

AGENDA with MOTIONS
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

October 16, 2019
2:55 – 4:30pm | Room A225

1. CALL to ORDER

2. ITEMS for ADOPTION

2:55 pm 2.1. Agenda

2.2. Minutes..... pg. 2

3. BUSINESS

3:00 pm 3.1. Provost’s Report

- Strategic Planning Process

3:15 pm 3.2. Vice-Chair Appointment

3:20 pm 3.3. APPC Expedited Review Standing Subcommittee – Call for Expressions of Interest pg. 4

3:30 pm 3.4. Terms of Reference Review (Al Wiseman)

3:50 pm 3.5. Proposal to Revise the Process and Procedures for New Program Development (Bruce K.) pg. 10

4:10 pm 3.6. Generative Discussion for Agenda Topics

4. ADJOURN

Next Meeting: November 13, 2019, 2:30 – 4:30pm, A225

5. INFORMATION ITEMS

5.1. APPC website: ufv.ca/senate/standing-committees/appc/

Draft Minutes
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

Sept 18, 2019
2:30 – 4:30pm | Room A225

Present: James Mandigo (Chair), Vlada Dvoracek, Garry Fehr, Bruce Kirkley, Emilio Landolfi, Fiona MacDonald, Sylvie Murray, Nicola Mooney, Maureen Wideman, Patti Wilson, Al Wiseman, Adrianna Bakos, Cory Beshara, Shelley Stefan, Jon Thomas, Alastair Hodges, Derek Ward-Hall, Shirley Hardman, Melinda Saretzky (recorder)

Regrets: Sandra Smith, Jackie Hogan, Peter Geller, Gerry Palmer, Lorne Mackenzie, David McGuire, Shahbaig Boparai

1. CALL to ORDER

Quorum was met.
Roundtable introductions.

2. ITEMS for ADOPTION

2:30 pm **2.1. Agenda – September 18, 2019**

MOTION: That APPC approve the September 18, 2019 agenda as presented
Emilio L./2nd Nicola M. All in favour. Carried

2.2. Minutes – May 15, 2019

MOTION: That APPC approve the May 15, 2019 as presented
Adrianna B./Fiona M. All in favour. Carried

3. BUSINESS

2:35 pm **3.1. Provost's Report**

Welcome and thanks to the committee. James recognizes the importance of this committee and looks forward to the committee's input to providing ideas and goals for UFV's strategic planning.

2:45 pm **3.2. Vice-Chair Appointment**

Defer to Oct. 16 meeting.

ACTION: Melinda: Inquire with the Secretariat office to see if the Vice-Chair could be a non-voting member.

2:55 pm **3.3. APPC Expedited Review Standing Subcommittee – Call for Expressions of Interest**

Defer to Oct. 16 meeting.

3:05 pm **3.4. Guidelines for Deans Summary Report for Program Reviews**

Overview of the guidelines was provided with details given that includes what information Deans are to include in the Deans' Summary Report and how the vetting process happens.

It was noted that Quality Assurance ensures that the action plans are being carried out and the 18 month progress report is being submitted to the Deans. The PDQA and Vice-Provost offices are

working on a communication process to demonstrate to the Provost and APPC that this work is being carried out.

3.5. Terms of Reference Review

Terms of Reference subcommittee members: Al W. and Alastair H.

It was noted that the subcommittee has enough information to put together a report and will bring it to the next APPC meeting. It was also noted that the recommendations may come in a form of an appendix to the Terms of Reference to offer some clarification and guidance.

ACTION: Provost office: Send Melissa W. a thank you card noting that the APPC members recognized her hard work and dedication to the APPC and the Terms of Reference subcommittee.

3:30 pm **3.6. Generative Discussion for Agenda Topics**

Strategic Planning from the UFV's new Vision and Mission will be coming through with Townhalls being scheduled in October and a consultative process in the New Year with the intention that part of this plan will come to APPC for feedback.

Discussion was had and lots of questions were raised regarding the purpose of the APPC and it was noted that more discussion will take place after reviewing the report from the Terms of Reference subcommittee and the comments given demonstrates that the APPC is ready for these discussions. It was also noted that similar conversations were had at other Senate committees.

Potential changes to come from the PDQA office regarding some proposed procedural changes for new programs.

The Provost and VP Academic Office will be approaching this committee to get advice and help set direction by engaging in broad discussions, consultation, and input.

4. ADJOURN

Emilio L./2nd Fiona M. Carried.

Next Meeting: October 16, 2019, 2:30 – 4:30pm, A225

5. INFORMATION ITEMS

5.1. 2019 Education Plan Update – Appendix 2

5.2. APPC Membership 2019-2020

5.3. Senate Approvals – June 7, 2019

5.3.1. Program Discontinuance - Computer Assisted Drafting certificate

5.3.2. Program Report and Plan 2019

5.3.3. Learning Everywhere: The UFV Education Plan, 2019 Update

5.3.4. Program Review - Geography and the Environment (GATE)

5.4. APPC website: ufv.ca/senate/standing-committees/appc/



Number 21

Effective Date 2014-05-09

Next Review Date 2019-05

UNDERGRADUATE COURSE AND PROGRAM APPROVAL

Approval Authority	Senate
Responsible Executive	Provost and Vice-President, Academic
Related Policies / Legislation	<i>University Act, s. 35.2(6)(b)</i>

PURPOSE

The policy is to guide the review and approval of new courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.

SCOPE

This policy applies to all new courses and programs and changes to existing courses and programs.

DEFINITIONS

In this policy, the following definitions apply:

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

Program Concept Paper: A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

Program Development Office (PDO): Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

Program Proposal: The detailed description for a new program prepared on a standard template provided by the Program Development Office.

Undergraduate Education Committee (UEC): A Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

POLICY

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV's mandate, strategic goals, and priorities.

The internal process includes various consultations, reviews, and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate

the authority to approve new courses and course changes to a Senate standing committee.

REGULATIONS

1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.
 2. A new course requires the approval of UEC, or Senate upon recommendation by UEC
 3. Course changes will be classified as either minor or major. What constitutes a minor or major course change will be determined and communicated by UEC.
 4. A minor course change is to be approved by Faculty Council and submitted to UEC for review before inclusion in the Calendar.
 5. A major course change requires the approval of UEC, or Senate upon recommendation by UEC.
 6. A new program requires the approval of Senate according to the process outlined in Procedures for Undergraduate Program Approval. In exceptional cases, the approval can be obtained through the expedited process outlined in Procedures for Expedited Undergraduate Program Approval. No proposal can be put through the expedited process more than once.
 7. The process for major and minor program changes is determined by UEC. Major changes require the approval of Senate. Minor changes are approved by UEC, and sent to Senate for information. What constitutes a minor or major program change will be determined by Senate upon recommendation by UEC.
 8. The criteria for applying the expedited program approval process to a new program are as follows:
 - 8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
 - There is funding available from an external source, with time constraints.
 - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
 - There is a request for a partnership with a time constraint, and there is a funding source.
 - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
 - There is an opportunity for capital or infrastructure injection, with time constraints.
 - In addition,
 - 8.2. The program must be sustainable.
 - 8.3. The program must be consistent with the strategic goals of UFV.
 - 8.4. The program must be consistent with program priorities of UFV.
 - 8.5. There are minimal adverse implications for other faculties, programs, and services.
 9. Procedures in support of this policy will be developed, maintained, and communicated as such:
 - For new and revised courses: UEC.
 - For new program proposals (including concept papers): UEC, in consultation with the Office of the Vice-Provost.
 - For program revision: UEC.
-

- For expedited process: APPC, in consultation with the Office of the Vice-Provost.

