



AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

April 12, 2017
3:05 pm, Room A225/229

1. CALL to ORDER

2. ITEMS for ADOPTION

2.1. Agenda – 2017 04 12

2.2. Minutes – 2017 03 15 pg. 2

3. BUSINESS

3:10 pm 3.1. Provost’s Report – Eric

3.2. New Programs

3:20 pm 3.2.1. Master of Education in Educational Leadership and Mentorship – Janet Carroll pg. 5

3:35 pm 3.2.2. Graduate Certificate in Mindfulness-Based Teaching and Learning – Seonaigh MacPherson.. pg. 8

3:50 pm 3.3. Rubric for Assessing Concept Papers – Fiona McQuarrie pg. 11

4:00 pm 3.4. Discontinuance of the Medical Imaging Clinical Support Worker cert – Liana Thompson pg. 17

4:10 pm 3.5. Experiential Learning – Larissa Horne

4. ADJOURNMENT and NEXT MEETING

Next Meeting: May 10, 2017, 2:30 – 4:30pm, A225/229

5. INFORMATION ITEMS

5.1. Memo from Senate: Use of Undergraduate Courses towards Graduate Programs pg. 22

5.2. Minutes from in-camera APPC meeting December 12, 2016 pg. 23

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



MINUTES - Draft
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

March 15, 2017
3:20 pm - Room A225/229

Present: E. Davis (Chair), G. Palmer, E. Spalding, S. Canning, S. Sheffield, M. Bos-Chan, R. Kelley, M. Walter (Vice-Chair), J. English, M. MacDougall, C. Laird, A. Steegstra, V. Dvoracek, A. Chan, S. Hardman, P. Wilson, P. Geller

Regrets: J. Hogan, T. Cooper, S. MacPherson, B. Seo, J. Nolte, W. Cavers, M. Wideman, D. McGuire, A. Wiseman

Guests: L. Thompson, Director of Continuing Education

Recorder: J. Nagtegaal

1. CALL to ORDER

The meeting was called to order at 2:40 pm. Eric welcomed Shelley Canning who is replacing Alastair Hodges as the Chair of the Graduate Studies Committee for the remainder of the year.

2. ITEMS for ADOPTION

2.1. Agenda – 2017 03 15

MOTION:

It was moved and seconded that APPC approve the 2017 03 15 agenda as presented.

CARRIED

2.2. Minutes – 2017 02 15

MOTION:

It was moved and seconded that APPC approve the 2017 02 15 minutes as presented.

CARRIED

3. BUSINESS

3.1. Provost's Report

DQAB has reviewed the Bachelor of Science, Major in Computing Science and has recommended it complete the Stage 2 review. A site visit is required for Stage 2 and this is being arranged.

The renovations to the Teaching and Learning space have been completed. The space now has a faculty resource room which all were encouraged to check out.

During the summer, the main floor of the Library will be renovated. Access to the Library during the renovations will be from the 2nd Floor.

UFV and Catholic Pacific College (CPC) signed an agreement in March enabling Liberal Arts diploma graduates from CPC the ability to enter the Bachelor of Arts or Bachelor of General Studies degrees with full credit for their core coursework.

The UFV PD Day will be on May 2, 202017. The keynote will be Sharan Merriam, Professor Emerita, Adult Education & Qualitative Research, from The University of Georgia.

The Theatre department is presenting Bakkai from March 9 – 19.

The Indigenous Maps, Films, Rights and Land Claims certificate will be offered this summer. The program will run from June 26 – July 20.

The Centre for Indo Canadian Studies and the Sikh Heritage Museum have put together an exhibit: (Dis)Enfranchisement 1907 – 1947: The Forty-Year Struggle for the Vote. The exhibit has been open since February 19.

Adrienne Chan's project on Aboriginal youth suicide prevention has been funded by the Canadian Institute for Health Research. Phase One of the project was working with Seabird Island Band, and Phase Two will be expanding to work with Sumas, Skowlitz, Nuxalk (Bella Coola), and Mission.

3.2. Discontinuance of the Pharmacy Technician certificate

The committee reviewed the documents for the discontinuance of the Pharmacy Technician certificate program. It was noted that there has not been any funding or resources associated with this program since 2008.

