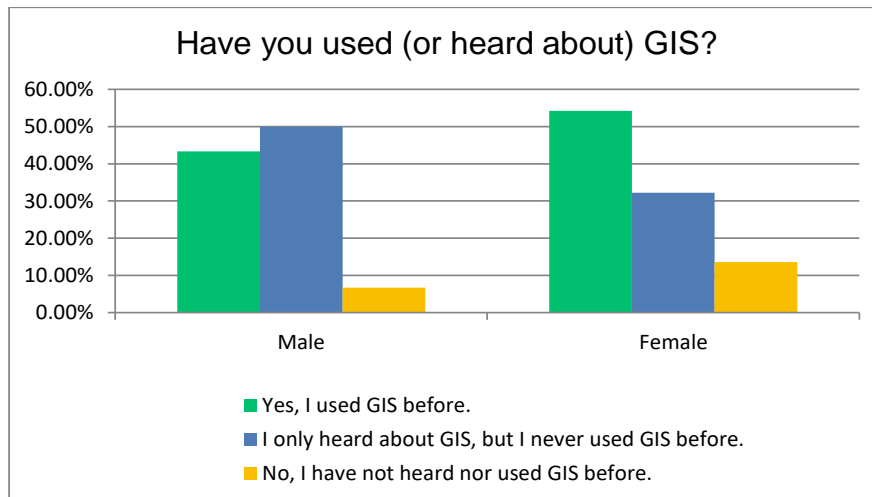
Figure 14. Personal knowledge of GIS

TARGET INDUSTRIES FOR WORK

The respondents were asked which industry they may target for future employment based on the industry classification and grouping of Esri. Results (see *Figure 15*) reveal that for both male and female respondents, most would like to work in ENVIRONMENT-related work. For male respondents, the next choice was GOVERNMENT-related work while for the female respondents, EDUCATION-related work was the second choice.

The HEALTH-related industry was missing in both the male and female respondents, and this may be since the sampled population was only students in the Abbotsford Campus, but health sciences students are mainly taking courses in the Chilliwack campus.
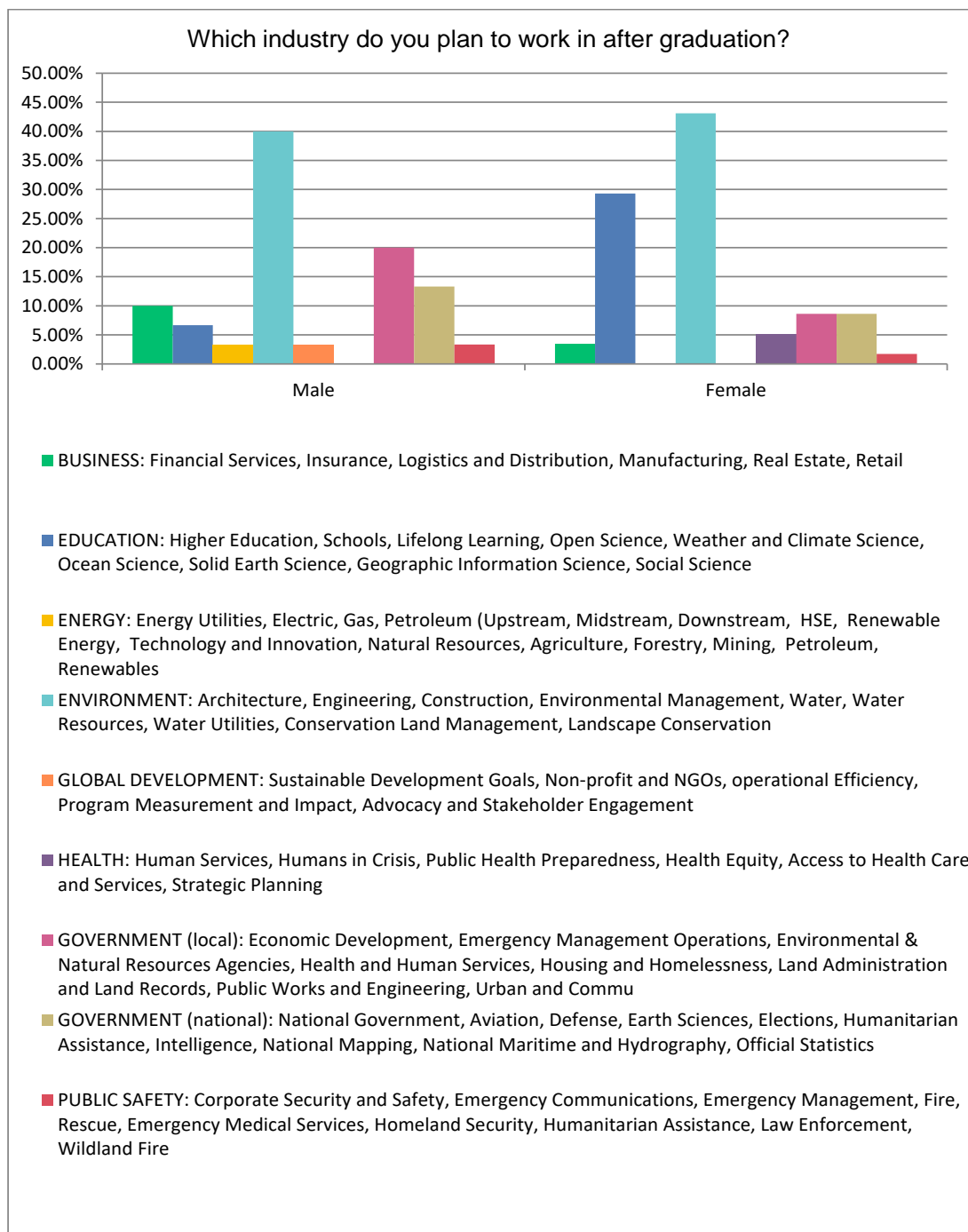
Figure 15. Industries targeted by respondents as future employer

BUSINESS: Financial Services, Insurance, Logistics and Distribution, Manufacturing, Real Estate, Retail

EDUCATION: Higher Education, Schools, Lifelong Learning, Open Science, Weather and Climate Science, Ocean Science, Solid Earth Science, Geographic Information Science, Social Science

ENERGY: Energy Utilities, Electric, Gas, Petroleum (Upstream, Midstream, Downstream, HSE, Renewable Energy, Technology and Innovation, Natural Resources, Agriculture, Forestry, Mining, Petroleum, Renewables

ENVIRONMENT: Architecture, Engineering, Construction, Environmental Management, Water, Water Resources, Water Utilities, Conservation Land Management, Landscape Conservation

GLOBAL DEVELOPMENT: Sustainable Development Goals, Non-profit and NGOs, operational Efficiency, Program Measurement and Impact, Advocacy and Stakeholder Engagement

HEALTH: Human Services, Humans in Crisis, Public Health Preparedness, Health Equity, Access to Health Care and Services, Strategic Planning

GOVERNMENT (local): Economic Development, Emergency Management Operations, Environmental & Natural Resources Agencies, Health and Human Services, Housing and Homelessness, Land Administration and Land Records, Public Works and Engineering, Urban and Commu

GOVERNMENT (national): National Government, Aviation, Defense, Earth Sciences, Elections, Humanitarian Assistance, Intelligence, National Mapping, National Maritime and Hydrography, Official Statistics

PUBLIC SAFETY: Corporate Security and Safety, Emergency Communications, Emergency Management, Fire, Rescue, Emergency Medical Services, Homeland Security, Humanitarian Assistance, Law Enforcement, Wildland Fire

CONCENTRATIONS IN THE APPLIED DIGITAL MAPPING

The respondents were asked to score three concentrations that may be offered as options for the credential, the three options based on the average score of the respondents appear from top to bottom as shown in *Figure 16*.
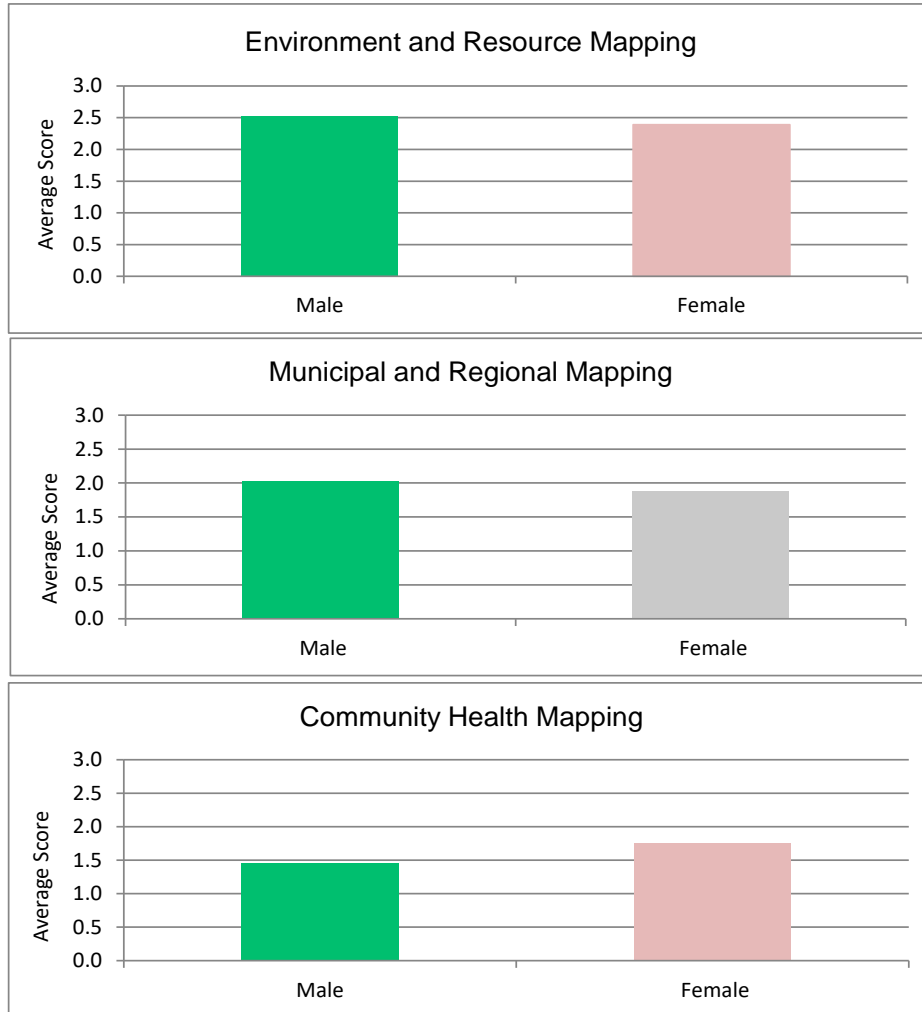

Figure 16. Concentrations in the Applied Digital Mapping Credential

SUMMARY OF STUDENT INTEREST IN A GIS-CREDENTIAL+

The Career Mapping Tool available to all students at UFV is a very powerful tool to improve job search and from which the idea, definition, and significance of a Credential+ was lifted from. Unfortunately, the survey revealed that that majority of the male as well as the female respondents have not used the Career Mapping Tool, and some have not even heard about the tool.

Results reveal that both male and female respondents became extremely interested in the GIS Credential+ after the idea of a Credential + was explained to them first. This means that more students may become interested in Credential+ if the Career mapping Tool is promoted.

Although general interest in the Credential+ is great in backing up the credential, as an associate certificate, the courses should be tailor-made for an application in a specific industry.

The industry classification and grouping of Esri was presented to the respondents and they were asked which industry they would like to work for. Environment-related work was chosen by most male and female respondents, followed by government-related work for male respondents and education-related work for female respondents.

To complement the current programs at SLUEC, three specializations/concentrations were planned to jump-start the credential. Based on the equal proportion of student respondents choosing each specialization, any, two, or all the specializations can be offered in any order or any combination.

BARRIERS TO ACCESS

One of the main goals of a Gender-based analysis+ is to find barriers to access and find solutions. The following barriers were evaluated based on the student responses.