Any procedures developed in support of this policy will consider the roles of other Senate Standing Committees in the course and program approval process. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.

APPENDICES

Procedures for Undergraduate Course Approval

Procedures for Undergraduate Program Approval

Procedures for Expedited Undergraduate Program Approval

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

1. **Formation of PWG and development of proposal:** Dean of the program area approves a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed.
The PWG must consult with academic areas potentially affected by, or with expertise on, the proposed new program.
2. **Program Development Office (PDO) verification:** The PDO verifies that the proposal package (including budgetary analysis, as approved by Dean and Budget Office) is complete and in compliance with UFV and Ministry guidelines for approval of new programs.
3. **Faculty/College Council and Dean:** The proposal package is submitted to the Faculty/College Council and Dean for review and approval.
4. **University-wide notification:** All academic and relevant service areas are notified of the proposed program and are given five business days to respond. The purpose of the notification is to ensure that implications that the new program may have for other academic units, programs, and services are identified. Comments received and the PWG's responses are included in the proposal package.
5. **Vice-Provost and APPC approves for Expedited review:** The Dean and Budget office submit a Memo to the Vice-Provost, or delegate, explaining how the proposed program meets the criteria for expedited process as stated in Policy 21.

The Vice-Provost makes one of the following recommendations:

- a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.
- b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.

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

The Dean may appeal a recommendation not to follow the expedited process (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.¹

¹ APPC Expedited Review Standing Subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculties/College.

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

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed.

6. **UEC Screening, CWC, UEC and Senate Budget Committee:** The proposal package is submitted to UEC Screening Subcommittee who reviews it prior to submission to campus-wide consultation for information and to UEC for recommendation to APPC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee also for recommendation to APPC. (Senate Budget Committee may exempt specific Departments from review under the expedited process. The program proposal from an exempt Department goes to SBC for information.)
7. **APPC:** APPC Expedited Review Standing Subcommittee receives UEC's and, when applicable, SBC's recommendation and makes a recommendation to Senate. The program proposal goes to APPC for information.
8. **Senate:** The Senate reviews the proposal, along with the APPC Expedited Review Standing Subcommittee's, UEC's, and, when applicable, SBC's recommendations, for approval.
9. **External Approval:** If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).

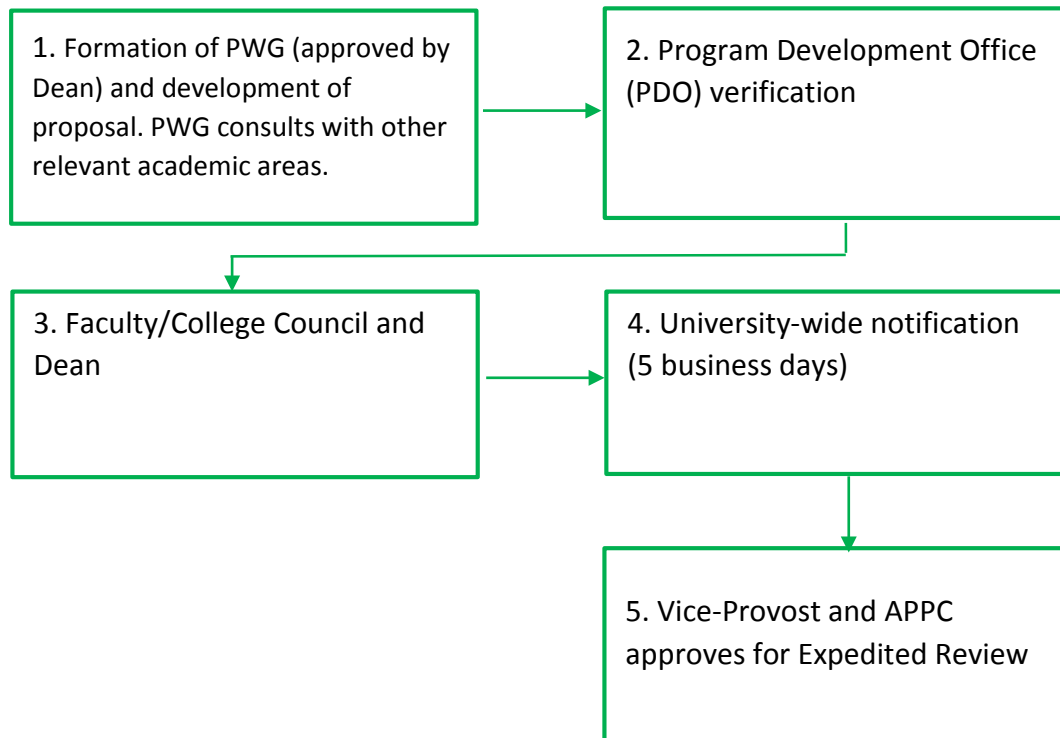
Policy 21 excerpt on the Expedited Program Approval Process

8. The criteria for applying the expedited program approval process to a new program are as follows:
 - 8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
 - There is funding available from an external source, with time constraints.
 - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
 - There is a request for a partnership with a time constraint, and there is a funding source.
 - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
 - There is an opportunity for capital or infrastructure injection, with time constraints.

In addition,

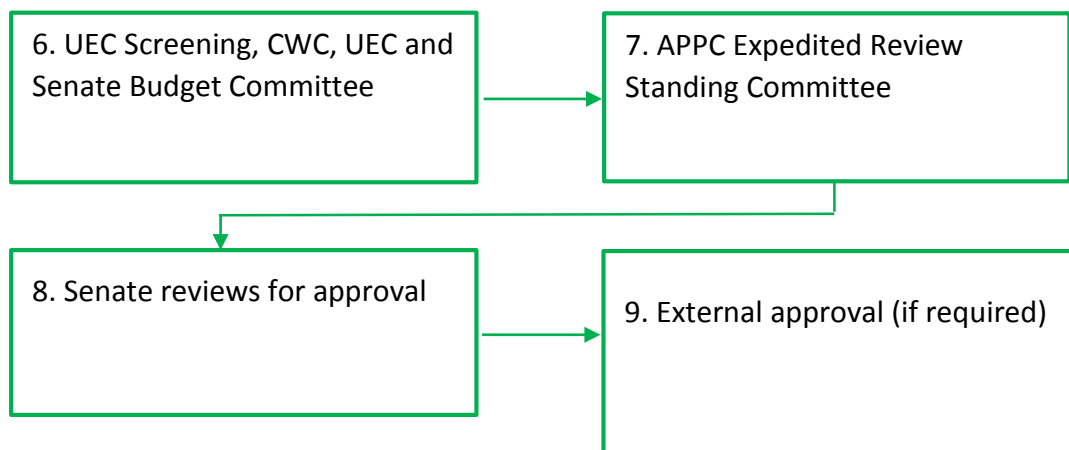
- 8.2. The program must be sustainable.
- 8.3. The program must be consistent with the strategic goals of UFV.
- 8.4. The program must be consistent with program priorities of UFV.
- 8.5. There are minimal adverse implications for other faculties, programs, and services.

PART I: DETERMINATION OF WHETHER A PROGRAM MEETS THE CRITERIA FOR THE EXPEDITED PROGRAM APPROVAL PROCESS



PART II: REVIEW OF PROGRAM PROPOSAL UNDER THE EXPEDITED PROGRAM APPROVAL PROCESS

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed (in step 6).