MOTION:

It was moved and seconded that APPC recommend to Senate the discontinuance of the Pharmacy Technician certificate in the Faculty of Access and Continuing Education, effective immediately.

CARRIED

3.3. Discontinuance of the Parts and Warehousing certificate

The committee reviewed the documents for the discontinuance of the Parts and Warehousing certificate program. It was noted the program has not been offered since 2004 and no resources are associated with the program.

MOTION:

It was moved and seconded that APPC recommend to Senate the discontinuance of the Parts and Warehousing certificate in the Faculty of Applied and Technical Studies, effective immediately.

CARRIED

3.4. Rubric for Assessing Concept Papers

The rubric was created to assist members when reviewing concept papers. Clarity was suggested around what types of evidence of demand should be included in the concept paper. It was also requested that more proof of the program meeting the Institutional Learning Outcomes be included in the rubric. Some editorial changes were also suggested.

ACTION: The suggested changes will be reviewed by the creator(s) and the revised rubric will come back to APPC for review.

3.5. Operationalizing the Goal of Prioritizing Learning Everywhere

The committee looked at ways the university could operationalize the goal of prioritizing learning everywhere. The following notes came from the discussion:

- To promote learning everywhere we also have to look at equality and inclusion and should be using inclusive language.
- The process for recognizing prior learning should be clear and efficient.
- The learner should be put first in all of our decision – timetabling, new programs, services, program reviews, etc. Things should be organized around the learner's journey.

- Balance should be remembered. Learning in the classroom can be beneficial for students, but we have to understand it isn't the only way students learn.
- With the creation of the Experiential Education Coordinator, opportunities outside the classroom, like Study Tours, will have support and will hopefully promote more of these types of experiences.
- We shouldn't say no so quickly. What may sound unlikely could work for the student.
- Prioritizing learning everywhere opens the door for reconciliation by allowing for the possibility of recognizing the experiences of Indigenous students.

4. ADJOURNMENT and NEXT MEETING

The meeting was adjourned at 4:10 pm.

Next meeting: March 15, 2017, 2:30 – 4:30pm, A225/229

5. INFORMATION ITEMS

5.1. Revised Terms of Reference and Composition – approved at Senate February 2017

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

MEMO



To: Janice Nagtegaal for submission to APPC

Cc: Eric Davis, Chair, APPC; Janet Carroll (MEd Program Working Group Chair); Tracey Ryder-Glass, Dean of Professional Studies

From: Bruce Kirkley, Acting Program Development & Quality Assurance Coordinator

Date: April 03 2017

Re: Master of Education in Educational Leadership and Mentorship

Please find attached the proposal, appendices, calendar copies and Budget Analysis Part A and Part B for the proposed MEd in Educational Leadership and Mentorship.

On March 16 2017, GSC voted to recommend the MEd in Educational Leadership and Mentorship to APPC for approval by Senate (see attached memo).

On March 23, 2017, SBC reviewed the proposal and budget analysis and recommended it for approval with revisions (see attached memo).

Program Working Group Members:

Janet Carroll (Chair)
Awnet Sivia
Vandy Britton

Program summary:

The program will provide an in-depth understanding of the theory and practice of leadership and mentorship in the K-12 school setting. Depth and breadth requirements will be met through critical analysis, comprehensive conceptual understanding, and rigorous application of knowledge in the areas of educational leadership and mentorship. Since the goal of the MEd is to develop the leadership and mentorship capabilities of participants within their professional roles as educators, the six MEd courses provide a broad range of current knowledge and research while requiring students to individualize inquiries related to their own areas of interest. The depth component will be represented through the design and implementation of fieldwork that culminates in a formal paper and presentation of research findings to a supervisory committee.



MEMO

DATE: March 16, 2017
TO: APPC Chair Eric Davis, Provost & VP Academic
FROM: Shelley Canning, Acting Chair, Graduate Studies Committee (GSC)
RE: New Graduate Degree Program Proposal – Master of Education in Leadership & Mentorship

At the March 16, 2017 Graduate Studies Committee (GSC) meeting, the GSC reviewed and approved the program proposal for a Master of Education in Leadership & Mentorship.

MOTION: THAT APPC approves the Master of Education in Leadership & Mentorship as recommended by the Senate Graduate Studies committee.