TIME

Figure 17 shows that the male and female respondents believe that time may become a barrier for them to be able to add to their GIS Credential+ courses to their programs and that they may not have time to be able to take courses beyond the required ones. And time as a barrier even extends to after finishing their degrees as revealed in *Figure 18*.
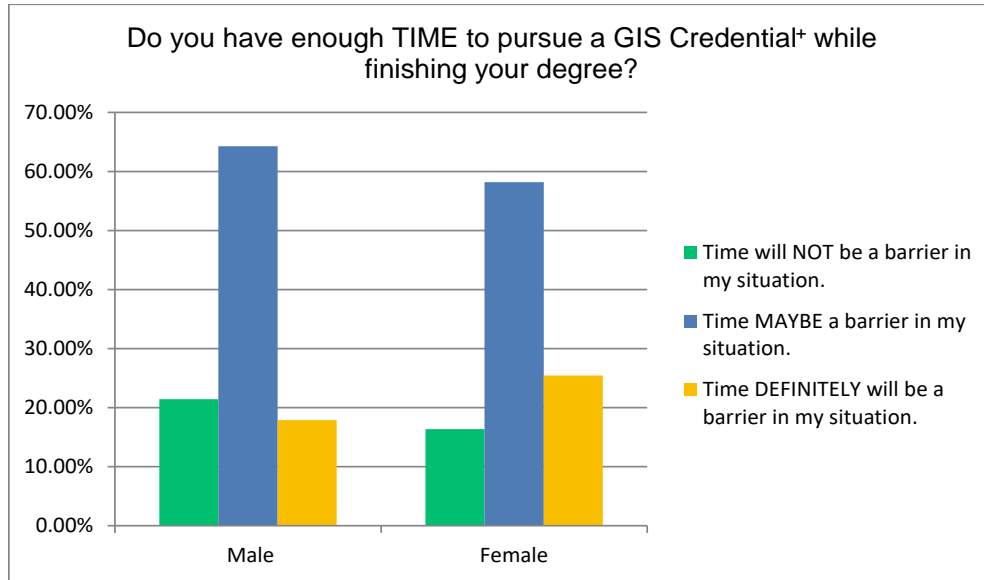
Figure 17. Time as a barrier to pursuing a GIS Credential+ while pursuing a UFV program.
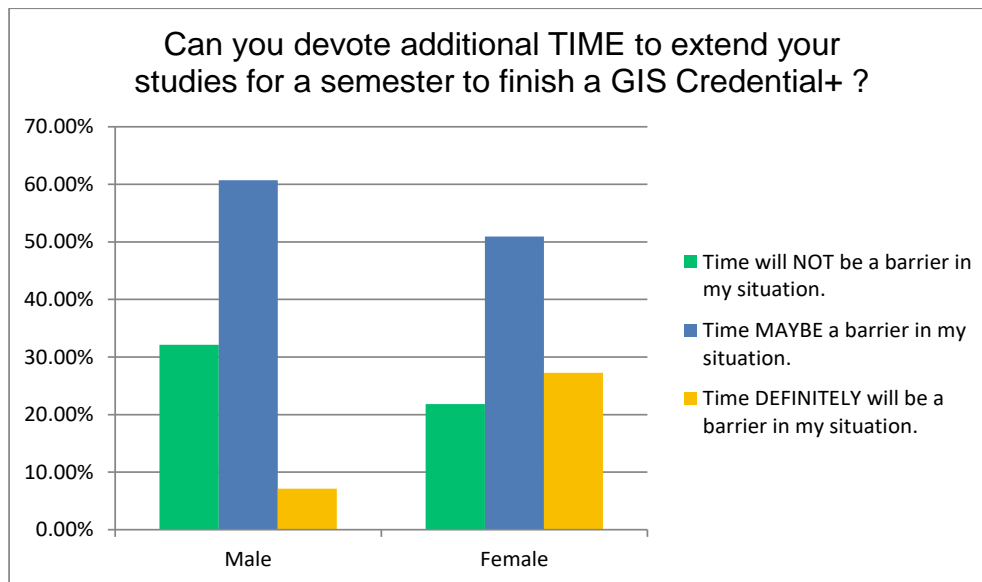
Figure 18. Time as a barrier to pursuing a GIS Credential+ after graduation.

BUDGET

Budget is always a concern for students to take on more courses and *Figure 19* shows that male and female respondents believe that budget may become a barrier in pursuing a GIS Credential+
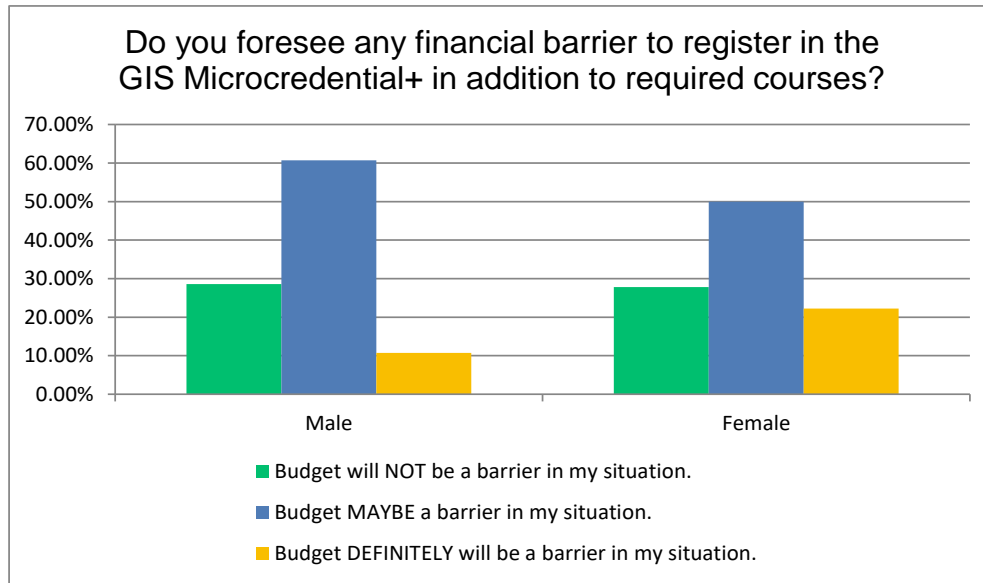
Figure 19. Financial barrier to the GIS credential

TECHNOLOGY

Literature abounds showing that lack of decent computer or the lack of knowledge in computer operations become a barrier for persons taking a new technology program like GIS. *Figure 20* shows that for both male and female respondents believe that personal hardware and a new software will not be a barrier to their taking a GIS Credential+.
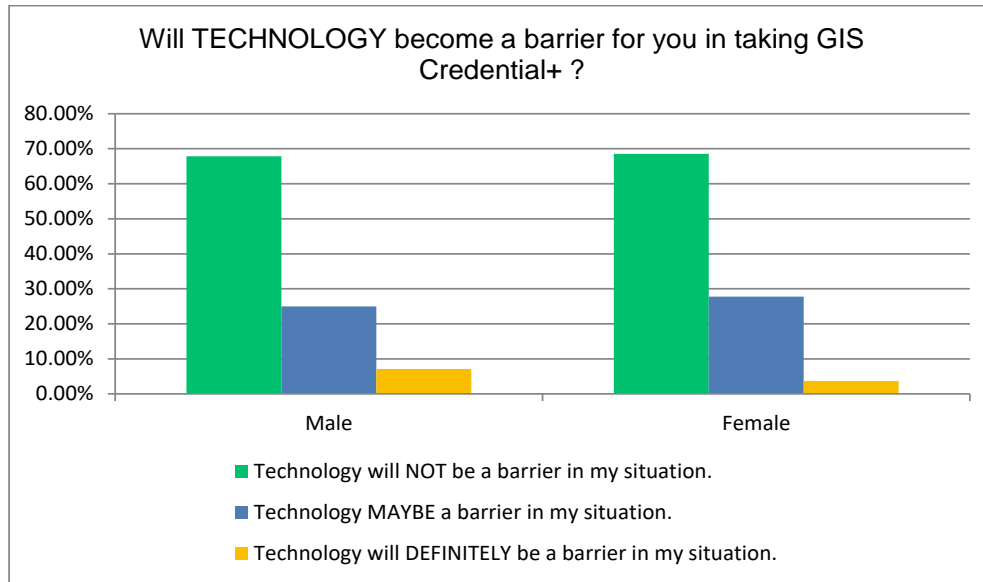
Figure 20. Technology will not be a barrier for respondents to take a GIS Credential+

PREREQUISITES

The pre-requisite of the GIS Credential+ as an applied GIS course is "at least 45 university credits". Because most of the respondents were in their final year at UFV, the result of the survey shows that the pre-requisites will not be an issue for both the male and female respondents to take the GIS Credential+ (see *Figure 21)*. Even when the respondents were informed that they can use PLAR for the prerequisite, the results were still like the non-PLAR pre-requisites as shown in *Figure 22*. However, with PLAR as the prerequisite, the proportion of respondents indicating that the prerequisites will be more a problem, increased. This indicates that the respondents did not believe that they have prior learning experience that can be used in the PLAR process.
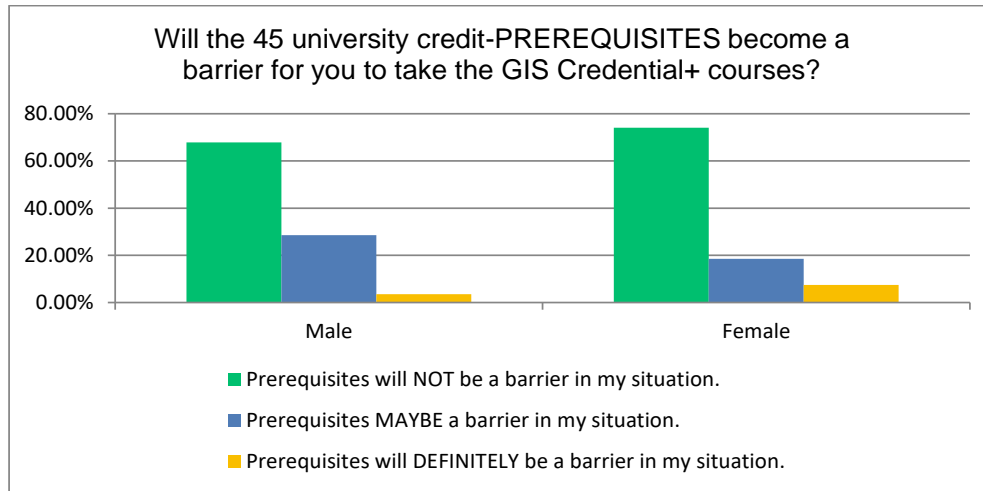
Figure 21. Prerequisites of at least 45 credits will not be a barrier in taking a GIS Credential+
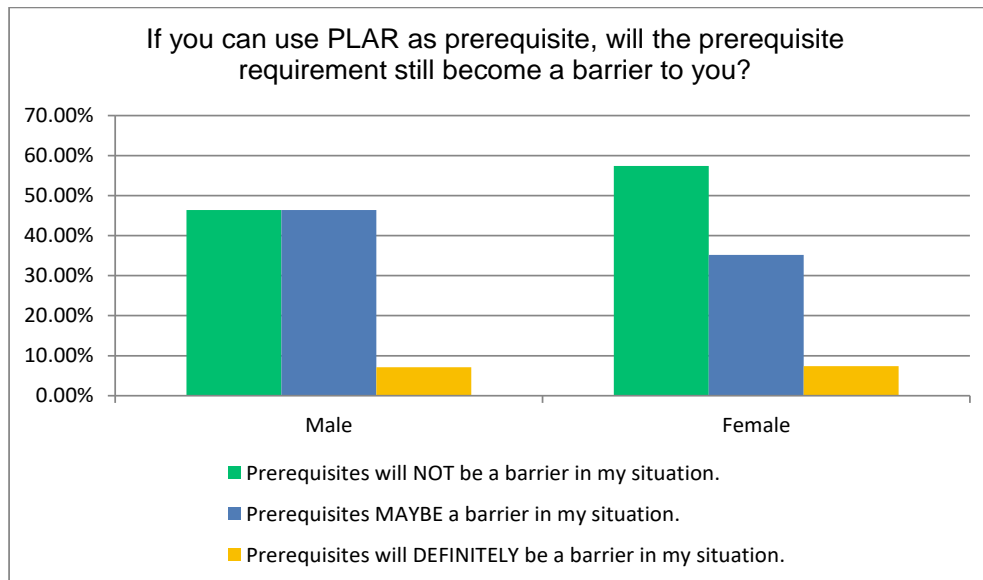
Figure 22. Prerequisites taken as PLAR will not be a barrier in taking a GIS Credential+

EXPERIENTIAL LEARNING

The GIS credential+ was envisioned to have opportunities for application of their GIS skills in the industry they intend to join. A survey question was created to find out if a requirement for experiential learning will become a barrier for the respondents. *Figure 23* shows that requirement for experiential learning in the form of co-op, internship, or practicum, did not pose any barrier.
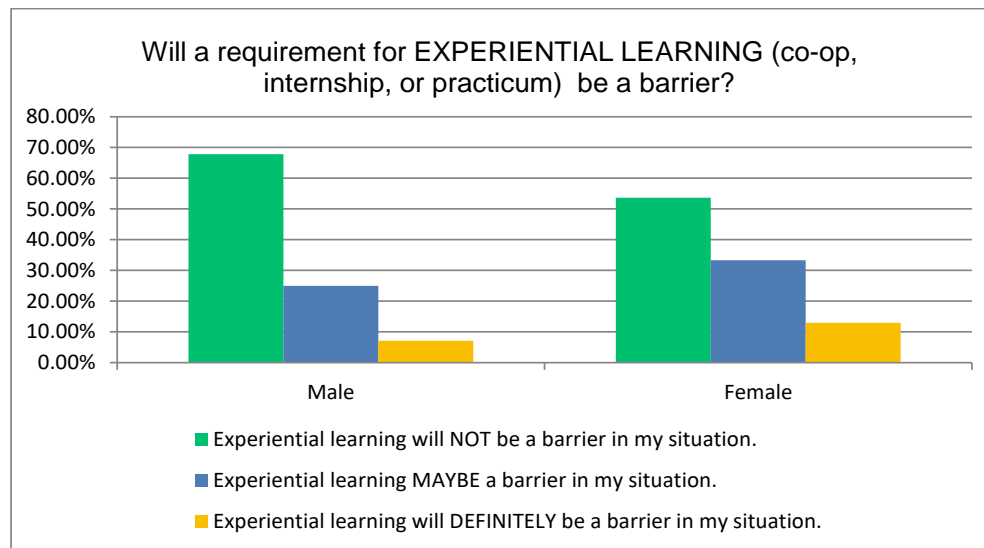
Figure 23. Requirement for experiential learning as a barrier to taking a GIS Credential+

SUMMARY OF BARRIERS TO GIS-CREDENTIAL+ ACCESS

A list of barriers to access were developed from a pilot survey and the respondents were asked whether the identified barrier to access will be applicable in their individual situation.