To: Academic Planning and Priorities Committee
From: Bruce Kirkley, Associate Director, Program Development and Quality Assurance
CC: James Mandigo, Provost & VP Academic; Peter Geller, Vice-Provost & AVP Academic
Date: September 20, 2019
Re: Proposal to revise the process and procedures for new program development

The Program Development and Quality Assurance office is proposing revisions to UFV's process and procedures for the development and approval of new degree programs at both the undergraduate and graduate level in order to: (a) more effectively realize the benefits of UFV's exempt status up to the baccalaureate level, and (b) more effectively integrate the Stage 1 approval process introduced by the Ministry of Advanced Education, Skills and Training (MAEST) in 2015.

Institutions with exempt status follow a distinct set of guidelines and procedures for submitting new degree program proposals to the Ministry. In brief, the process involves two stages:

1. Demonstration of meeting Stage 1 standards for post-secondary system needs.
2. Demonstration of meeting Stage 2 standards for degree quality.

As an institution with exempt status, the Ministry recognizes that UFV has the quality assurance processes in place to ensure degree quality standards up to the baccalaureate level. Hence, for undergraduate programs, the Degree Quality Assessment Board (DQAB) does not review the Stage 2 component of program proposals, but rather makes recommendations for approval based on meeting Stage 1 requirements. The Minister reserves the right to refer proposals to the DQAB for a full Stage 2 review if deemed necessary, but will otherwise base a decision on the Stage 1 recommendation. For graduate degree programs, the DQAB first reviews the Stage 1 submission and makes a recommendation to the Minister on whether or not to approve the proposal to proceed to a Stage 2 review of degree quality. In both cases, Ministry approval hinges on addressing the Stage 1 standards and criteria successfully.

Current practice in UFV's program development process is for program working groups (PWG) to complete the Stage 2 full program proposal (FPP) first, and then put it through committees for approval. The Stage 1 is completed late in the process (usually sometime after UEC or GSC approval), and is drafted by the PDQA office in consultation with the PWG, drawing on material from relevant areas of the FPP, budget analysis, and appendices.

However, an overview of the four main standards used for the Stage 1 assessment demonstrates their relevance to program development from the outset:

1. Institutional Mandate / Capacity: The institution must establish that it has the mandate and capacity to offer the proposed degree program.

2. Social and Economic Benefit: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.
3. System Coordination / Program Duplication: The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.
4. Student Demand and Outcomes: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.

Given the importance of the Stage 1 for Ministry approval of new degree proposals, PDQA recommends that UFV's program development process be updated to: (a) integrate Stage 1 research and consultation in the early stages of program development, and (b) seek Ministry approval of the Stage 1 prior to, or concurrent with, Stage 2 development and approval.

To update the program development process, PDQA proposes the following:

1. Align the concept paper requirements and template with the Stage 1 criteria to allow a more seamless transition from concept paper to Stage 1 development.
2. Address Stage 1 criteria as the first step in the development of a degree program proposal.
3. Seek Ministry approval of the Stage 1 prior to, or concurrent with, Stage 2 development and approval.
4. Revise UFV's internal approval process to align more efficiently with the two-stage process established by the Ministry.

Undertaking Stage 1 research and consultation from the outset will facilitate the ability of the PWG to integrate the information gathered into the design of program learning outcomes, curriculum and content (see graphic on the following page). This work should begin with the development of the concept paper, and a revised Concept Paper template designed for this purpose is attached. For reference, the MAEST Stage 1 template is also attached.

Seeking Ministry approval of the Stage 1 at an earlier stage in the approval process will provide greater assurance and confidence as program development moves forward. Furthermore, if the Stage 1 for a proposal is not approved by the Ministry, a decision can be made on whether to rethink the program to address Stage 1 criteria more effectively, or to discontinue the process prior to devoting more time and resources in further development and committee review.

Flowcharts on the pages below show the current process for the approval of new undergraduate and graduate degree program proposals, followed by a proposed updated process designed to incorporate Stage 1 criteria more effectively and make UFV's internal process more efficient.

In terms of approvals, the Graduate Course and Program Approval policy (209) states that procedures related to concept papers are "developed, maintained, and communicated" through APPC in consultation with the Office of the Vice-Provost, while procedures related to new program proposals go to GSC in consultation with the Office of the Vice Provost. Hence, a motion from APPC in support of the Concept Paper revision would be beneficial.

Furthermore, both the Graduate (209) and Undergraduate (21) Course and Program Approval policies state that: “Any procedures developed in support of this policy will consider the roles of other Senate Standing Committees in the course and program and approval process. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.”

Given the scope of the revision, the proposal is being circulated to the relevant Senate standing committees for review and consultation. Since the new process will involve Senate giving responsibility to SBC to verify that the Stage 1 for new program proposals meets the standards and criteria required by the Ministry, and to UEC and GSC to verify that the Stage 2 for proposals meets degree quality standards, a motion from APPC to Senate confirming support for these changes would also be beneficial.

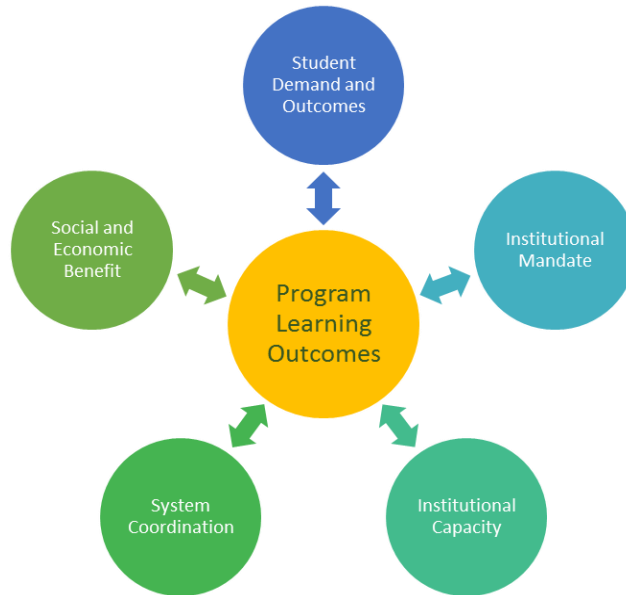
Senate giving responsibility to its standing committees to verify new program proposals at Stage 1 and Stage 2 will significantly expedite UFV’s internal program approval process. Given that: (a) the Academic Planning and Priorities Committee, Senate, and the Board will have approved program development at the concept paper stage; (b) the concept paper will be clearly aligned to the MAEST Stage 1 criteria and standards; and (c) the Stage 1 aligns closely with the criteria reviewed by the Senate Budget Committee (*cf.* SBC Budget Analysis Part A for new programs); it makes sense for SBC to verify that the Stage 1 proposal addresses the criteria as set forth in the concept paper, prior to submission to the Ministry. Similarly, since the concept paper also indicates how the program will meet degree quality standards, and since the role of both UEC and GSC is to assure that new program proposals effectively address these standards, it makes sense for Senate to give responsibility to UEC and GSC to verify that the Stage 2 proposal meets degree quality standards prior to submission to the Ministry.

As the Senate standing committee responsible for reviewing and recommending concept papers to Senate and the Board for approval, the proposed changes place central importance on the role of the Academic Planning and Priorities Committee to assure that concept papers clearly indicate how proposals will address Stage 1 criteria and standards and will meet Stage 2 degree quality standards. In addition, the final Stage 2 proposal will be presented to APPC and Senate as an information or consent item, prior to being submitted to the Ministry, thus giving APPC and Senate the opportunity for a final review, including the right to request revisions to the proposal or reconsideration of the decisions from UEC or GSC.