Rationale:

The program will provide an in-depth understanding of the theory and practice of leadership and mentorship in the K-12 school setting. Depth and breadth requirements will be met through critical analysis, comprehensive conceptual understanding, and rigorous application of knowledge in the areas of educational leadership and mentorship.

Since the goal of the MEd is to develop the leadership and mentorship capabilities of participants within their professional roles as educators, the six MEd courses provide a broad range of current knowledge and research while requiring students to individualize inquiries related to their own areas of interest. The depth component will be represented through the design and implementation of fieldwork that culminates in a formal paper and presentation of research findings to a supervisory committee



SBC MEMORANDUM

SBC Chair: Jackie Hogan
Phone: 4676

SBC Assistant: Christina Forcier
Phone: 4029

TO: Dr. E. Davis, APPC Chair

FROM: Jackie Hogan, Senate Budget Committee Chair

DATE: March 23, 2017

RE: Master of Education in Educational Leadership and Mentorship

At its March 23, 2017 meeting, the Senate Budget Committee reviewed the Master of Education in Educational Leadership and Mentorship program proposal. T. Ryder Glass, Dean of Professional Studies and V. Britton, Department Head, Teacher Education addressed comments from the committee. The following comments were noted:

- The Masters will be recognized by the BC Teachers Federation.
- The program cost is slightly higher than the comparable program at UBC; it is anticipated students will be willing to pay a premium in order to avoid commuting.
- The program is unique with its focus on both leadership and mentorship.
- Based on market research, it is anticipated demand will exceed the breakeven point of 23 domestic students.
- The Dean has conducted an analysis of how the proposed graduate program fits with undergraduate programming in the area and the University as a whole.
- The risk is at the Dean level; the Dean acknowledges and accepts the budgetary risk.

The following motion was made:

MOTION

THAT the Senate Budget Committee reviewed the Master of Education in Educational Leadership and Mentorship program proposal and confirms the cost of implementation is adequately reflected in the analysis with the revision that the sessional surcharge include the Chair releases in its cost.

C. Magnuson/K. Tracey

Carried

MEMO



To: Janice Nagtegaal for submission to APPC

Cc: Eric Davis, Chair, APPC; Seonaigh MacPherson (Program Working Group Chair); Tracey Ryder-Glass, Dean of Professional Studies

From: Bruce Kirkley, Acting Program Development & Quality Assurance Coordinator

Date: April 04 2017

Re: Graduate Certificate in Mindfulness-Based Teaching and Learning

Please find attached the proposal, appendices, calendar copies and Budget Analysis Part A and Part B for the proposed Graduate Certificate in Mindfulness-Based Teaching and Learning.

On March 16 2017, GSC voted to recommend MBTL with revisions to APPC for approval (see attached memo).

On March 23, 2017, SBC reviewed the proposal and budget analysis and recommended it for approval (see attached memo).

Program Working Group Members:

Seonaigh MacPherson (Chair)	Anita Vaillancourt
Linda Pardy	Margaret Shamro
Ian Hunt	Eileen Burkholder
Nancy Norman	Mary Saudell
Lisa Moy	Emilio Landolfi

Program summary:

This graduate certificate provides advanced, specialized professional education in mindfulness-based teaching and learning (MBTL) at a graduate level to professionals in healthcare, education, workplace training, and social services, including corrections and addiction and mental health services. The 15-credit graduate certificate is delivered over four semesters in a part-time program. Students are prepared over the duration of the program to complete an inquiry project and an 8-week, 25-hour practicum as part of the final two courses. The program offers flexible pathways to a range of mindfulness teaching credentials, including MBSR and MBCT practitioner certification and completion as an M.Ed. at the University of British Columbia or the University of Calgary for those qualified.

At its core, mindfulness entails attending to moment-to-moment experiences in a non-judgmental manner, thereby enhancing a range of health and learning outcomes, including the ability to self-regulate as individuals and as organizations. Students are expected to maintain and deepen personal mindfulness practices to embody as mindful teachers, facilitators, and leaders. Students will be supported to follow individualized pathways that support employment and professional advancement by refining skills and abilities as teachers or clinicians and as professional leaders capable of enacting organizational change and mindfulness programming in their respective communities of practice.