There is a common belief that technology is a barrier to technology courses such as GIS, especially for female students. However, results of the survey reveal that in terms of a decent computer and knowledge in computer software, two-thirds of the respondents believe that technology will not be a barrier to taking the GIS Credential+. An equal number of respondents also believed that experiential learning in the form of co-op, internship, or practicum as their Capstone course will not be a barrier in obtaining a GIS credential+.

The pre-requisite of the GIS Credential+ as an applied GIS course is "at least 45 university credits". Because most of the respondents were in their final year at UFV, the result of the survey shows that the pre-requisites will not be an issue for both the male and female respondents to take the GIS Credential+.

Completing the credential will take up considerable resources in terms of added time and financial resources. Results reveal around 80% of the male respondents and female respondents believed that the additional time as well as additional financial resources will be barriers to completing a - credential. This means that the program should endeavour to find financial subsidies and scheduling smarter may be required.

Appendix B: Comparable Programs in BC

Institutions of higher learning in BC listed in the **Education Planner BC** as offering GIS credentials. The credential is compared with the originally proposed GIS associate certificates.

INSTITUTION	CREDENTIAL	COMPARISON WITH PROPOSAL
BCIT	GIS: Advanced Certificate	• requires the completion of 24 credits and is between the 12-14 for the proposed GIS associate certificates and the 31 credits of the UFV GIS Certificate • length of completion is up to 7 years and is offered through distance and online learning. • marketed to professionals who might use GIS in their work, or to international students
BCIT	GIS: Advanced Diploma	• a general GIS program that requires the completion of 66 credits, and it has the options of full time or part time. The number of credits is much higher than the proposed 12-14 credits for the GIS associate certificates. • full time option requires 9 months of attendance and fully in-person delivery • part time option can be completed in 2-4 years • students accepted into the program have university or college background, and/or previous work experience. (This is in stark contrast to UFV students who are still pursuing their degrees at UFV, and many do not have the experience working in the field.)
BCIT	GIS: Bachelor of Technology	• requires 83 credits is a general GIS program • can be completed within 1.5 for accelerated options or up to 7 years. • This Bachelor's degree is only included here for completeness, but this cannot be compared with the proposed GIS associate certificates
Selkirk College	GIS Advanced Diploma and Bachelor's Degree in GIS	• program requires 47 credits for a general GIS program • these courses ladder into the first year for the Bachelor's in GIS • Completion takes one year full time • Compared to the proposed GIS associate certificate, the total number of credits is not close • The final 2 years of the four-year program.

Simon Fraser University	GIS Certificate	• a general GIS program • requires 3 courses of 3 credits each and 3 courses of 4 credits that students can choose from a list of GIS and GIS-related courses. • The total of 21 exceeds the 12-14 in the proposed GIS associate certificates • The similarity is that of requiring core courses and electives can be chosen from a list.
University of the Fraser Valley	GIS Certificate	• The UFV GIS Certificate requires 31 credits to complete. • This is a general GIS program that should take 2 years to complete but because of low enrolment, course schedules have not been regular
Vancouver Island University	Advanced Diploma in GIS Applications	• taken in face-to-face class is 8-months long & the online version is a 16-month program • more like the UFV GIS , only 1 credit difference • the GIS Project is like the one proposed as a capstone for the GIS associate certificates. •
Okanagan College	Advanced GIS Certificate	*This advanced GIS Certificate is not yet listed in the Education Planner BC as it is still to be offered in Winter 2022* • the program is based on the number of hours (500 total) and each course has a different number of hours to complete. • is a general GIS program • requires students to finish two GIS projects and an additional "Directed project". This is very similar to the proposed GIS associate certificate because the two applied GIS courses will have their own GIS projects while the capstone GIS project in industry is like a directed project.

University of California Davis	GIS Specializations	*Although this program is not offered in BC, it was included to show what the GIS Specializations are and its similarities and differences with the proposed GIS associate certificates Include the following:* • the applied learning environment is one of the characteristics of this GIS specialization that is like that envisioned for the proposed GIS associate certificates • hands-on project is another similarity with the proposed GIS associate certificates • when five courses are finished, including the hands-on project as a capstone, then a certificate is issued. For the GIS associate certificate, only three courses, including the GIS project are required.
University of Toronto	GIS for Environmental Management	*This program is offered outside of BC, but it is included here show a certificate that is for a specific purpose (specialization).* • The certificate requires two core courses, and two courses can be chosen from a list, just like the requirements for the proposed for the GIS associate certificates, although we are proposing a capstone industry project rather than two courses. • The GIS specialization in the program is prescribed – it will be a hands-on real case study that applies GIS techniques to determine whether brown lands in Toronto were suitable for reclamation and residential development. This level of specificity will be matched by the theme of the GIS project in the proposed GIS associate certificates.

Appendix C: Labour Market Information

List of employers of graduates with GIS skills provided by the *Office of the Work Integrated Learning Coordinator (Science and Environment) of the Centre for Experiential and Career Education (May 2021)*

Job Posting	Employer	City
GIS Technician	Baragar Systems	South Surrey
GIS	BC Hydro	Burnaby
GIS Technician	BC Ministry of Agriculture	Abbotsford
GIS Technician	BC Ministry of Agriculture	Abbotsford
Agriculture Land Use Inventory GIS	BC Ministry of Agriculture	Abbotsford
Geospatial Technician	BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development	Fort Nelson
Junior Geospatial Technician	BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development	Fort Nelson, Dawson Creek,
GIS Co-op Student	BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development	Terrace
Natural Resources, Planning and GIS	BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development	Terrace
District Junior Regional Technologist	BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development	Dawson
Co-op student Community Planning GIS	City of Abbotsford	Abbotsford
Student Geomatics	City of Abbotsford	Abbotsford
Geomatics	City of Abbotsford	Abbotsford
Co-op student GIS	City of Campbell River	Campbell river
GIS Co-op Student	City of Chilliwack	Chilliwack
GIS Developer	Communications Security Establishment	Ottawa
Environmental Affaires student	Cowichan Valley Regional District	Duncan
Cowichan Valley Regional District	Cowichan Valley Regional District	Duncan
GIS Technician	Department of National Defence	Chilliwack

GIS Co-op Surrey	Fortis BC	Surrey
EA Planning Development	Fraser Valley Regional District	Chilliwack
Strategic Planning Initiatives	Fraser Valley Regional District	Chilliwack
GIS Program	Hydro One Networks Inc.	Toronto
GIS Summer Student	Lake Country	Lake Country
Environmental Affaires student	Syncrude Canada	Fort McMurray
GIS Summer Student	Urban Systems	Kamloops

Appendix D: Institutional and Program Learning Outcomes Map

Linkages between UFV's Institutional Learning Outcomes and program learning outcomes:

Applied GIS Associate Certificates Learning Outcomes Upon completion of this program, graduates will be able to:	UFV's Institutional Learning Outcomes
PLO1: Navigate with competence the interfaces of industry-standard (ArcGIS) and open-source (QGIS) GIS software to display raster images and vector data and perform common GIS analytical operations such as buffering, spatial overlays, proximity analyses, geocoding, and spatial statistics, to offer creative solutions to problems in the specific industry related to the GIS specialization.	*This PLO is in alignment with **ILO4** (Initiate inquiries and develop solutions to problems) and **ILO1** (Demonstrate information competency) as they will help solve an existing problem in the community or industry with their efficient use of open-source or industry standard GIS.*
PLO2: Ethically acquire primary field data using GPS, other technologies, and field measuring instruments, to access, extract, import, export, and share spatial data stored in various sources, and to perform basic pre-processing, data file conversions, and data cleaning on secondary spatial data used in the specific industry related to the GIS specialization.	*This PLO aligns perfectly with **ILO8** (Engage in respectful and professional practices) and **ILO1** (Demonstrate information competency) because the graduates have learned through experience how to gather and use the data and information ethically following legal rules and confidential etiquette.*
PLO3: Construct GIS databases using spatial data in digital and other formats and perform tabular analysis on the data used by non-governmental organizations in their delivery and monitoring of community services by creating new attributes by joining and relating tables in the specific industry related to the GIS specialization.	*This PLO aligns with **ILO3** (Use knowledge and skills proficiently) and **ILO4** (Initiate inquiries and develop solutions to problems) as the students find the most efficient ways of constructing models for the data they gathered.*
PLO4: Design and generate effective series of maps that clearly demonstrate the GIS analyses carried out, using standard symbology used by non-governmental organizations, and where correct coordinate transformations, projections and datum changes to spatial data have been applied in the specific industry related to the GIS specialization.	*This PLO aligns perfectly with **ILO2** (Analyze critically and imaginatively) and **ILO3** (Use knowledge and skills proficiently) as students used their creativity, imagination, and critical thinking in making the most*

	appropriate map that conveys the result of their analysis most effectively.
PLO5: Successfully perform all the required steps for a successful GIS project, from planning, through collaborative completion, and eventually to the respectful communication of the results and the student's self-reflective learning to stakeholders in the specific industry related to the GIS specialization through presentations, technical reports, and other types of mass communication.	*This PLO aligns perfectly with **ILO5** (Communicate effectively), ILO7 (Engage in collaborative leadership), **ILO6** (Pursue self-motivated and self-reflective learning) and **ILO9** (Contribute regionally and globally) since the graduates were still students applying for GIS projects to work in, through the project activities, and eventually in the communication of their GIS work.*
The PLOs, together, address all the ILOs indicating that graduates from the Applied GIS associate certificate will have the knowledge, skills, and virtues that all UFV graduates can demonstrate.	

Appendix E: Calendar Copy

1. **Faculty and department of program:** Faculty of Science/ Department of Planning, Geography, and Environmental Studies

2. **Website***: https://www.ufv.ca/land-and-environment/programs/geographic-information-systems/

3. **Program title/credential: Applied** GIS associate certificate

4. **Associated degree program:** BA, BAS, BBA, BE, BES/BES-NS, BFA, BGDS, BIS, BKin, BSc, BSW

5. **Program introduction/calendar description** *(brief description, usually 1-3 paragraphs)*

   Improved opportunities for higher-level positions in community services, environment, and resource industries, and municipal or regional government, by adding the *Applied GIS associate certificate* to your degree or diploma.

   The required 10-14 credits to complete the Applied GIS associate certificate will consist of three applied GIS courses, where you will learn essential concepts of GIS and related geospatial technologies and gain hands-on digital mapping experience. Substitute an applied GIS course with a capstone GIS project course completed in various experiential learning pathways such as co-op, internships, or a GIS Project course, where you will create a professional-quality GIS portfolio focused on a particular industry's data needs, workflow, geoprocessing, and digital mapping, demonstrating to the industry of your choice that your GIS skills are relevant in that industry

   The *Applied GIS associate certificate* can be completed in several degree or diploma programs. Please refer to the appropriate degree or diploma program for information on additional requirements. Students are encouraged to consult an Academic Advisor early to ensure timely completion.

6. **Entrance requirements**
   Completion of GEOG 355, GEOG/BIO 357, GEOG 358 or GEOG 359, or completion of a 3- or 4-year degree or 2-year diploma or associate degree from a recognized post-secondary institution.

7. **When to apply** *(either specific intake or continuous application, if applicable)*
   The program follows a continuous application model.

8. **How to apply**
   Apply online at ufv.ca/admissions/apply.
   Interested applicants can contact PGES@ufv.ca.

9. **Basis for admission decision** *(specify either competitive or non-competitive admission)*

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

10. **Fees and additional costs**
See the Fees and Other Costs section.

11. **Program duration and total number of credits**

The *Applied GIS associate certificate* requires a minimum of 10 credits. Students are encouraged to consult an Academic Advisor early to ensure timely completion.

12. **Location** *(if applicable)*

Abbotsford Campus

13. **Declaration requirements**

Students are encouraged to formally apply to the *Applied GIS associate certificate* program as early as possible in their university studies to facilitate advising, access to courses, and timely completion of their degrees and the associate certificate.

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

Course	Title	Credits
Three of:		**10-14**
GEOG 355	GIS for Built Environment	
GEOG 357/BIO 357	Conservation GIS	
GEOG 358	Forensic Geographic Information Systems	
GEOG 359	Geographic Information Systems for Business	
Capstone course	GIS project in one of COOP 110, GEOG 396, GEOG 398, GEOG 400, GEOG 412, GEOG 484, or GEOG 492 (see Note)	

Note: Students wishing to use a capstone course toward program requirements must obtain approval from the Planning, Geography, and Environmental Studies department head. The capstone course must include a minimum 80% applied GIS component.

15. **Specializations or options of the program** *(if applicable)*

- not applicable

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

At least 25% of the credits used towards program completion must be completed at UFV.

Appendix F: Full Course Outlines

Links to the existing course options in the GIS associate certificate:

BIO 357 / GEOG 357 - Conservation GIS

GEOG 358 – Forensic GIS

GEOG 396 – Canada Internship

GEOG 398 – International Internship

GEOG 400 – Advanced Research Topics in Geography

GEOG 412 – Environmental Geography Practicum

GEOG 484 – Directed Studies

GEOG 492 – Honours Research Project

COOP 110 – Co-op Work Term Performance and Report 1

Proposed courses GEOG 355 (GIS for Built Environment) and GEOG 359 (Geographic Information Systems (GIS) for Business) accompany the Applied GIS associate certificate proposal. Proposed course outlines for these two courses are separate documents accompanying this program proposal.