MOTION: That the Academic Planning and Priorities Committee supports the revision of the Concept Paper template to further align with the Ministry of Advanced Education, Skills and Training Stage 1 standards and criteria.

MOTION: That the Academic Planning and Priorities Committee supports Senate giving responsibility: (a) to the Senate Budget Committee to verify that the Stage 1 for new program proposals address the required standards and criteria, prior to submission to the Ministry; and (b) to the Undergraduate Education Committee and the Graduate Studies Committee to verify that the Stage 2 for proposals meet degree quality standards, prior to submission to the Ministry.

Stage 1 Research and Program Learning Outcomes



Student Demand and Outcomes	Institutional Mandate	Institutional Capacity	System Coordination	Social and Economic Benefit
<ul style="list-style-type: none"> • Student surveys • Enrolment data • Transfer • Further study • Employment opportunities 	<ul style="list-style-type: none"> • Strategic Goals • Education Plan • Indigenization • SEM • ILO's 	<ul style="list-style-type: none"> • Faculty expertise and numbers • Library resources • Staff support • Facilities • Technology and equipment 	<ul style="list-style-type: none"> • Comparable programs • Consultation • Rationale for duplication • Collaboration 	<ul style="list-style-type: none"> • Priority of focus • Social benefit • Economic benefit • Labour market outlook / need • Credential level

Stage 2 Undergraduate Degree Quality Standards



Program Design and Outcome Emphasis

The credential awarded for the bachelor degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice.

All bachelor programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under faculty supervision, of one or more essays, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent and ethical intellectual/creative work and, where relevant, the exercise of professional responsibility in a field of practice.

Some bachelor degree programs are intended to provide a wide exposure to several disciplines, others to provide an in-depth education in one or more disciplines (often as preparation for graduate study), and still others to provide a blend of theory and practice that equips students for entry into an occupation or profession. Despite that diversity, each bachelor degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor degree label.

Depth and Breadth of Knowledge

- Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies and applications of the discipline and/or field of practice;
- Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines;
- The ability to gather, review, evaluate and interpret information, including new information relevant to the discipline; and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline;
- The capacity to engage in independent research or practice in a supervised context;
- Critical thinking and analytical skills inside and outside the discipline; and,
- The ability to apply learning from one or more areas outside the discipline.

Knowledge of Methodologies and Research

- An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
 - evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
 - devise and sustain arguments or solve problems using these methods; and,
 - describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

Application of Knowledge

- The ability to review, present and critically evaluate qualitative and quantitative information to:
 - develop lines of argument;
 - make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
 - apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
 - where appropriate, use this knowledge in the creative process.
- The ability to use a range of established techniques to:
 - initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
 - propose solutions;
 - frame appropriate questions for the purpose of solving a problem; and
 - solve a problem or create a new work.
- The ability to make critical use of scholarly reviews and primary sources.

Communication Skills

- The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

Awareness of Limits of Knowledge

- An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

Professional Capacity/Autonomy

- Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
 - the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
 - working effectively with others; and,
 - behaviour consistent with academic integrity.

Stage 2 Graduate Degree Quality Standards (Master's Degree)



Program Design and Outcome Emphasis

A master's degree program builds on knowledge and competencies acquired during related undergraduate study, and requires more specialized knowledge and intellectual autonomy than a bachelor degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.

Research-oriented master's programs are typically for graduates of related undergraduate or professional programs in the field or students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Others are course-based and require students to demonstrate the necessary research, analytical, interpretative, methodological and expository skills in course exercises. Examples: M.A. programs in the humanities and social sciences; M.Sc. programs.

Profession-oriented master's programs normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular

profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners. Example: Master of Social Work.

Depth and Breadth of Knowledge

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

Knowledge of Methodologies and Research

- A conceptual understanding and methodological competence that enables the graduate to have a:
 - working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
 - capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence; and,
 - capacity to address complex issues and judgments based on established principles and techniques.
- On the basis of that competence, has shown at least one of the following:
 - the development and support of a sustained argument in written form; or
 - originality in the application of knowledge.

Application of Knowledge

- Competency in the research process by applying an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting.

Communication Skills

- The ability to communicate ideas, issues and conclusions clearly and effectively to specialist and non-specialist audiences.

Awareness of Limits of Knowledge

- A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

Professional Capacity/Autonomy

- The qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and of personal responsibility and accountability; and,
 - decision-making in complex situations, such as employment.
- The intellectual independence required for continuing professional development; and,
- The ability to appreciate the broader implications of applying knowledge to particular contexts.

 Concept Paper Guidelines and Template for New Degree Programs

Revised Draft 06

The concept paper serves as an indication of a program working group's (PWG) initial thinking on key issues related to the development of a proposed program. This template should be used for all new degree programs, (e.g., Bachelor of Media Arts, Major in Computing Science).

Please consult the Program Development and Quality Assurance office [website](#) for additional information and resources.

Maximum Length: five to eight pages (plus appendices, if required).

Summary Description of Program

- A. Credential to be awarded
- B. Number of credits
- C. Program length (in years or semesters)¹
- D. Projected start date
- E. Administrative responsibility
 - a. Name the faculty or college that will have administrative responsibility for the program.²
- F. Program summary:
 - a. Brief statement describing program goals and how they will provide social and/or economic benefit for students, and for the people of British Columbia;
 - b. Program learning outcomes;³
 - c. Brief description of proposed curriculum and/or program concentrations.

Student Demand and Outcomes

- A. Benefit to Students
 - 1. Explain how the program learning outcomes will support students in meeting UFV's institutional learning outcomes.
 - 2. Briefly identify the anticipated employment, professional and/or educational goals available for graduates of the program.
 - 3. Explain how the outcomes provide the skills, knowledge, and attributes graduates will need to pursue their employment, professional and/or educational goals.
- B. Student Demand
 - 1. Identify the students the program will most likely attract, and indicate where the target students will most likely come from.
 - 2. Provide an estimate of the annual program enrolments needed to sustain the program.

3. Outline a plan for gathering reliable evidence to demonstrate student demand.

Institutional Mandate / Capacity

- A. Institutional Mandate and Strategic Priorities
 1. Provide a brief explanation of how the proposed program will support UFV's mandate to serve the post-secondary educational needs of the Fraser Valley region.
 2. Identify how the proposed program will support UFV's current academic and strategic plans.
 - a. Consult UFV's key planning documents ([Strategic Directions](#), the [Education Plan, 2016-2020 and Goals](#), and the [Strategic Enrolment Management Plan 2014-2019](#)) and explain which institutional priorities the program will support.
- B. Institutional Capacity
 1. Faculty Capacity
 - a. Identify the full-time and part-time permanent faculty members who will be responsible for delivering the new program, and briefly outline their qualifications for offering the proposed program.
 - b. Identify any gaps in the faculty expertise or numbers that will need to be filled to offer the proposed program, and indicate how the program area intends to address the gaps.
 2. Administration
 - a. Identify the administrative support the program will require to function effectively and efficiently (e.g. staff and/or technical support, program director/chair, etc.).
 - b. Briefly outline any new resources that may be required to administer the program.
 3. Physical Space and Equipment
 - a. Identify the space and equipment requirements for the proposed program. Outline any needs for additional physical space (e.g. classrooms, studios, laboratories, offices, etc.); reconfiguration of existing space; and/or acquisition of new equipment or technologies (e.g. computers, software, specialized tools or instruments, etc.).