MEMO

DATE: March 16, 2017
TO: APPC Chair Eric Davis, Provost & VP Academic
FROM: Shelley Canning, Acting Chair, Graduate Studies Committee (GSC)
RE: New Graduate Certificate Program Proposal – Mindfulness Based Teaching & Learning.

At the March 16, 2017 Graduate Studies Committee (GSC) meeting, the GSC reviewed and approved the new program proposal for a graduate certificate in Mindfulness Based Teaching & Learning. The Certificate was approved for development by the UFV Board of Governors in June 2016. *The GSC is asking for revisions to the ADED 708 and ADED 721 course outlines prior to approving them.*

MOTION: THAT APPC approves the graduate certificate in Mindfulness Based Teaching & Learning as recommended by the Senate Graduate Studies committee.

Rationale:

This graduate certificate provides advanced specialized professional education in mindfulness-based teaching and learning (MBTL) at a graduate level within four target areas: health, education, workplace training, and social services.

At its core, mindfulness entails attending to moment-to-moment experiences in a non-judgmental manner, thereby enhancing a range of health and learning outcomes, including the ability to self-regulate as individuals or as organizations. Graduates will demonstrate advanced knowledge and skills in research and evidence-based practice; in applying and communicating theories and models of mindfulness in teaching and learning; and in embodying mindful teaching and facilitation skills.

Students will be supported to follow individualized pathways that support employment and professional advancement by refining skills and abilities as teachers or clinicians and as professional leaders in their respective communities of practice. The program offers flexible pathways to a range of mindfulness teaching credentials, including MBSR and MBCT practitioner certification and completion as an M.Ed. at the University of British Columbia or the University of Calgary for those qualified.



SBC MEMORANDUM

SBC Chair: Jackie Hogan
Phone: 4676

SBC Assistant: Christina Forcier
Phone: 4029

TO: Dr. E. Davis, APPC Chair
FROM: Jackie Hogan, Senate Budget Committee Chair
DATE: March 23, 2017
RE: Graduate Certificate in Mindfulness-Based Teaching and Learning

At its March 23, 2017 meeting, the Senate Budget Committee reviewed the Graduate Certificate in Mindfulness-Based Teaching & Learning program proposal. T. Ryder Glass, Dean of Professional Studies and S. MacPherson, Department Head, Adult Education addressed comments from the committee. The following comments were noted:

- The program is aligned with emerging international standards and will be recognized for transfer into Masters programs at UBC and the University of Calgary.
- The delivery model is unique combining online with face-to-face classes in which distance learners are provided access through an online videoconferencing platform.
- Due to its accessibility and demand, it is anticipated enrolment numbers will be greater than the breakeven point of 21 domestic students.
- The program will put minimal demand on classroom resources.
- The costing for .25 administrative support has been included and will be pursued and cross-appointed with related programs if enrolments suggest the need.
- The risk is at the Dean level; the Dean acknowledges and accepts the budgetary risk.

The following motion was made:

MOTION

THAT the Senate Budget Committee reviewed the Graduate Certificate in Mindfulness-Based Teaching and Learning program proposal and confirms the cost of implementation is adequately reflected in the analysis.

T. Piper/B. Sahota

CARRIED



MEMO

To: Academic Planning and Priorities Committee

From: Dr. Fiona McQuarrie, Acting Program Development and Quality Assurance Coordinator; Dr. Bruce Kirkley, Acting Program Development and Quality Assurance Coordinator; Dr. Peter Geller, Vice-Provost & Associate VP Academic

Date: March 27 2017

Subject: Rubric for Assessment of Concept Papers -- Revised

Please find attached a revised draft of a proposed rubric to facilitate APPC's assessment of the Provost's recommendations regarding concept papers for proposed programs.

Concept papers are developed by a program working group. After approval of the concept paper by the Dean of the relevant academic area, the Provost, in consultation with Deans' Caucus, in a given academic year, reviews the proposed programs, and prepares a report for presentation to APPC.

A more detailed explanation of this process can be found at: <https://www.ufv.ca/media/assets/senate/uec/resources/Concept-Paper-development-2016.pdf>

As per the discussion at the APPC meeting of March 15 2017, the Program Development and Quality Assurance Office has revised the attached rubric to facilitate assessment of the Provost's recommendation by APPC. A similar rubric has been developed to facilitate assessment by Deans' Caucus.