UNIVERSITY
OF THE FRASER VALLEY

MEMORANDUM

TO: APPC, Senate, Board of Governors

FROM: James Mandigo, Provost & VP, Academic

DATE: April 17, 2024

RE: Program Reinstatement – Power and Place associate certificate

As per the Suspension and Discontinuance Policy (222), I approve the request to reinstate the Power and Place associate certificate, effective immediately, with an intake expected for Summer 2024.

The Power and Place associate certificate has been in suspension since 2019 as the Indigenous Maps, Films, Rights and Land Claims Associate Certificate, and since then the program underwent revisions which included consultation and subsequent course and program approvals.

Thank you to Sylvie Murray, Dean, College of Arts, for leading this revised program and to the rest of the curriculum committee for their committed effort to make enhancements and improvements to the program.

Please add this to your next agendas for information.

Attachment:
- Reinstatement Memo from Dean, College of Arts

UNIVERSITY OF THE **FRASER VALLEY**

MEMO

To:	James Mandigo, Provost and VP, Academic
From:	Sylvie Murray, College of Arts
Cc:	Nicola Mooney, Melinda Saretzky, pdqa@ufv.ca
Subject:	Program Reinstatement: Power and Place Associate Certificate, School of Social Justice and Global Stewardship, College of Arts
Date:	APRIL 16, 2024

SECTION 1 - Program Information

Power and Place: Stó:lō Téméxw Responsibility, Reflection, and (Re)Storying associate certificate reflects the new name of the formerly suspended Indigenous Maps, Films, Rights, and Land Claims associate certificate.

SECTION 2 - Effective Date

May 2024 (summer semester)

SECTION 3 - Rationale

Starting in Fall 2019, and continuing into 2020-21, Dr. Stefania Pizzirani, with the support of the Dean of Arts, conducted a curriculum review which included extensive engagement with internal and external stakeholders. The program changes to this associate certificate were approved at CAC on January 27, 2023, at UEC on November 24, 2023, and at Senate March 15, 2024.

SECTION 4 - Consultation

The Indigenous Studies faculty members, who are part of SoJust, actively participated in the revisions and planning for the program to be reinstated as of May 2024. In its approval of the program changes in January 2023, the CAC also approved the reinstatement of this associate certificate program as early as Summer 2023. The program changes took longer to move through the university approval process than expected, and this delayed both implementation and the request for reinstatement a year.

SECTION 5 - Communication Plan

The Dean's office has been managing this communications plan. Communications are completed with

- Potential students
- Office of the Registrar

- Academic Calendar Editor
- Undergraduate Education Committee
- Academic Advising Centre
- University Relations
- College of Arts Council

SECTION 6 – Additional Relevant Information
Email with PDQA attached (March 22, 2023)

From:	Claire Carolan
To:	Sylvie Murray; David Johnston
Cc:	Tracy RyderGlass; Tara Kaszonyi; Linda Pardy; Sumitra Robertson
Subject:	Re: Indigenous Maps, Films, Rights and Land Claims Associate Certificate -- Reinstatement
Date:	March 22, 2023 8:54:48 AM
Attachments:	image001.jpg

Dear Sylvie,

Received, thank you. We will note this in the program file.

Claire

From: Sylvie Murray <Sylvie.Murray@ufv.ca>
Sent: Wednesday, March 22, 2023 8:48 AM
To: Claire Carolan <Claire.Carolan@ufv.ca>; David Johnston <David.Johnston@ufv.ca>
Cc: Tracy RyderGlass <Tracy.RyderGlass@ufv.ca>; Tara Kaszonyi <Tara.Kaszonyi@ufv.ca>; Linda Pardy <Linda.Pardy@ufv.ca>; Sumitra Robertson <Sumitra.Robertson@ufv.ca>
Subject: Indigenous Maps, Films, Rights and Land Claims Associate Certificate -- Reinstatement

Dear Claire and David,

Please accept this email as notification that the College of Arts wishes to re-instate this certificate. It is currently undergoing major changes (under the revised title of "Power and Place") and is currently in the UEC process. Our goal is to have the revisions appear in the Winter update to the Academic Calendar for offering in Summer 2024.

Thank you,
Sylvie

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences

Sylvie.murray@ufv.ca
604-854-4515
Toll Free (Canada): 1-888-504-7441 x4515

I respectfully acknowledge that I live and work on the traditional, ancestral, and unceded land of Stó:lō, People of the River. Long before Canada was formed, Stó:lō communities occupied the land

on which UFV is located. The Stó:lō traditional territory in the Fraser Valley and Fraser Canyon extends from Yale to Langley, B.C., which is where the upriver dialect of Halq'eméylem is spoken. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing in the curriculum.

Procedures

for Program Suspension and Discontinuance

Appendix to Policy 222

Academic Planning and Priorities Committee

Last revised: April 2024

Table of Contents

Section 1 - Introduction

The Program Suspension and Discontinuance policy (222) guides the transparent and accountable suspension and discontinuance of academic programs at the University of the Fraser Valley. The policy applies to all undergraduate and graduate programs; excluding all non-credit continuing education programs and a specific focus embedded within a program (e.g., a concentration within a major). This policy does not apply to adjustments in the number or location of course offerings as part of the ongoing management of program delivery.

The procedures and templates in support of this policy will, with consultation from the PDQA office, be developed and maintained by the Chair, Vice-chair and APPC assistant; communicated to APPC; and published on the UFV website.

These procedures describe the process and standard of evidence that the University of the Fraser Valley (hereafter "the University" or "UFV") employs to determine the suspension, discontinuance, or reinstatement of a program of study.

Submission guidelines

Typically, a proposal for program suspension or discontinuance will be initiated by the Dean of the relevant area. A request to consider program discontinuance, suspension, or reinstatement may also come from the Provost or the Academic Planning and Priorities Committee (APPC) based on results from formal university review processes.

Program suspensions, discontinuances, and reinstatements can be submitted at any time and must coincide with committee approvals and other UFV deadlines, such as Admission, Academic Calendar, etc. Submission deadlines may be subject to change at any time (see sections below for deadlines). Areas must also be attentive to admission application start dates and it is best to submit requests as early as possible, in the event of unexpected delays. Whenever possible, decisions to discontinue or suspend programs will take place within the academic planning processes of the UFV Plans, including the Integrated Strategic Plan.

Note: Program suspension for two years is recommended (with a possible extension) to allow time for the course and program approval processes when program revisions are expected. Deadlines may be tight, please connect with the Academic Calendar Editor and Admissions office for timelines.

Timelines

The annual Academic Calendar (ufv.ca/calendar) is the official source for all approved courses and programs. All changes to programs must be published in the calendar prior to implementation. There are other areas within the Office of the Registrar that must be notified to implement these changes, such as admissions, myGradplan, and Banner. Changes should be submitted as early as possible to avoid missing these deadlines.

Minimum timelines

The approximate time required from faculty/college recommendation to final approval are:

- Program discontinuance: 4-5 months
- Program suspensions: 3-4 months
- Program reinstatement: 2-3 months

Principles

The following principles guide the program suspension/discontinuance/reinstatement processes:

Program Rigour: Program suspension/discontinuance/reinstatement ensures academic relevance, currency, and response to student needs and the educational environment.

Transparency: The review and approval processes are 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 comply with policy Program Suspension and Discontinuance (222).

Definitions

APPC: Academic Planning and Priorities Committee

AVP RGS: Associate Vice-President, Research, and Graduate Studies

Budget Office: Director, Budgets and Resource Planning

Communication Plan: How the program suspension, discontinuance, or reinstatement will be communicated to all stakeholders

Consultation: Seeking of input and opinions

GSC: Graduate Studies Committee

Implementation Plan: Course of action by a department or program during suspension or reinstatement to either review and reinstate or discontinue a program

PDQA: Program Development and Quality Assurance

Program: A set of courses and associated requirements offered as a credential (e.g., a certificate, diploma, degree, etc.) or as a defined area of study within a credential (e.g., a major, minor, honours, specialization, etc.)

These procedures do not apply to:
- a specific focus embedded within a program (e.g., a concentration or specialization within a major), which is treated as a program revision under the Undergraduate Course and Program Approval policy (21) or Graduate Course and Program Approval policy (209)
- all non-credit continuing education programs
- adjustments in the number or timing of program intakes during an academic year or the scheduling or location of courses offered in a program that are part of the ongoing management of program delivery

Program Discontinuance: Elimination of the offering of a program

Program Suspension: Temporary cancellation of the intake of new students into a program for one or more academic years

Reinstatement: Resuming enrolment and delivery of a suspended program

SBC: Senate Budget Committee

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

UEC: Undergraduate Education Committee

Program Suspension and Discontinuance (222) Procedures

P a g e | **4**

Work Plan: How the suspension time will be used to address to reasons for suspension

Additional resources

Memo Templates: Contact pdqa@ufv.ca

Main page: https://www.ufv.ca/program-development/

Program Suspension and Discontinuance (222): https://www.ufv.ca/secretariat/policies/

Procedures for undergraduate program changes: ufv.ca/senate/standing-committees/uec/uec-resources/program-changes/

Procedures for graduate program changes: ufv.ca/graduate-studies/faculty-and-staff-resources/forms-guidelines/

Program Suspension and Discontinuance (222) Procedures

Section 2 - Program Discontinuance

Program discontinuance forms part of an ongoing process of program revision and renewal. Proposals can be submitted at any time but should allow for at least four months lead time. Areas must be attentive to when applications are open. Effort should be made to time submission, review and approval of a proposal for discontinuance to align with UFV deadlines, such as admissions and the Academic Calendar.

Note: Choose program suspension if more time is needed to consider a program discontinuance.

Based on outcomes from the UFV program review process, APPC may recommend that either or both the Provost and/or Dean examine the quality and viability of a specific program for the purpose of discontinuance.

Once a program is discontinued, the program no longer has status as an approved program at the University of the Fraser Valley. PDQA will remove discontinued programs from the program review 10-year schedule. Any proposal to reinstate the program will be considered a new program under the Undergraduate and Graduate Course and Program Approval policies (21 and 209).

Decisions regarding the discontinuance of programs at UFV will take into consideration UFV's academic plans (e.g., Integrated Strategic Plan, SEM plan, etc.), implications to the BC education system, the UFV community, Collective Agreement, and university values and ethics.

Procedures (minimum 4-5 months)

In cases where a program is discontinued, the University will honour its commitment to currently enrolled students, by providing pathways for completion where possible.

Program discontinuances must be approved by the January APPC meeting to be included in the September Academic Calendar and to allow sufficient notice for other implementation processes, if submitted earlier, a note can be added to indicate that the program is no longer available.

Note: To discontinue courses, please follow the Undergraduate or Graduate Course and Program Approval procedures.

1. Initiate

- A program discontinuance is typically initiated by the dean of the relevant area. A request to consider program discontinuance may also come from the provost; or from APPC based on results from formal university review processes, and if applicable, the AVP RGS
- If the program is currently in suspension, the discontinuance proposal must be submitted before the suspension period ends

2. Complete Proposal

- Dean or program area completes the proposal
- Documents required: memo (sample template provided); and supporting documents, if applicable (see Proposal Components section below for more details)

3. Consult with Areas

- Must include: department/school, Academic Advising, Faculty/College Council, Budget Office SBC, and, if applicable, the AVP RGS

4. Submission

- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits the proposal to the APPC (cc: provost, assistant to the provost, department head/director, other relevant assistants, and if applicable, the AVP RGS)
- APPC forwards the proposal and 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. The provost will also notify the Academic Advising, Office of the Registrar, UEC/GSC, and APPC ~~SBC~~ of the decision and effective date.

5. Execute Communication Plan

- After Board approval, the Dept Head/Director executes the communication plan as soon as possible.

Program Suspension and Discontinuance (222) Procedures

P a g e | **8**

Proposal Components - Program Discontinuance

Memo template available.

1. Program Info	Further program information (credential, etc.)
2. Effective date	Semester the program discontinuance would take effect
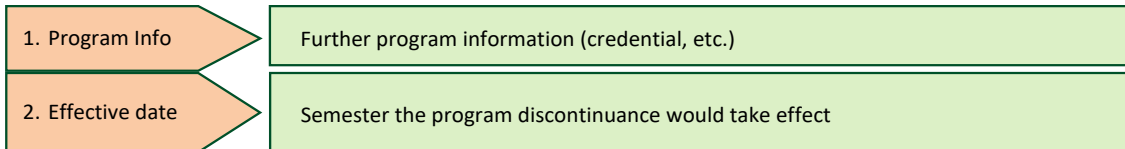
3. Rationale

Note: If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in this rationale section, please provide only a brief explanation here.

Decide to discontinue a program on a holistic assessment of the program in terms of all the variables, within a process with a broadly consultative and collegial process. 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.

The rationale for program discontinuance will typically consider issues arising from the following categories:

Section 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

Section B. Capacity – determined by a broad assessment of program inputs - What resources are currently available to deliver the program? Include information, as relevant, about:
- Faculty and staff
- Capital equipment
- Facility infrastructure
- Course offerings

Section C. Program Output – What is the program delivering? 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. 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;
- Opportunities for laddering; Research capacity and any ongoing research projects

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

Section E. Reputational Considerations for the University. 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?