Social and Economic Benefit

- A. Program Focus
 1. Identify whether the new program will focus primarily on meeting social benefits or economic benefits.
- B. Social Benefit
 1. Briefly describe the potential social, cultural, regional, community, environmental, institutional and/or intellectual benefits of the proposed program.
- C. Economic Benefit
 1. Briefly describe the direct and/or indirect economic or industrial benefits of the proposed program to the student, the community, region or province.
 2. Briefly identify the provincial labour market needs the proposed program will meet. List applicable NOC codes, and identify the minimal level of credential required to gain employment in the occupations most relevant to the program.

3. Briefly outline the plan for consultation with relevant industry or community groups, potential employers, and/or professional bodies.

System Coordination

- A. Internal Context
 1. Describe how the proposed program builds on and/or complements existing UFV programs, or provide a brief rationale for establishing a completely new program.
- B. System Context
 1. Briefly indicate what differentiates the proposed program from all other related programs in the province, or provide a brief rationale explaining why UFV should establish a new program similar to others currently available in the province (particularly in the Lower Mainland/Southwest region).
- C. Consultation
 1. Briefly outline the plan for consultation both internally, with areas relevant to the proposed program, and externally, with other institutions in the province that offer similar or related programs.
 2. Indicate if opportunities for collaboration and/or sharing of resources exist, whether internally with other programs at UFV, or externally with other institutions or organizations.

Program Working Group⁴

1. List the members of the PWG and the reasons for their selection.
2. Include brief biographies and CVs for PWG members in an appendix.

Timetable for Development, Review/Approval, and Implementation

- A. Provide timelines for development, review/approval, and implementation of the program.

By requesting approval of a concept paper, you are notifying the institution of your commitment to develop the proposed program, and to do so in a timely fashion in order to allow for budget and enrolment planning. The Program Development and Quality Assurance office will work with the dean and the program working group to set a realistic date when the program will be launched. This will include a reasonable timetable for development of the full program proposal, internal and external review and approval, and implementation. The latter should take into account, for instance, inclusion in the Academic Calendar after approval, timetabling of courses needed for the program, advertising and marketing, and recruitment cycle for International students (October to May).

Significant delays in meeting key landmarks (for instance, entering the review and approval stage of the process) could lead to being asked to submit a revised timetable or withdraw the program from the planning process. The annual Program Report and Plan will include status reports on programs in development.

¹ All programs are expected to be structured to ensure timely completion by students (e.g., 4 years for a 120-credit degree program, or 2 years for a 60-credit diploma program). Completion time needs to be indicated only if it is a defining feature of the proposed program, for instance:

- for a program primarily aimed at international students, a minimum length of time might be advisable to facilitate immigration;
- some programs may be conceived to be delivered exclusively, or primarily, in an accelerated format;
- programs that build on an earlier credential, in a laddering model, would have a shorter completion time than suggested by the number of credits (“two semesters, post-certificate”).

² In the case that a program draws resources from more than one Faculty/College beyond the provision of service courses, the Deans involved will decide who will assume administrative responsibility for the program and whether administrative responsibility will be shared by more than one Faculty/College. The Faculty/College and Dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.

³ Even though the learning outcomes presented in the concept paper are likely to be refined as the curriculum structure and content take shape, they should inform the design of a program at the outset. Given the employment, professional, educational goals to be met by the program, what skills, knowledge, and attributes will graduates of this program possess upon completion of the program? (Phrase your program outcomes as “Upon completion of this program, graduates will be able to: ...”).

⁴ The PWG should consist of a minimum of three faculty members with teaching and/or research expertise in the subject area. Normally, PWG members should be permanent UFV faculty members. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching and/or research expertise in the subject area or a related area should be included. Note that only approved PWGs can develop and present Concept Papers for approval.

The Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as an appendix.
- Use “n/a” or “non-applicable” for a criterion that does not apply and add a brief rationale.
- The submission is expected to be concise and should not exceed 12 pages or 4,000 words, excluding appendices.
- Attached to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

INSTITUTION:	PSIPS PROPOSAL #:
PROPOSED DEGREE:	

Summary Description of Degree Program: (1 page maximum)

INSTITUTIONAL MANDATE / CAPACITY	
STANDARD: <i>The institution must establish that it has the mandate and capacity to offer the proposed degree program.</i>	
CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	•
How does the proposed program support the current academic and strategic plan of the institution?	•
For applied degrees offered under the <i>College and Institute Act</i> : <ul style="list-style-type: none"> • Does the proposal lead to a specific occupation? • Does the proposal provide a diploma exit, if appropriate? 	•
B. Capacity	
To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?	•
To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?	•

SOCIAL AND ECONOMIC BENEFIT	
STANDARD: <i>The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.</i>	
CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	•
B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	•

How would the proposed program advance social goods or government priorities?	•
C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	•
How would the proposed program support economic growth and/or government economic priorities?	•
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)	•
Do potential employers require a degree for graduates to gain employment in the field?	•
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	•
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	•
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	•

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	•

B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	•
C. Rationale for Duplication	
If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?	•
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	•

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	•
B. Benefit to Students	
To what extent will students be able to transfer to and from other post-secondary institutions in the province?	•
What opportunities are available to program graduates for further study in the field or in professional fields?	•
What added value will the proposed program offer graduates in terms of employment opportunities?	•

Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
 - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

Submission Guidelines

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

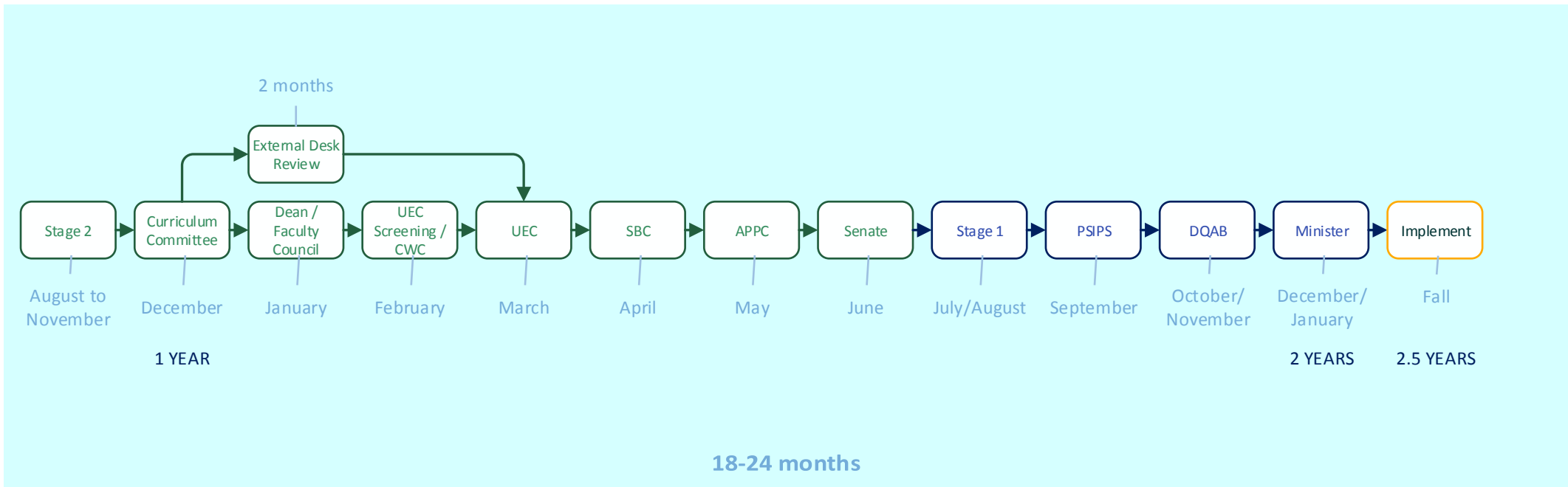
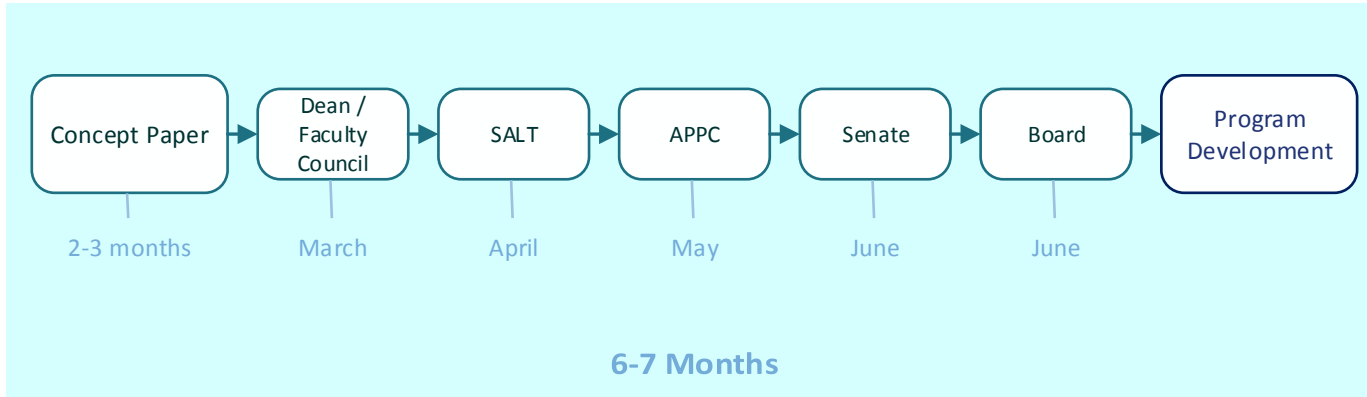
STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