**RUBRIC FOR ASSESSING CONCEPT PAPERS –
ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

Assessment Scale:

Excellent: complete details, satisfactorily explained

Acceptable: relatively complete details, problems with some explanations

Unsatisfactory: key details missing and/or explanations unclear or incomplete

Not applicable: not relevant to program

[Comments to be provided for “acceptable” or “unsatisfactory” ratings]

1. Basic Information

Credential to be awarded

Is the title appropriate for the program?

Yes	No
Comments:	

Is the credential being offered at the appropriate level? (graduate or undergraduate)

Yes	No
Comments:	

Administrative responsibility

Is this the appropriate program/department/school/Faculty to be offering this credential?

Yes	No
Comments:	

Goals

Are the goals of the program clearly articulated?

Yes	No
Comments:	

Explanation of what the program will prepare students for (e.g. employment, professional opportunities, further education)

Excellent	Acceptable	Unsatisfactory
Comments :		

2. Alignment with institutional priorities and existing programming

Program learning outcomes

Are the program learning outcomes clearly articulated?

Yes	No
Comments:	

Articulation of how the program outcomes align with UFV's Institutional Learning Outcomes

Excellent	Acceptable	Unsatisfactory
Comments :		

Evidence of the program's contribution to UFV's mandate and strategic priorities

Excellent	Acceptable	Unsatisfactory
Comments :		

Description of how the program will incorporate high impact practices (if relevant)

Excellent	Acceptable	Unsatisfactory	Not applicable
Comments :			

Description of how the program will incorporate interdisciplinary opportunities (if relevant)

Excellent	Acceptable	Unsatisfactory	Not applicable
Comments :			

Explanation of how this program builds on, complements, or replaces existing programs at UFV

Excellent	Acceptable	Unsatisfactory
Comments :		

Explanation of how this program will be competitive with any similar programs at other institutions in BC

Excellent	Acceptable	Unsatisfactory
Comments :		

3. Audience, demand and capacity

Audience

Does the concept paper identify the type of students the program will attract?

Excellent	Acceptable	Unsatisfactory
Comments :		

Evidence and estimate of student demand for the program

Excellent	Acceptable	Unsatisfactory
Comments :		

Is the program structured to facilitate timely completion?

Excellent	Acceptable	Unsatisfactory
Comments :		

Employment for graduates

Is there a clear explanation of what types of jobs will be suitable for graduates of the program?

Excellent	Acceptable	Unsatisfactory
Comments :		

Explanation of future career prospects relevant to program graduates

Excellent	Acceptable	Unsatisfactory
Comments :		

Explanation of further educational opportunities available to program graduates (if relevant)

Excellent	Acceptable	Unsatisfactory	Not applicable
Comments :			

Existing capacity and/or resource needs

Does the concept paper adequately describe the capacity and resources needed to support the program? (This should be assessed in view of the scope/range of the proposed program and whether the capacity/resources seem appropriate to support that scope/range.)

Excellent	Acceptable	Unsatisfactory
Comments :		

Are there enough qualified faculty to be able to deliver the program?

Excellent	Acceptable	Unsatisfactory
Comments :		

4. Consultation

Has consultation with relevant groups/individuals/stakeholders taken place?

Excellent	Acceptable	Unsatisfactory
Comments :		

5. Anticipated Start Date

Is there a proposed start date for the program?

Yes	No	
Comments:		

Feasibility of the proposed start date

Excellent	Acceptable	Unsatisfactory
Comments :		

6. General

Is the concept paper clearly written?

Yes	No
Comments:	

Does the concept paper give the sense that the proposal has been well thought through?

Yes	No
Comments:	

7. Recommendation

Overall, does the concept paper merit a recommendation to Senate to be approved for development?

Yes – APPC recommends that Senate approve the concept paper for the program. (Please comment on any considerations to be addressed during the program development process.)	No – APPC does not recommend that Senate approve the concept paper for the program. (Please give a reason.)
Comments:	



Instructions for *Proposal for Program Discontinuance*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Faculty or College

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

Date of Submission

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

Section II: Consultation

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

Section III: Rationale

Refer to the instructions and include your findings as an attachment

Section IV: Transition Plan

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

Discontinuation of the Medical Imaging Clinical Support Worker certificate

Section I: Program Information

The Medical Imaging Clinical Support Worker certificate program is a part time program that prepares people to work as Clinical Support Workers in the Medical Imaging department in hospitals.