Program Suspension and Discontinuance (222) Procedures

Proposal Components - Program Discontinuance -continued

| 4. Principles | The proposal should include evidence that the principles outlined in these procedures have been applied, and that the program has been assessed according to the criteria as outlined in rationale of the proposal. |

| 5. Accommodation Plan | An accommodation and transition plan must be included in the proposal outlining how the existing students will transition through the existing program or to a new credential. When relevant, also include a plan for reallocation of any remaining program resources. |

| 6. Communication Plan | The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates: |

- existing students
- Office of the Registrar
- Academic Calendar Editor
- Undergraduate Education Committee (or Graduate Studies Committee)
- ~~Senate Budget Committee~~Academic Planning and Priorities Committee
- Academic Advising Centre
- University Relations (include Marketing)
- Faculty/College Councils affected
- others as needed
- external stakeholders, if relevant

| 7. Other relevant documents | Submit any relevant, supporting documents, for example, memo from the department. |

Program Suspension and Discontinuance (222) Procedures

Section 3 - Program Suspension

Students will not be able to apply to the program while it is in suspension, during which time the program is to be reviewed to determine its future. Program suspension proposals can be submitted at any time for a maximum of two academic years and may be renewed only once. Ideally, the decision will be made and communicated at least four months before the usual start date of the program. Areas must also be attentive to other UFV deadlines, such as admissions and the Academic Calendar.

Procedures (minimum 3-4 months)

To ensure UFV deadlines are met, program suspensions must be approved by the provost by March for fall semester, by September for winter semester, and by December for summer semester

1. Initiate
- Program suspension is typically initiated by the dean (and AVP RGS, if a graduate program), making note of the submission deadlines
- The provost or the APPC can also initiate

2. Complete Proposal
- Dean or program area completes the proposal
- Documents required: memo (sample template provided); and supporting documents, if applicable (see Proposal Components section below for more details)

3. Consult with Areas
- Must include: department/school, Academic Advising, Faculty/College Council, Budget Office SBC, and, if applicable, the AVP RGS

4. Submission
- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits the proposal to the provost for review and decision (cc: assistant to the provost, department head/director, other relevant assistants, and if applicable, the AVP RGS)
- Provost reviews and responds with decision

5. Submit to Committees
- If approved, the provost submits a supporting memo with the proposal to the following committees for information: APPC, Senate, Board, and will also notify the Academic Advising, Office of the Registrar, SBC, and UEC/GSC, of the decision and effective date

6. Execute Communication Plan
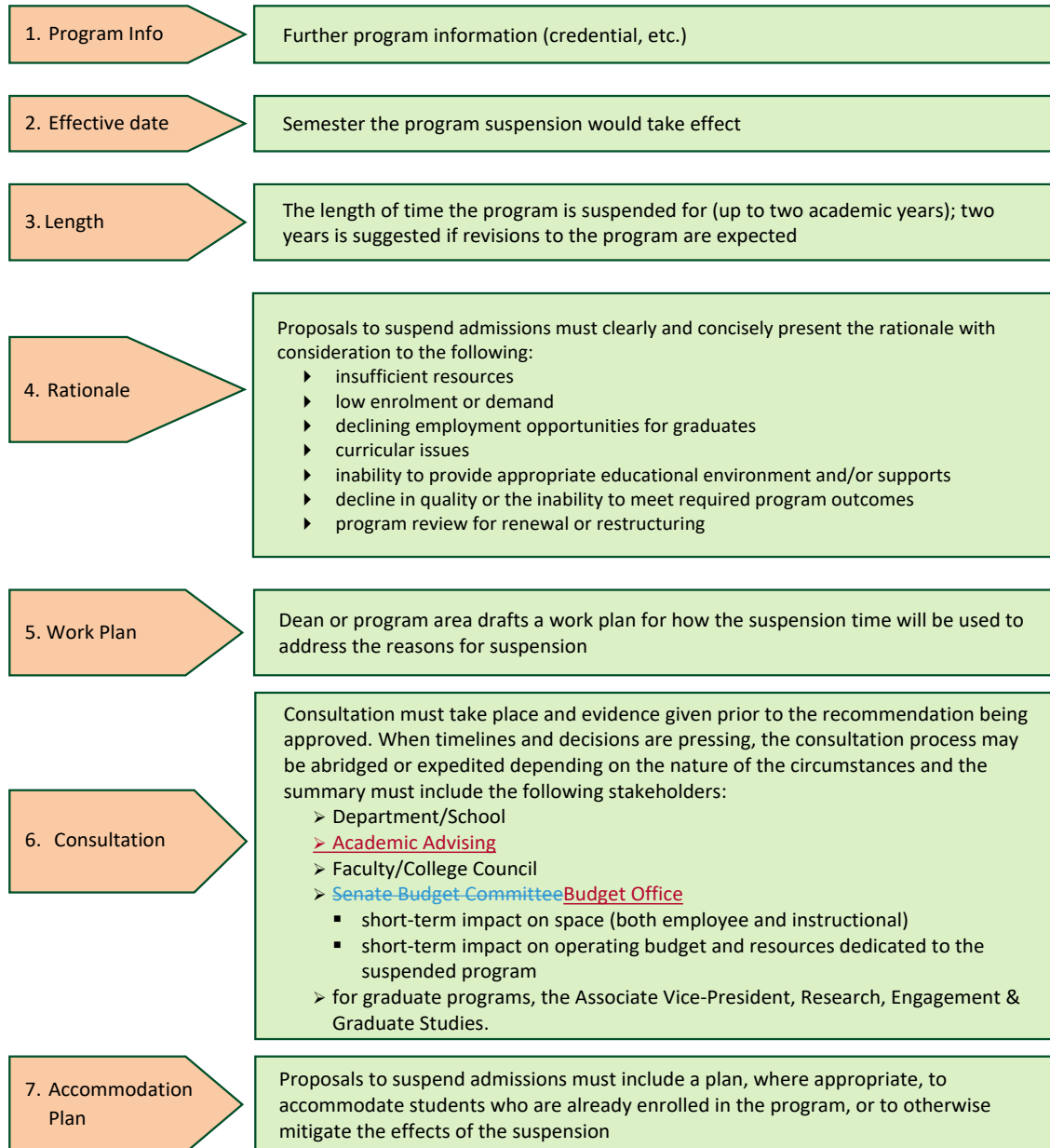- After approval, the dept head/director executes the communication plan as soon as possible and as stated in the proposal

7. Next Steps
- Before the end of the suspension period department head/director and dean decide whether to renew the suspension (see Section 4), reinstate the program (see Section 5), or discontinue the program (see Section 2)

Program Suspension and Discontinuance (222) Procedures

Proposal Components - Program Suspension

Memo template available.

1. Program Info	Further program information (credential, etc.)
2. Effective date	Semester the program suspension would take effect
3. Length	The length of time the program is suspended for (up to two academic years); two years is suggested if revisions to the program are expected
4. Rationale	Proposals to suspend admissions must clearly and concisely present the rationale with consideration to the following: ▸ insufficient resources ▸ low enrolment or demand ▸ declining employment opportunities for graduates ▸ curricular issues ▸ inability to provide appropriate educational environment and/or supports ▸ decline in quality or the inability to meet required program outcomes ▸ program review for renewal or restructuring
5. Work Plan	Dean or program area drafts a work plan for how the suspension time will be used to address the reasons for suspension
6. Consultation	Consultation must take place and evidence given 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 and the summary must include the following stakeholders: ➤ Department/School ➤ Academic Advising ➤ Faculty/College Council ➤ ~~Senate Budget Committee~~Budget Office ▪ short-term impact on space (both employee and instructional) ▪ short-term impact on operating budget and resources dedicated to the suspended program ➤ for graduate programs, the Associate Vice-President, Research, Engagement & Graduate Studies.
7. Accommodation Plan	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

Program Suspension and Discontinuance (222) Procedures

Proposal Components - Program Suspension -continued

8. Communication Plan	The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates: ➢ existing students ➢ Office of the Registrar ➢ Academic Calendar Editor ➢ Undergraduate Education Committee (or Graduate Studies Committee) ➢ Senate Budget CommitteeAcademic Planning and Priorities Committee ➢ Academic Advising Centre ➢ University Relations ➢ Faculty/College Councils affected ➢ Others as needed ➢ external stakeholders, if relevant
9. Other relevant documents	Submit any relevant, supporting documents, for example, memo from the department.

Section 4 – Program Suspension Renewal

Suspensions may be renewed only once for a maximum of two years. Requests for program suspension renewals must be submitted before the end date of the first suspension

Procedures (minimum 3-4 months)

A decision to continue suspension should be made and communicated at least four months before the end date of the first suspension. Areas must be attentive to other UFV deadlines, such as admissions and the Academic Calendar. They share submission timelines with program suspensions: by March for fall semester, by September for winter semester, and by December for summer semester

1. Initiate

- Typically initiated by the dean, with, if applicable, the AVP RGS, before the initial program suspension period ends, noting the submission deadlines

2. Complete Renewal Memo

- Dean or program area completes the renewal memo (template provided) and collects any supporting documents, if applicable (see Memo Components section below for more details)

3. Consult with Areas

- Must include: department/school, Academic Advising, Faculty/College Council, Budget Office SBC, and if applicable, the AVP RGS

4. Submission

- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits renewal memo to the provost for review and decision (cc: department head/director, assistant to the provost, other relevant assistants, and, if applicable, the AVP RGS)
- Provost reviews and responds with decision

5. Submit to Committees

- If approved, the provost will submit a supporting memo with the renewal memo to the following committees for information: APPC, Senate, Board and will also notify the Academic Advising, Office of the Registrar, SBC, and UEC/GSC, of the decision and effective date.

6. Execute Communication Plan

- After approval, the department head/director executes the communication plan as necessary

7. Next Steps

- Dean submits a proposal to either reinstate (see Section 5) or discontinue (see Section 2) the program before the end of the second program suspension

Program Suspension and Discontinuance (222) Procedures

Memo Components - Program Suspension Renewal

Memo template available.

1. Program Info	Further program information (credential, etc.)
2. Effective date	Semester the program suspension would take effect
3. Length	The additional length of time the program is suspended for (up to two academic years
4. Rationale	To continue to suspend admissions, clearly and concisely present the rationale with consideration to the following: ▸ insufficient resources ▸ low enrolment or demand ▸ declining employment opportunities for graduates ▸ curricular issues ▸ inability to provide appropriate educational environment and/or supports ▸ decline in quality or the inability to meet required program outcomes ▸ program review for renewal or restructuring
5. Work Plan	Dean or program area drafts a work plan for how the additional suspension time will be used to address to reasons for suspension
6. Consultation	Consultation must take place and evidence given 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 and the summary must include the following stakeholders: ➢ Budget Office ➢ Department/School ➢ Academic Advising, ➢ Faculty/College Council ➢ for graduate programs, the AVP RGS
7. Accommodation Plan	To continue to suspend admissions include a plan, where appropriate, to accommodate students who are already enrolled in the program, or to otherwise mitigate the effects of the suspension
8. Communication Plan	The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates: ➢ existing students ➢ Office of the Registrar ➢ Academic Calendar Editor ➢ Undergraduate Education Committee (or Graduate Studies Committee) ➢ Senate Budget CommitteeAcademic Planning and Priorities Committee ➢ Academic Advising Centre ➢ University Relations ➢ Faculty/College Councils affected ➢ others as needed ➢ external stakeholders, if relevant

Program Suspension and Discontinuance (222) Procedures

P a g e | **16**

9. Other relevant documents	Submit any relevant, supporting documents, for example, memo from the department.

Program Suspension and Discontinuance (222) Procedures

Section 5 - Program Reinstatement

Departments moving to reinstate programs more than four months prior to the end of the set suspension period may initiate the process by contacting PDQA. Reinstatement procedures will otherwise be automatically initiated by PDQA four months prior to the end date of the suspension. On the effective reinstatement semester, the program will be opened to receive student admissions applications once again.

Procedures (minimum 2-3 months)

To ensure UFV deadlines are met, a memo to reinstate a suspended program must by approved by the provost by March for fall semester, September for winter semester, and December for summer semester.

1. Initiate

- The Dean's office will communicate an implementation plan for the program before the program suspension period ends, noting the submission deadlines, and if applicable, the AVP RGS

2. Complete Reinstatement Memo

- Dean or program area completes the reinstatement memo.
- Memo should directly address any steps taken to address the reasons for suspension (e.g., low enrolment, curriculum revitalization, major program changes etc.)
- Documents required: reinstatement memo (template provided); and supporting documents, if applicable (see Memo Components section below for more details)

3. Consultation

- Agreement between the department/school and the Faculty/College Council (for graduate programs, AVP RGS)
- Appropriate stakeholders as necessary in consultation with PDQA (e.g., ; Academic Advising, Budget Office SBC, UEC/GSC.

4. Submission

- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits the reinstatement memo to the provost for review and decision (cc: department head/director, assistant to the provost, other relevant assistants, and if applicable, the AVP RGS)
- Provost reviews and responds with decision

5. Submit to Committees

- If approved, the provost will submit a supporting memo with the reinstatement memo to the following committees for information: APPC, Senate, and the Board; and will also notify the Academic Advising, Office of the Registrar, and UEC/GSC, of the decision and effective date.

6. Execute Communication Plan

- After approval, the department head/director executes the communication plan as soon as possible and as stated in the memo.