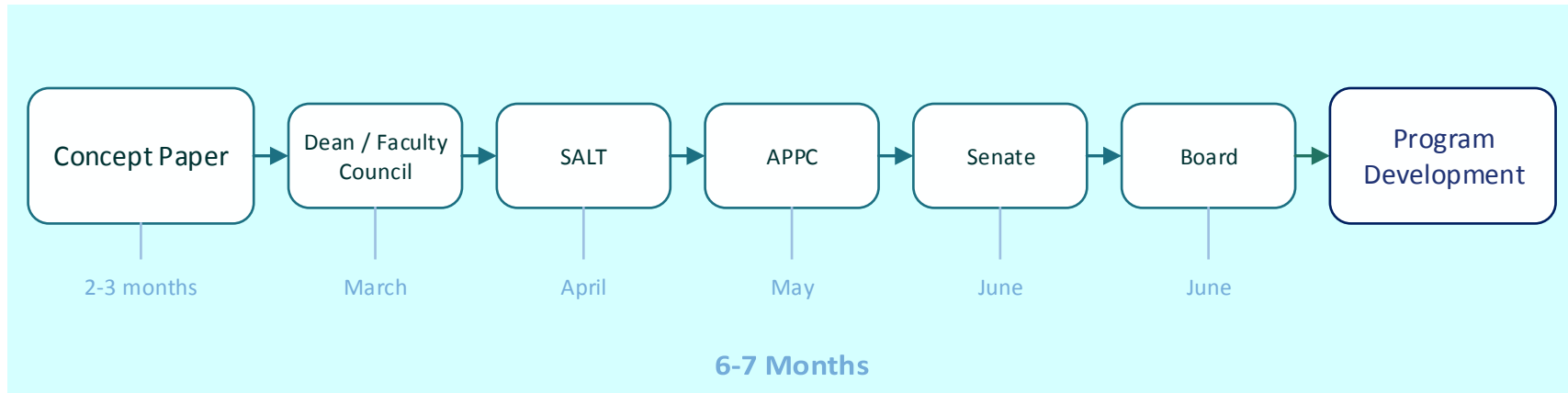
Submission Guidelines

- Provide evidence of student demand for the program, such as:
 - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
 - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
 - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.

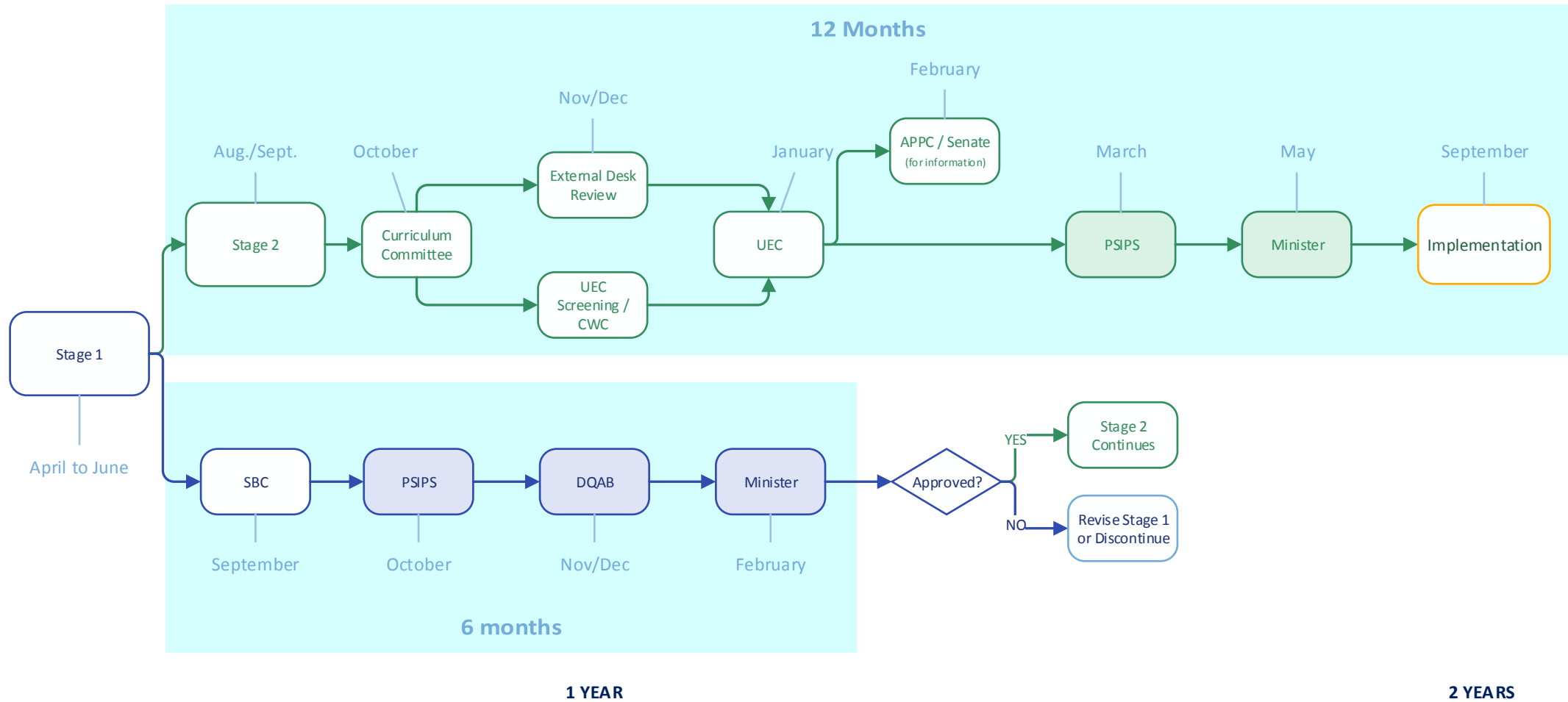
Current Program Development & Approval Timeline – Undergraduate Degree Programs