Section II: Consultation

On March 10, 2017 Faculty Council (Faculty of Access and Continuing Education) was consulted about discontinuing the Medical Imaging Clinical Support Worker certificate program from Continuing Education.

Section III: Rationale

The Continuing Education wishes to discontinue the Medical Imaging Clinical Support Worker certificate program based on the following five (5) criteria:

A. Demand:

- The program was created in 2004 and has not recruited or enrolled any students.
- Staff have received no student inquiries about this program.
- A portion of the Nursing Unit Clerk program covers medical imaging topics and adequately prepares students to work in the medical imaging departments in hospitals.
- A recent search of job search websites and survey of local employers determined that the Nursing Unit Clerk certificate is adequate for employment in these roles. Further, students can request that their practicum be completed in a medical imaging department at the hospitals.
- Most Nursing Unit programs at other post-secondary institutions include a medical imaging module.

B. Capacity:

- There are currently no resources (e.g. faculty, staff, equipment, classroom space) to deliver this program. Commencing the program would require additional resources.

C. Output:

- There have been no enrollments or graduates of this program.

D. Financial Viability:

- There are no direct or indirect program revenue or expenses reported.
- Commencing this program would require start-up resources and expenses and the creation of a budget.

E. Reputational Considerations:

- No partnerships or commitments are in place that would affect UFV's reputation.

Section IV: Transition Plan

There are currently no students enrolled in the Medical Imaging Clinical Support Worker certificate program. No applications have been accepted. No resources require reallocation. Therefore no need for a transition plan.



MEMO

To: Shelley Canning, Chair, Graduate Studies Committee
From: Mark Evered, Chair, Senate
Date: March 10, 2017
Re: Senate follow up: Use of Undergraduate Courses towards Graduate Programs

At its March 10, 2017 meeting, Senate discussed a request from the Academic Planning and Priorities Committee to investigate the use of undergraduate courses towards graduate programs.

Senate recommended the following:

THAT Senate direct the Graduate Studies Committee to investigate the use of 400 level courses that have been used towards an undergraduate degree and applying them to a graduate level program at UFV and bring back a report and recommendation to Senate.

Attached is the memo from the Academic Planning and Priorities Committee.



MINUTES – Approved
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
IN-CAMERA

December 14, 2016

2:30 pm - Room A225/229

Present: P. Geller (Chair), G. Palmer, J. Hogan, A. Hodges, M. Bos-Chan, C. Slavik, H. Davis-Fisch (Vice-Chair), T. Cooper, S. MacPherson, J. Nolte, C. Laird, S. Hardman, V. Dvoracek, S. Murray

Guest: J. MacLean, Dean of Health Sciences, N. Goad, Associate Professor in the School of Health Studies

Regrets: E. Davis, R. McLeod, S. Sheffield, A. Pritchard-Orr, C. Gingerich, J. English, M. MacDougall, R. Petersen, A. Steegstra, A. Chan, M. Wideman, D. McGuire, K. Isaac, A. Wiseman

Recorder: J. Nagtegaal

1. CALL to ORDER

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

2. ITEMS for ADOPTION

2.1. Agenda – 2016 12 14

MOTION:

It was moved and seconded that APPC approve the 2016 12 14 in-camera agenda as presented.

CARRIED

2.2. Minutes – 2016 06 08

MOTION:

It was moved and seconded that APPC approve the 2016 06 08 in-camera minutes as presented.

CARRIED

3. BUSINESS

3.1. Bachelor of Science in Nursing Program Review

The committee reviewed the documents provided for the Bachelor of Science in Nursing Program Review. The program was commended on the review, noting accreditation from College of Registered Nurses of British Columbia (CNRBC) was received for the full seven years. Recognition was also noted on the programs work to indigenize their curriculum and processes.

MOTION

It was moved and seconded that APPC accept the documentation related to the review of the Bachelor of Science in Nursing as presented.

CARRIED

4. ADJOURNMENT and NEXT MEETING

The meeting was adjourned at 3:00pm.