Memo Components - Program Reinstatement

Memo template available.

| 1. Program Info | Further program information (credential, etc.) |

| 2. Effective date | Semester the program would be reinstated (i.e., first term to accept new students) |

| 3. Rationale | Provide a summary of the program's readiness to be reinstated; (if revisions to the program were made, provide UEC/GSC approval dates) |

| 4. Consultation | ➢ Agreement between the department/school and the Faculty/College Council (for graduate programs, AVP RGS)
➢ Appropriate stakeholders as necessary in consultation with PDQA, (e.g., Budget Office SBC, Academic Advising, UEC/GSC, etc.) |

| 5. Communication Plan | The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates:
➢ existing students
➢ Office of the Registrar
➢ Academic Calendar Editor
➢ Undergraduate Education Committee (or Graduate Studies Committee)
➢ Senate Budget CommitteeAcademic Planning and Priorities Committee
➢ Academic Advising Centre
➢ University Relations
➢ Faculty/College Councils affected
➢ others as needed
➢ external stakeholders, if relevant |

| 6. Other relevant documents | Submit any relevant, supporting documents, for example, memo from the department. |

Program Suspension and Discontinuance (222) Procedures

Sociology Program Review Progress Report

March 2024

Recommendations (general)	Associated Specific Recommendations from ER Report	Action Items and Projected Timeline	Progress to date
1. Develop a curriculum committee who will take primary responsibility for pushing through changes to sociology courses that will update and diversify course offerings.	2.1: Develop courses that more directly include content and perspectives drawn from communities outside of North America and Europe. 3.2: Prioritize an overall review of courses in the Sociology Program. There are a significant number of courses that are still on the books which have not been offered in the last few years	**Completed since review:** SCMS Curriculum Committee created. In the initial stages of drafting Terms of Reference. **Short term:** SMCS Curriculum Committee: Review and revise Official Course Outlines • In initial planning stages of SCMS curriculum review, to involve SCMS Curriculum Committee and other members of SCMS • In conjunction with the above, increase degree to which Sociology courses address ILO # 9 (Contribute	SCMS Curriculum Committee in place to review curriculum approved by disciplinary Program Area Working Groups (PAWGs) for Sociology, Anthropology and Media & Communications Studies. • Curriculum review procedures organized so that disciplinary PAWGs do the initial revisions and voting on Official Course Outlines and any program changes. These changes are then brought forward to the SCMS Curriculum Committee, that assesses the curriculum on the basis of how it serves the School. • As our course review has proceeded, SOC has explicitly incorporated and updated ILO

	regionally and globally), ILO #5 (Communicate effectively) and ILO # 6 (Pursue self-motivated and self-reflective learning).	#9 (Contribute regionally and globally). Now that we are nearing the completion of updating our outdated curriculum, we will be in a position to better-assess how to more meaningfully integrate the ILOs into SOC curriculum. The ILOs have recently been updated. For this reason, SOC needs to reconsider how all the revised ILOs fit with the SOC curriculum.
4.4: Cull the current list of courses and discontinue (or revise and place in the regular rotation) any course not offered in the last five years.	• Director is undertaking cross-listing "fact-finding" review of how cross-listed courses are being taught. Will be completed by end of February/early March 2022. (addresses 4.9 and 3.1, even though 3.1. is about Learning Outcomes and not courses, *per se*)	• Report on the Crosslisting of Courses in SCMS completed, reviewed by SCMS members and submitted to the Dean's Office April 11, 2022. The outcome, also shaped by direction from the Dean's Office, was to eliminate three-way crosslists and any cross-lists where the course does not explicitly address both disciplines for at least 50% of the course. In addition, where possible, courses be decrosslisted and, instead, the program requirements be adapted to include the

previously crosslisted course as a program option. This is the practice that has been implemented in SCMS.

- As of March 11, 2024, SOC PAWG has revised and approved 33 SOC course revisions and 3 discontinuances. Several of these still need to pass through SCMSCC, CACC and UEC. Twelve have already been through the entire review process.

- The SOC PAWG has also revised/updated all the SOC programs (see Appendix A) and, in conjunction with the ANTH PAWG, has also revised/updated the SOC/ANTH programs.

- As noted in section below, the revised Sociology Program Learning Outcomes will be used as guidelines for revising our Official Course Outlines and conducting our Curriculum Review (addresses 3.3)

- The revised SOC PLOs are informing the ongoing course revisions. However, we realized that it will be more meaningful to do this after all the courses have been updated, as it will give us a better landscape

4.5: Consider regularizing those special topics courses which are offered frequently and which most closely align with the program orientation and objectives.

picture of what we have and where we have gaps (as opposed to now, when we still have many moving curriculum pieces).

- We have yet to regularize any special topics courses. The discussion has begun around which courses we should regularize. However, as the above notes suggest, we are only just getting to a position where we can truly assess the degree to which our current curriculum addresses our PLOs.

4.6: Make available on a regular basis courses which are required for program completion, such as Sociology 356 (Qualitative Research Methods) more than once per calendar year.

For Director/Sociology caucus:
- In consultation with the Sociology Caucus, Director to create a course rotation that includes more than one offering per calendar year of courses which are required for program completion (such as Soc 356, Qual. Research Methods) and in high enough demand for additional sections (addressed 4.6)

- Unfortunately, the pandemic had unexpected implications for our program student numbers. We are no longer in need of an extra section of SOC/MACS 255 or SOC/MACS 356 per year.

4.7: Consider offering Sociology 254 as a regular course, rather than as a directed

- consider offering Sociology 254 as a regular course (addresses 4.7)

- We now offer SOC 254 on a regular basis. This was made possible due to coordination with CRIM and the CoA's in

study. This course is required for the Social Research Option and students are often unaware that they must take this class until they are close to completing the credential.		terms of making this course included as an option for writing requirements in the CRIM and BA programs.
4.8: Develop a Contemporary Theories course to follow on the existing SOC 350 (Classical Sociological Thought). Because Classical Sociological Thought is currently offered at the 300-level, one possibility might be to renumber it to 200-level, and then introduce Contemporary Theory at the 300-level. Alternatively, perhaps they could both be placed at the 300-level (for instance SOC 350 and 351), but with	Soc caucus and/or SCMS Curriculum Committee (as determined by Terms of Reference for SCMS Curriculum Committee): Review and revise the current Sociology curriculum and catalogue of Sociology courses listed in UFV's Academic Calendar: • Assess frequently-offered special topics courses for whether they should become official courses (addresses 4.5) • Cull the current list of courses and discontinue (or revise and place in the regular rotation) any course not offered in the last five years (addresses 4.4) • Determine what other new courses we want to create, potentially	 • In process. See note above • In process. See note above • Have not yet gotten to this stage.

Classical serving as a prerequisite for Contemporary.	including a contemporary theory course (addresses 4.8)	• After a lengthy discussion, have decided to convert SOC 350: Classical Sociological Theory into a combined classical and contemporary theory course.
	• In conjunction with the above point, the Caucus/Committee will assess whether we need to change the Sociology program requirements at all (e.g. by adding Contemporary Theory as a requirement to the Soc Major, or giving Soc Majors an option between Classical and Contemporary Theory courses) (addresses 4.8)	• We have made changes to the SOC programs such that SOC 350 is no longer required. As of next Fall, SOC program students are only required to take SOC 201 as their theory requirement. SOC 350 is now an elective. The plan is to include SOC 350 as a requirement in the SOC Honours degree, when that is created.
4.9: Review the current practice of multiple cross-listing of courses. In the past, the triple crosslisting of a significant number of courses was utilized to support smaller programs within SCMS. As programs have grown, this no longer seems		• A new practice has been implemented. See above

	necessary and the triple crosslisting creates unnecessary confusion and often results in transcripts that do not accurately represent a student's disciplinary depth (which can be a problem when applying to graduate school or certain types of employment).		
2. Review and revise current program learning outcomes for clarity, coherence and greater congruence with UFV's Institutional Outcomes.	3.1: Review and revise current program learning outcomes for clarity, coherence and greater congruence with UFV's Institutional Learning Outcomes. In particular, consider adding or enhancing PLOs to address ILO # 9 (Contribute regionally and globally), ILO #5 (Communicate effectively) and ILO # 6	**Completed since review:** We have revised our Program Learning Outcomes (see below). These are being included in the Anthropology program self-study report (as part of the discussion related to the Sociology-Anthropology Major). **Short term:** The revised Sociology Program Learning Outcomes will be used as guidelines for revising our Official Course Outlines and conducting our upcoming Curriculum Review (addresses 3.3)	• This has been completed (see Appendix A) • UFV's ILOs were recently revised. The SOC PLOs were revised prior to the release of the ILO revisions. SOC PAWG has yet to review the revised ILOs in relation to the SOC PLOs.

(Pursue self-motivated and self-reflective learning).	**Medium Term:** • With some assistance of the Dean's Office (e.g., support from WIL coordinators), SCMS will be creating an External Program Advisory Committee (addresses 4.1).	• We will be getting to this place within the next year. At present, we are still heavily involved in initial curriculum updating.
3.3 As courses are reviewed, adjust the course learning outcomes to more closely align with the new PLOs.		• See above.
4.1: The Sociology Program should follow through on its commitment to form an External Program Advisory Committee with which it will consult on a regular basis, especially with regard to new and revised programming that addresses specific workplace skills program students may acquire to enhance		• See above. • The SOC PAWG is in the process of creating two new practicum courses. We envision these as a fruitful means by which we can increase our student's ability to see how their in-course skills are applicable to more work-ready experiences. We hope to have these in place by the time we can develop our External Program Advisory Committee.

		postgraduation career options.	
3. Consider revising the current (underutilized) Social Research Option, with a view to creating an Honours credential.	4.2: Consider revising the current (underutilized) Social Research Option, with a view to creating an Honours credential. This would bring the UFV Sociology program into line with most of its comparator institutions.	**Short term:** For now, we have decided to make a concerted effort to recruit students into the Social Research Concentration in the Sociology Major instead of converting it into an Honours degree. We see the Concentration as a credential that connotes a specific set of skills to prospective employers, whereas an Honours degree is more of an academic credential. While the Research Concentration is of benefit to students who want to get a graduate degree, it is also valuable to students who do not plan to get such a degree. The Research Concentration can thus serve as a valuable asset for a wider variety of students. Moreover, we feel the Honours designation does not indicate this same set of skills to employers, and therefore cannot assist students as well in their search for meaningful sociology-related employment. Streamlining courses will help highlight the Social Research Option, and might increase its utilization. (addresses 4.2)	• We are currently exploring our options in terms of what would best suit the needs and interests of our students. We are currently discussing the possibility of an Honours degree, a Social Science Research Certificate, a Post-Graduate Research Certificate, and/or an Associate of Arts-Sociology Degree. We feel that the Research Concentration is not serving a broad enough range of students, and want to explore whether other program options are more useful at this time.

Long-term:
Related to the above, we plan to explore the possibility of creating a new Social Science Research Certificate that can be taken by any UFV student and/or a post-graduate Social Science Research Certificate or Diploma for graduated students. This will hopefully help reinforce the value of (and enrolments in) our Research Concentration.

4. Ensure greater inclusion of both Sessional faculty members and students in program/departmental affairs, including attendance at meetings.	2.4: Improve communication with program students regarding when courses are being offered and other information relevant to their timely progress through the credential. Suggestions for how to facilitate better communication could include: one-on-one check-ins with the Chair on an annual basis; the establishment of an Undergraduate Advisor; a periodic newsletter sent to	**Completed/ongoing:** We have invited sessionals to School meetings. We have already started to include sessionals in more Department/School activities. For example, sessionals were invited to the Annual 2021 SCMS Department Retreat. **Short-term:** SCMS: Explore the possibility of including a student rep at School meetings (addresses 2.7). Sociology Caucus: We will explore the possibility of including student and	We have fond that sessionals are generally not interested in attending our SCMS School meetings. We did, however, have a good turnout of sessionals at a recent meeting in which we discussed AI in the classroom. We plan to have more discussions like this, where all SCMS faculty are brought together in some capacity. - We have decided against having a student rep at the School meeting. It became complicated, given we have three disciplines and it did not seem appropriate for

students with key information and timelines.

2.7: Welcome student representatives at Caucus meetings, when matters do not require confidentiality.

2.8: The Caucus is encouraged to strengthen its relationship with the Sociology Anthropology Undergraduate Association and to jointly organize events, both social and informational.

2.9: Create more ways to celebrate student success, such as annual events recognizing high achievement, use of social media as a spotlight on individual accomplishments,

sessional reps (who can act as liaisons between their "constituents") on the Sociology Caucus (addresses 2.7):

- reporting ideas/suggestions from students/sessionals
- reporting back to students/sessionals

Medium-term:

SCMS Director and Department Assistant:

- Collect feedback from students to find out their needs (e.g. through short SurveyMonkey questionnaires). This feedback to be used to inform us on how to strengthen our connection between students and faculty outside of the classroom setting (addresses 2.4).
- Develop a means to improve communication with students regarding when courses are being offered and other information relevant to their timely progress through the credential (e.g. Blackboard site for Soc program students, one-on-one check-ins with the Chair on an annual basis; the establishment of an Undergraduate Advisor; a periodic newsletter sent to students with

only one discipline (SOC) to have a student rep, and three reps seemed like a lot more people to add to each meeting. To address some of the needs raised here, though, we are starting a drop-in study room opportunity for all SCMS students. We are opening our new space, D3422, to students as a study space. The room will be overseen by SCMS faculty members, who will also be able to answer any program- or School-related questions students have.