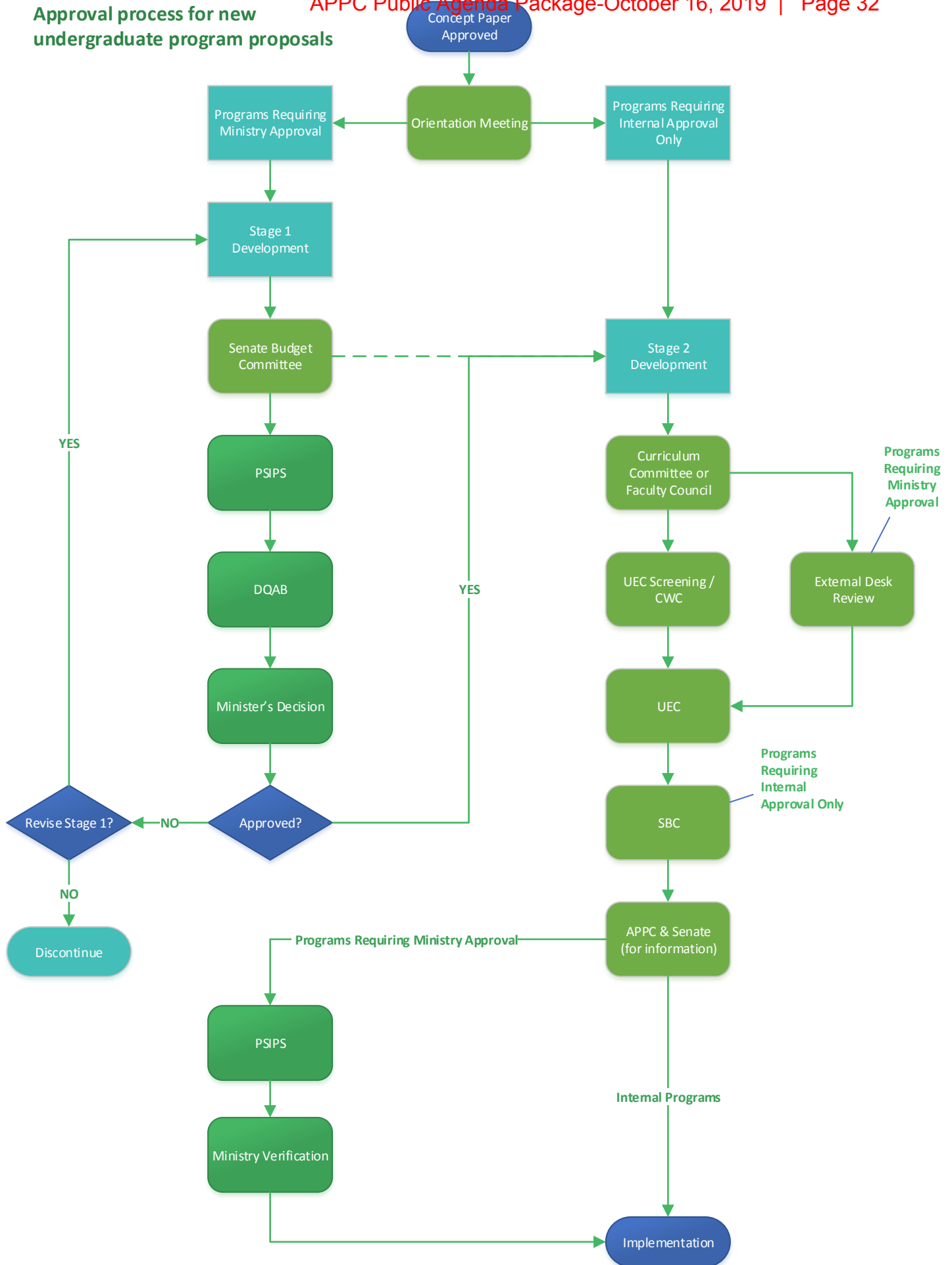
Revised Program Development and Approval Process – Undergraduate Degree Programs
Concept Paper Approval



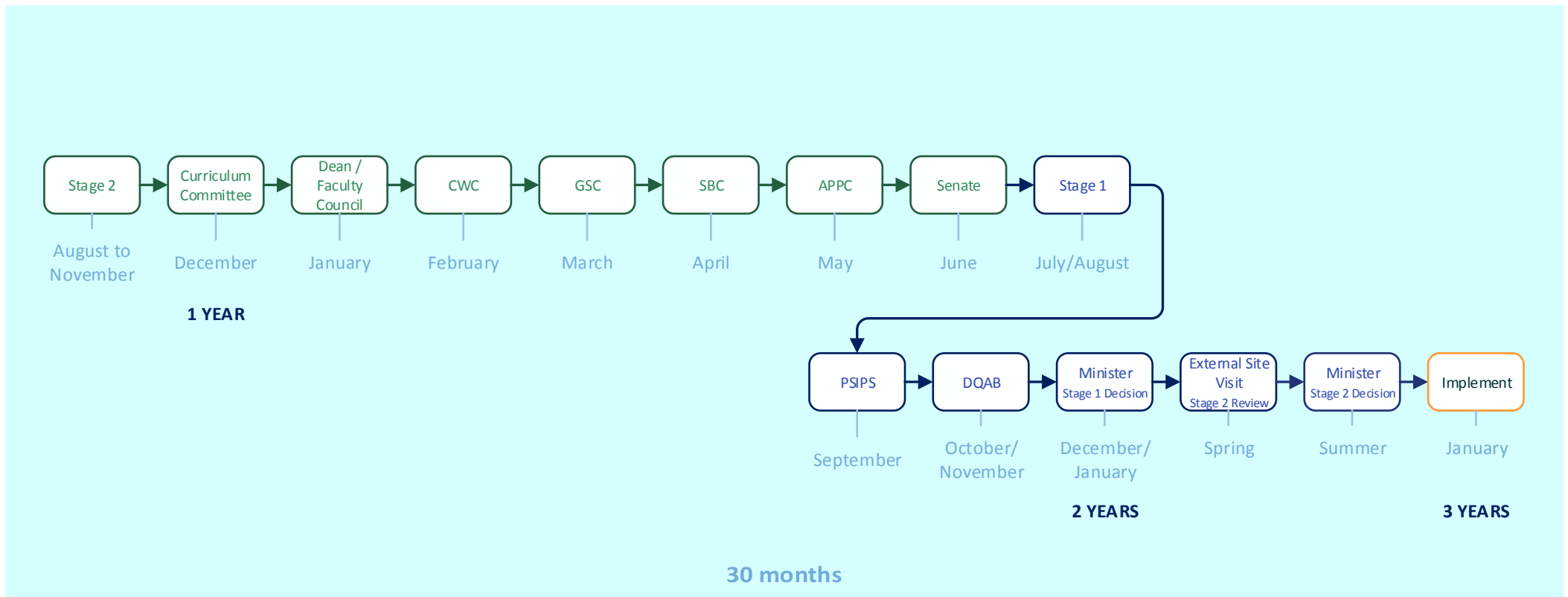
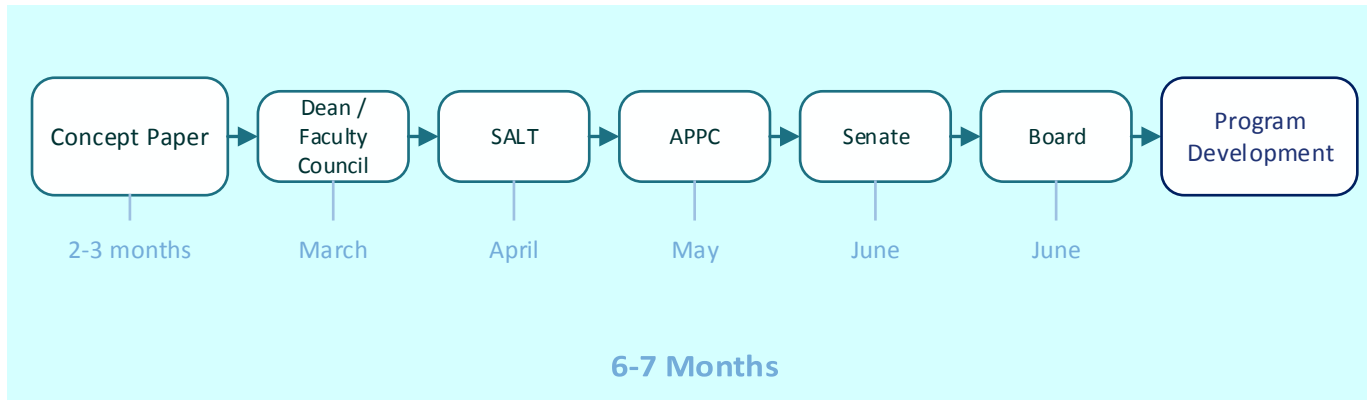
Revised Program Development and Approval Process – Undergraduate Degree Programs Stage 1 & 2 Approval