- SCMS has hired a "Student Liaison Officer" to help facilitate student events and other activities. This position is intentionally designed to be held by a student. This student is laying the groundwork for re-creating the SCMS Student Association next fall (Fall 2024) and may be involved in creating content

and an annual student showcase/conference highlighting student research.

key information and timelines) (addresses 2.4)

SCMS School (with specific responsibility TBA):
- Support the (re-)creation of the SCMS Undergraduate Student Association (addresses 2.8)
- Strengthen faculty relationship with SCMS Undergraduate Student Association (addresses 2.8)

Director, Department Assistant and additional SCMS faculty:
- Organize research presentation day for SCMS students who have completed their own DIS research projects and/or planning to present at a conference (addresses 2.9)
- In planning stages to organize/run an regional SCMS student conference. To be assisted by work study students (addresses 2.9)
- Convey outcomes of these events through SCMS's social media (addresses 2.9)

for an SCMS Blackboard space.
- We have held 3 SCMS student events in 2023-24: two pizza socials and one workshop on "resuming writing" (how to translate your social science skills into something employers want). We have plans for additional events as well.
- We have yet to complete additional SurveyMonkey polls related to student interests and needs. We still plan to do so. However, at present, we are focusing our efforts on curriculum updates.
- To assist students progress through their SCMS programs, all SCMS disciplines have now created a two-year teaching rotation.
- Unfortunately, our plans for a regional SCMS student conference did not come to fruition. The timing of this was undermined by the slow

			post-pandemic transition back from online life. Our call for papers and other forms of presentation only resulted in a few submissions.
5. Make a concerted, organized effort to recruit students and to inform them of sociology program offerings.	Suggestions that hint at the larger issue addressed here: 2.5: Work with Institutional Research to analyze the recent trends in Sociology majors and minors, specifically to ascertain the slight decline of the former and concomitant rise of the latter. 2.6: Create an informal process for soliciting student feedback on the program overall, current course offerings, etc. This could be done on an annual basis.	**Short term/ongoing:** SCMS Director and Department Assistant: • Collect feedback from students to find out their scheduling needs in relation to teaching modality and delivery time (e.g. through short SurveyMonkey questionnaires). This feedback to be used to better inform us on how to organize our timetable (addresses 2.6, helps with 2.4). • Organize two SCMS student events in Fall and in Winter (addresses other concerns identified in review) SOC caucus: • We are taking steps to produce a video featuring Sociology alumni who are working in an area related to Sociology. This video will be shown to current and prospective Sociology students as a recruitment tool, as well as a	• We have not done a lot on this particular topic. As described above, we have not completed additional surveys of students in relation to their needs and interests. Our efforts have been focused on curriculum updating, which was seriously outdated and which the Dean's Office expressly asked us to prioritize. • We received SIF funding to create this video. However, we ran into difficulties in terms of recruiting alumni to participate. As with other things, this was attempted at the tail end of the pandemic.

AGENDA ITEM # 5.3.

2.9: Create more ways to celebrate student success, such as annual events recognizing high achievement, use of social media as a spotlight on individual accomplishments, and an annual student showcase/conference highlighting student research.

Tangentially related:

2.4: Improve communication with program students regarding when courses are being offered and other information relevant to their timely progress through the credential. Suggestions for how to facilitate better communication could include: one-on-one check-ins with the Chair on an annual

means for our students to see what aspects of our program are useful for building a career.

Medium term:

SCMS Director:
Conduct surveys and work with Institutional Research and new SEM Plan strategies to analyze and address the recent trends in Sociology majors and minors, specifically to ascertain the slight decline of the former and concomitant rise of the latter (addresses 2.5).

- We are still in need of doing more in relation to recruiting students into our program

- See above

- Two-year teaching rotation created. See above.

basis; the establishment of an Undergraduate Advisor; a periodic newsletter sent to students with key information and timelines.

6.2: The SCMS department currently has collaborative research and social space on the ground floor of D Building, but this is underutilized by program students. Create a plan that allows for students to access the room more easily and consistently.

- This space is now being used as office space. We have a different space, D3422, that is about to be opened up on a limited-but-regular basis as a student study space. See above in Recommendation Section 4.

6. Hire at least two tenure-track faculty members in the next four years.	2.1: Develop courses that more directly include content and perspectives drawn from communities outside of North America and Europe 1.6: The program should hire at least two tenure-track faculty members over the next four years. The first will replace a faculty member who is retiring, shoring up the program's focus on research methods; Other hires should prioritize critical race theory, gender, and/or anti-colonial work. The Caucus should direct its recruitment efforts toward Indigenous scholars. 2.2: Commit to the hiring of a Indigenous Scholar as the first recruitment priority.	**Short term:** SCMS Director and Sociology Caucus: After the SCMS upcoming curriculum review completed, we will assess our program needs and propose a hiring plan to the Dean's Office. 2.2 addressed in Recommendation Section 8.	• We continue to take steps in this direction. • We recently (January 2024) hired a new SOC faculty member whose area of expertise includes decolonization theories in a global context. This faculty member is in the process of revising/updating several of our existing SOC courses that have a global and decolonizing perspective. In addition, we are revising several of our SOC courses from an explicitly Canadian focus to a more global focus. • We have hired two new tenured Sociology faculty members and one faculty member who is split between Anthropology and Sociology. One of these new faculty members has expertise in the area of gender and is able to teach to that topic. Two of the other new faculty members are able to teach into the areas of critical race theory

			and decolonization. We have not been successful in hiring an Indigenous scholar.
			• We have some anticipated upcoming shifts in the complement of SOC faculty, however, so we are still in need of additional SOC hirings.
			• We are still in need of a tenure-track faculty member who can teach our quantitative research methods course
7. Work with administration to identify a computer lab and funding source for NVivo software to aid in the delivery of SOC 356 - Qualitative Research Methods.	4.6: Make available on a regular basis courses which are required for program completion, such as Sociology 356 (Qualitative Research Methods) more than once per calendar year. 4.5: With the loss of NVivo-loaded computers (which had been housed in the Kipp Lab), consider other venues on	**Medium term:** We need to do a needs assessment for how valuable this software is for students as a learning tool (especially students in the Research Concentration). It may be that we offer training on this software in the form of a Badge or other add-on credential of some sort. This needs to be weighed in relation to the high expense of this software and difficulties we have had with finding a computer lab that can be	• This topic has been put on hold for a while. The reason for this is twofold: First, we have only just created the SOC two-year teaching rotation and, in doing so, decided how to organize the teaching rotation of this course. This course will now be taught by four SOC faculty on a rotating basis. This gives us a better idea of the capacities and interests of the instructors involved. Second, we are still in the process of revising our course outlines and still need to return to assessing all these

campus where NVivo could be installed, such as the second floor of the UFV library or D204, External Review Report, Sociology Program, Department of Social, Cultural, and Media Studies, June 2021 11 in addition to loading NVivo onto a few computers in the collaborative space. Alternatively, explore other software options that might be more (a) cost-effective and (b) more accommodating in terms of their subscription parameters. We also hope that the administration will be supportive in helping the program to pay for the costs of software licensing, given how important qualitative data analysis is to any robust sociology

semi-dedicated to providing access to this software.

courses as a package in relation to our PLOs. All these pieces are slowly moving into place, though, so we should be able to address this question (and its related questions) soon.

	program, and how in-demand that skill is for the job market and for graduate school.		
8. Focus on increasing and improving Indigenization and Internationalization within the Sociology Program.	2.1: Develop courses that more directly include content and perspectives drawn from communities outside of North America and Europe. 2.2: Commit to the hiring of a Indigenous Scholar as the first recruitment priority 2.3: Support the important indigenizing work that members of the Caucus have already undertaken through professional development opportunities, both individually and as an academic unit.	**Completed since review:** Our annual 2021 SCMS Retreat was the Sto:lo Place Names Bus Tour with Sonny McHalsie (addresses 2.3) **Short term:** SCMS Curriculum Committee: • Explicitly focus on Indigenizing the curriculum, including Official Course Outlines (to be done during the 2022 SCMS Curriculum Review) (addresses 2.1) SCMS School: • Explore the possibility of forming an SCMS committee that facilitates Indigenizing and EDI professional development opportunities for SCMS School members, including sessionals (addresses 2.3)	• As described above, we have taken some important steps in this direction, but still need to do more. • While we have not been able to recruit an Indigenous sociologist, we have made sure to include Indigenous and decolonizing learning outcomes in the majority of our SOC courses. • We started to include this as a regular agenda item at School meetings. However, it quickly became clear that we were trying to do too many things at the same time. For the last while, we have focused our School-level efforts on space planning, student events, and the development of

6.3: The review committee supports the hiring of faculty in the area(s) of: research methods, gender, race and ethnicity and internationally-focused sociology/social issues. We especially encourage the program to recruit an Indigenous scholar with expertise in any one of these areas. In hiring, the sociology program is encouraged to compose a broad set of criteria that recognizes the value of lived experience in conjunction with, or in some cases instead of, traditional academic accreditation.

Medium term:

SOC SAC:
- While we do not feel it is possible to put the hiring of an Indigenous scholar as our top priority (we have concerns, for example that this would result in an extremely small pool of applicants and that it may result in a failed search), we are happy to identify it as a high-priority goal.

Long-term:

SCMS Director/School:
Add "Indigenizing/Internationalizing" as a standing item to the SCMS School meeting agenda. During this time, provide examples and workshop ideas that can be applied to our courses/pedagogy (addresses 2.3).

community within the School. In terms of SOC curriculum development, we had a Teaching and Learning Indigenous specialist provide us with guidance and feedback in relation to how to Indigenize our official course outlines. Regardless, there is still a considerable amount we can still do on this.

- Internationalization is a continuing topic of discussion within SCMS. Some members of SCMS have been more involved in this than others. For example, two members are involved in UFV's Building Communities Across Cultures, an internationalization initiative that involved 16 UFV staff and faculty members from a wide range of units to work together in developing intercultural competency skills. This involved a two-week study tour to northern

			India, where the majority of our international students presently originate from. We have only just returned from the study tour, but we are planning to use this experience as a means to foster better understanding and support for international students within SCMS, as well as elsewhere at UFV. We will be discussing next steps at upcoming SCMS School meetings.
9. Find ways to support our sessional and permanent faculty members more fully.	5.1: In order to facilitate consistent, inclusive and innovative instructional and evaluative practices across the many sections of Sociology 101, create a "community of practice" for 101 instructors. 5.2: Enhance the current informal mentoring process	**Medium term:** SCMS School (with specific responsibility TBA): • Create more formal mentoring process that supports both new permanent faculty and the sessional pool of instructors (addresses 5.2) **Long-term:** Sociology Caucus: • Create a "community of practice" for 101 instructors (addresses 5.1)	• This is important, but SOC has not been able to do much new on this front. However, the Associate Dean of Arts for Faculty, along with one of our SCMS members and two Political Science faculty members have been running a group meet-up for new permanent faculty. We can and need to do more on this front, however.

that exists to support both new permanent faculty and the sessional pool of instructors.

(see below for relevant segment from Sociology Program Review Self-Study Report for context)

Appendix A: Updated Sociology Program, Including Program Learning Outcomes

Program Learning Outcomes

1. Articulate the significance of sociology to our understanding of society, past, present, and future.
2. Apply sociological theory to examine contemporary social realities in local and global contexts.
3. Develop qualitative and quantitative social research skills.
4. Enact critical citizenship by assessing information and knowledge.
5. Apply sociological principles and concepts to critically reflect on the relationships between individuals and society.
6. Critically evaluate cultures, power, and privilege in order to advance equity and social justice.
7. Apply decolonizing and Indigenizing lenses to sociological analysis.

Program Spine:

- SOC 101 (Introductory Sociology)
- SOC 201 (Key Ideas in Sociology)
- SOC 255 (Introduction to Social Research)
- SOC 355 (Quantitative Research Methods)
- SOC 356 (Qualitative Research Methods)

Program Streams:

Program streams are not intended to be concentrations. They will be suggestions to students as to what they can focus on during their studies. As such, they will be a means for advertising the benefits of our program to students. The streams should also be used to shape our curriculum revisions, including the courses we keep/create and the ways in which we update our course outlines. Additionally, these streams can inform our future hiring decisions.