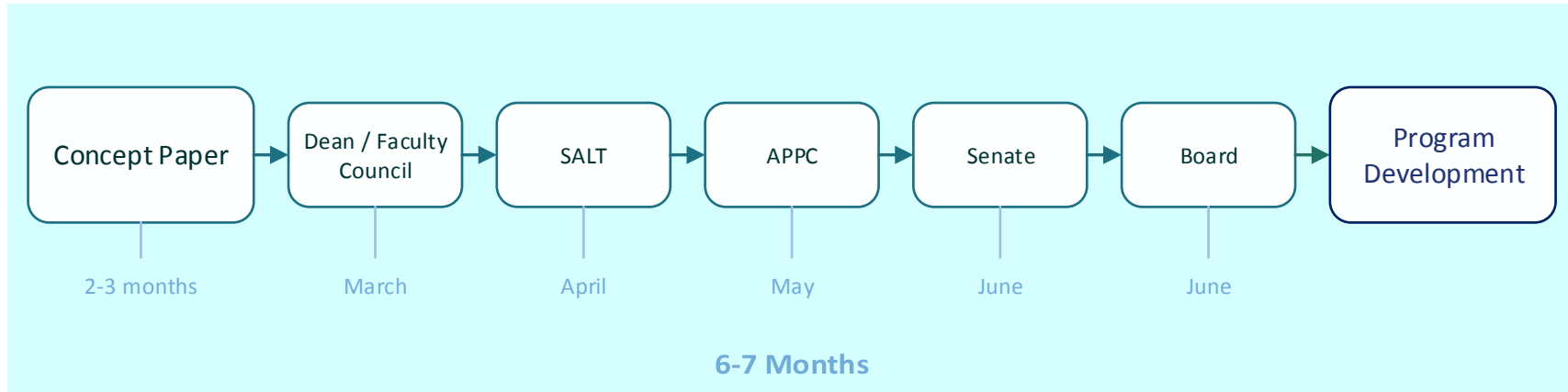
Approval process for new undergraduate program proposals



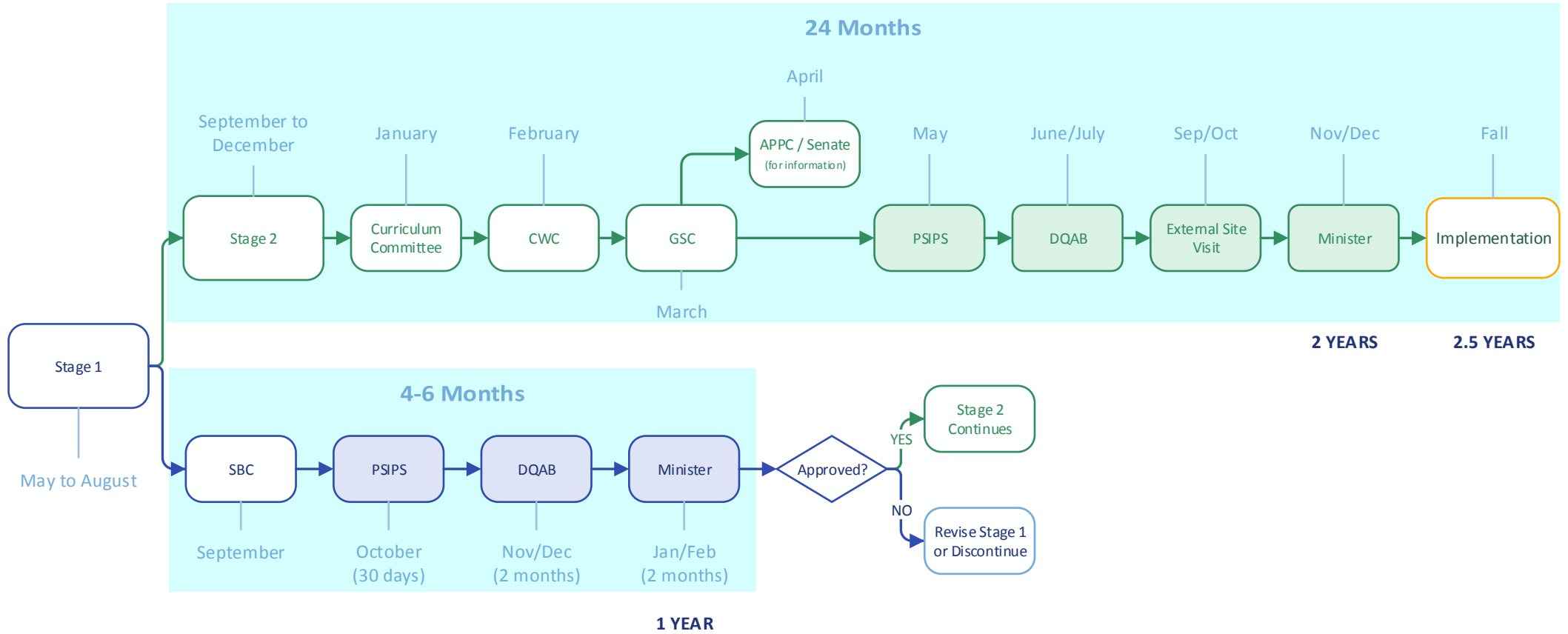
Current Program Development & Approval Process – Graduate Degree Programs



Revised Program Development and Approval Process – Graduate Degree Programs Concept Paper Approval



Revised Program Development and Approval Process – Graduate Degree Programs Stage 1 & 2 Approval



Approval process for new graduate program proposals