We have six streams. These are distinct from, while also being in addition to, our Research Concentration:
1. Social Inequality: Class, Race, Gender and Sexuality
2. Health, Family and Community
3. Social Psychology, Culture and Cognition
4. Globalization, Neocolonialism and Decolonization

5. Power, Politics and Environment
6. Media, Artificial Intelligence, Science and Technology

The following are suggested courses to fit into these streams:

Social Inequality: Class, Race, Gender and Sexuality Stream:
SOC 210 (Social Problems in Canadian Society), SOC 245 (Deviant Behaviour), SOC 265 (Social Inequality), SOC 270 (Dynamics of Racism in Canada), SOC 344 (Indigenous Research Methodologies), SOC 348 (Social Movements), SOC 387 (Aboriginal (Indigenous) Peoples of Canada), SOC 445 (Advanced Topics in Deviant Behaviour), SOC 470 (Race and Racism), SOC 475 (Community, Difference and Belonging), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 220 (Sociology of Women in Canada), SOC 335 (Gender Relations and Social Issues), SOC 435 (Sociology of Sexuality)

Health, Family and Community Stream:
SOC 275 (Sociology of Death and Dying), SOC 280 (Health and Illness), SOC 313 (Agriculture and Rural Life), SOC 346 (Environmental Justice), SOC 475 (Communities, Difference and Belonging), SOC 331 (Sociology of Families), SOC 431 (Advanced Topics in Childhood and Family), SOC 289 (Sociology of Animals in Western Society)

Social Psychology, Culture and Cognition Stream:
SOC 230 (Individual and Society), SOC 330 (Culture and Cognition), SOC 350 (Classical Sociological Thought), SOC 337 (Taste and Culture), SOC 334 (Cultural Policy in Canada)

Globalization, Neocolonialism and Decolonization Stream:
SOC 205 (Comparative Societies), SOC 247 (Culture of Capitalism), SOC 250 (Sociology of Development – The Global South), SOC 313 (Agriculture and Rural Life), SOC 344 (Indigenous Research Methodologies), SOC 363 (Processes of Development and Underdevelopment: Latin America), SOC 387 (Aboriginal Peoples of Canada), SOC 388 (Global Indigeneity), SOC 200 (Social Issues in Latin America), SOC 310 (Special Topics: Regional Studies in Latin America), SOC 442 (Religion in Latin America), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 360 (Eating and Thinking: Food, Identity and Power in Global Societies),

Power, Politics and Environment:
SOC 348 (Social Movements), SOC 247 (Culture of Capitalism), SOC 313 (Agriculture and Rural Life), SOC 325 (Culture and Theory of the City (if revised)), SOC 337 (Taste and Culture), SOC 344 (Indigenous Research Methodologies), SOC 346 (Environmental Justice), SOC 352 (Public Policy Analysis), SOC 360 (Eating and Thinking: Food, Identity,

and Power in Global Societies), SOC 368 (Environment and Society), SOC 289 (Sociology of Animals in Western Society)

Media, Artificial Intelligence, Science and Technology Stream:
SOC 430 (Knowledge, Power, Science, Technology), SOC/MACS 385 (Television and Social Values: The Simpsons), SOC 460 (Issues in the Information Society), SOC 334 Cultural Policy in Canada

Research Concentration (already in existence—supplied here as an information item only):
SOC 254 (Writing for Soc Sc), SOC 255 (Intro to Social Research),
SOC 355 (Quantitative Research Methods), SOC 356 (Qualitative Research Methods),
SOC 350 (Classical Sociological Thought), SOC 493 (Adv Research Project)
2 of: SOC 313/GEOG 313 (Agriculture and Rural Life); SOC 344/IPK 344/ANTH 344 (Indigenous Research Methodologies); SOC 352/POSC 352 (Public Policy Analysis); 353 (Program Eval); 357 (Adv Research Methods); 358 (Adv Research on selected topic);475 (Communities, Difference, Belonging)
8 upper-level SOC credits

UNIVERSITY
OF THE FRASER VALLEY

FACULTY OF EDUCATION, COMMUNITY,
& HUMAN DEVELOPMENT

To: Claire Carolan, PhD, Associate Director, UFV Program Development and Quality Assurance Office
From: Allyson Jule, PhD, Dean of Education, Community, and Human Development (FECHD)

Re: **ELS Program Review Progress Report**

March 9, 2023

Last year, FECHD made a recommendation to suspend our ELS program due to financial pressures. I still believe this was the best decision in light of the changes in English Language academic preparation programs across the county and the University's own change in English prerequisites. That said, UFV is committed to ELS services. I do not believe that locating our ELS program as a separate department was the best use of resourses. Since the suspension, we have continued to offer some of the English Language classes within the Upgrading and University Preparation department with Greg St. Hillaire as Head of Department. He has worked very well with Helen Butner, our main ELS instructor who moved from the Department of ELS to UUP due to the suspension.

I would like to begin conversations about the way forward for ELS courses with Greg St. Hillaire and Helen Butner (as well as external stakeholders as necessary) come this May. There are ways UFV can address language needs in the UFV student population. There are some challenges in teaching ENGL/EAP courses with English Language Learners with diverse learning needs in particular. Some EAP programming at UFV is likely essential. Helen Butner continues to teach EAP 084 in the Summer and Fall terms. In addition, external stakeholders have expressed the need for academic preparation programs for English Language Learners in the Fraser Valley since such programs are scarce. Though the University has changed its language prerequisites, this has not meant an end to the need for English language support and academic language support in particular.

Helen Butner explains:
> "There are hundreds on the Abbotsford LINC waiting lists alone and a shortage of qualified ELL teachers as many TESL programs have closed. Private language schools in the area focus on beginner to immediate level conversation and preparation for tests like the IELTS and CELPIP. Private language schools offer very little transparency on teacher qualifications or their curriculum. IELTS focus in the community seems to be for citizenship not meeting academic entrance requirements."

In going forward, it will be important to reflect on the recommendations of the External Review from April 2020. Note: this review was conducted before the creation of the Faculty of Education, Community, and Human Development (in 2022). None of these recommendations considers the financial burden of the ELS department. Since the department has been suspended and the programming moving to UUP, I believe the following recommendations can assist with a reconsideration of ELS offerings in UUP.

1. Department to expand its community outreach activities and to work with the FACE Dean's Office, Future Students, and Communications and Marketing to develop an annual plan to attract more domestic students.

2. Faculty to work with the Dean of FACE and other areas to review the University Foundation Certificate Program.

3. Faculty to work with the Dean of FACE and other areas to explore new ELS programming initiatives to better support new international students with English as an additional language in undergraduate diploma/degree programs.

4. Department to develop ELS Certificate Program mission, values, and goal statements that align with FACE and UFV's new strategic plans and goals.

5. Faculty to work with UFV Indigenous Affairs and Teaching and Learning to identify resources to indigenize ELS curriculum and include indigenous content across proficiency levels and courses.

6. Department to review English language proficiency requirement for entry into undergraduate diploma/degree programs through the completion of EAP courses or programs offered at similar institutions in British Columbia. Department to report findings and make recommendations for improvement in this area at UFV and to then develop program-level learning outcomes and align them with UFV's ILOs.

7. Department to change the name of the four ELS proficiency "certificates" to "associate certificates" in accordance with UFV Policy 64 Credentials.

8. Following Recommendation 6, department to align program-level learning outcomes with course-level learning outcomes in accordance with the guidelines in the *Developing Learning Outcomes* workbook and in consultation with UFV Teaching and Learning.

9. Faculty to undertake a review of ELS Certificate Program and course standards based on the *Handbook to Accompany Guiding Principles for Quality Curriculum*, the *Developing Learning Outcomes* booklet and UFV's commitment to internationalization, Indigenization, and access.

10. With an annual teaching load of 12 sections per year, ELS faculty are genuinely challenged to balance teaching obligations with scholarship and service activities. The department would welcome an opportunity to re-examine this aspect of its members' work.

11. The department will explore, in conversation with members from across the broader institution, alternative work plans for ELS faculty to support new international students with English as an additional language enrolled in undergraduate diploma and degree programs.

12. UFV should increase its support for domestic students who seek to improve their English language skills by increasing base funding for the department.
The recommendations from

UNIVERSITY OF THE **FRASER VALLEY**
FACULTY OF EDUCATION, COMMUNITY, & HUMAN DEVELOPMENT

To: Claire Carolan, PhD, Associate Director, UFV Program Development and Quality Assurance Office

From: Allyson Jule, PhD, Dean of Education, Community, and Human Development (FECHD)

Re: Adult Basic Education Program Review Progress Report

March 9, 2023

This report reflects the discussion of the External Review's recommendations (dated May 31, 2021) between the Dean of the Faculty of Education, Community, and Human Development and the Head of the Upgrading and University Preparation that occurred in February 2024.

Recommendation 1: The external review committee recommends that the ABE department engage in the following actions:
- **continue and expand advocacy for its position as a unit, no matter where it might be relocated.**
- **educate senior management about the department and its usefulness to the institution**
- **disseminate a position paper**
- **increase representation on institutional committees**

Response: The UUP department prepared a summary of the ABE program for the new Dean in July 2022. The position paper is included here as Appendix A. This document could be useful in preparing a presentation to senior leadership meetings to help educate senior management about UUP and the ABE program in particular.

Two more faculty members from UUP have been added to URC and other university committees. The UUP department has a running list of community involvement of all UUP faculty.

Recommendation 2: Continue and expand efforts concerning Indigenization and EDI

Response: Since Sept 10, 2021, all department meetings include an EDI report from all UUP members.

Julia Dodge represents UFV for First Peoples ABE Working Group (Articulation).

At the April 29, 2022, FECHD meeting, Lorna Andrews, Indigenization specialist, from TLC addressed the faculty which included members of the UUP faculty. Lorna shared various information including implementing indigenous ways of knowing into curriculum and instruction of proper usage of territory acknowledgements.

Recommendation 3: Continue to revisit and refine program ILOs and alignment with institutional ILOs

1

Response: At the Nov 12, 2021, department meeting, discusssions focused on program ILOs and alignment and discussion regarding institutional ILOs. All syllabi were reviewed at this time. With the new ILOs coming into effect this year, more work will be done on all UUP syllabi.

Recommendation 4: Continue and increase utilization of institutional resources, including using more research and PD funds, more ROSA course releases, more attendance at conferences, etc.

Response: At the Nov 12, 2021, department meeting, there was a presentation and discussion of inclusive syllabi and Blackboard Ally. At the Jan 14, 2022, department meeting, the following were presented:
- TLC Dulumni Wathugala - overview on "under the hood" services offered by TLC and how to request them.
- Librarian Selena Karli – overview on library faculty services and highlight of "ask away" on site help, clarifications on department allocation budget and how to get books ordered into the library.

At the April 8, 2022, department meeting, Garry Fehr, Associate Vice President of UFV Research, Engagement, and Graduate Studies gave a presentation and answered questions regarding the application process for a ROSA grant. Garry also shared information related to resources available to help in the application and subsequent usage of a ROSA grant.

Recommendation 5: Continue to participate in Provincial Articulation meetings

Response: UUP faculty continue attendance and involvement in BC ABE Articulation. Faculty members represent UFV in ABE English, ALF, Computers, Math, and Science working groups.

Recommendation 6: Gather more data from Institutional Research Office and internally so to enhance entry points for ABE

Response: Data was collected during the ABE program Review process and is on-going as part of the new SEM plan.

2

Appendix A: ABE Position Paper – prepared for the new Dean, July 2022

Adult Basic Education programming through the University of the Fraser Valley allows the institution to meet its vision, mission, and values.

Vision: UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

(source: https://www.ufv.ca/about/vision-mission-values/)

At various rates of engagement, UFV students are served by taking an upgrading course throughout their studies. 25.7% of diploma graduates, for example, and 3.4% of master's degree graduates have a UUP course on their academic record, demonstrating that ABE serves a valuable purpose across the university. (Databook p. 16)

Mission: Engaging learners, transforming lives, building community.
yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

(source: https://www.ufv.ca/about/vision-mission-values/)

The percentage of UFV graduates who have taken at least one UFV UUP ABE course in the past 5 years has risen from 9.9% in 2014/2015 to 16.2% in 2019/2020. A chart with specifics across credentials can be found on page 16 of the databook.

Values: Integrity | letse o sqwelewel
We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.

Engagement of students is achieved by prioritizing a welcoming, positive, and inclusive learning environment; using relevant curriculum; embracing diversity; and encouraging interactive learning. ABE courses are designed to create a learning environment that honours the necessary tension between a learning-centred environment and a subjectfocused course that adheres to academic rigour and standards.

Inclusivity | lexwsq'eq'ostexw
We welcome everyone, showing consideration and respect for all experiences and ideas.

ABE programming at UUP provides access to the university. ABE students come from a wide variety of cultural, economic, and the ethnic backgrounds. The wide range of subject areas and levels facilitates learner growth in different areas of learning including literacy, math skills, and mastering procedures as such as found in computer and science labs. The courses help facilitate critical thinking which then fosters an awareness of local and global citizenship and responsibility as well as aid personal and community responsibilities.

Community | st'elt'elawtexw
We cultivate strong relationships, acting as a hub where all kinds of communities
— educational, scholarly, local, global, and cultural — connect and grow.

3

Program responsiveness to the needs of the community and labour market: UUP staff have regular contact and community committee involvement with community service providers so are aware of community and labour market needs. Developments in offerings of provincial courses (ECP 094 & Comp 091) serve the labour market as well.

UUP maintains longstanding relationships with the communities UFV operates in. Department members serve on Fraser Valley community committees such as Literacy Now, Mission Service Providers, and the Read Right Society. This range of service and involvement with external organizations reflects the department's commitment to serving UFV, the Fraser Valley community, the province, and various professional and academic associations in the discipline of second language education, and it is carried out equitably (and often collaboratively) among members of the department.

Excellence | ey shxweli
We pursue our highest standard in everything we do, with determination and heart.

(values: https://www.ufv.ca/about/vision-mission-values/)

ABE programming at UUP Provides students with UFV credential. Not only does it provide students with UFV credential upon completion of their high school studies; it also allows them to start on their university studies while gaining upgrading supports.

While most students in the ABE Program are successful in completing their courses, only a few apply to graduate with their Adult Graduate Diploma with the bulk of students using ABE courses as completion for their specific university program application. (Data Book, p.16)

 ABE Graduate numbers have more than doubled in the last five years. 2014-2015 saw 12 graduates and 2019-2010 saw 25. Intermediate level GPAs have risen slightly over the last five years

The UUP department has a commitment to access enabling access to the University as well as a pathway to students to acquire prerequisites for other University programs that might otherwise be very difficult to achieve. The department has members involved in an EDI Faculty Council standing committee as of January 2021. The department is committed to discussing, sharing and promoting EDI values. We recognize that improvement and progress with EDI principles will be an ongoing process. We have a good working relationship with the Indigenous Student Centre, International Education department, Centre for Accessibility, Registration as well as Student Services. Students are supported and/or referred to these different areas of the University as needed.

4