

PUBLIC AGENDA

Academic Planning and Priorities Committee

Wednesday, March 17, 2021 - 2:30 PM
Video-Conference

Page

1. CALL TO ORDER

1.1. Roll Call, Voting Procedure, and Territorial Acknowledgement

Assume reverse voting procedure as per the in-camera motion.

2. APPROVALS

2.1. Agenda

MOTION: That APPC approve the agenda as presented.

3 - 5

2.2. Minutes

MOTION: That APPC approve the minutes of February 17, 2021 as presented.

3. BUSINESS ITEMS

3.1. Provost's Report

- Fall 2021

7 - 14

3.2. Program Discontinuance – Substance Abuse Counselling certificate (Margaret Coombes)

MOTION: That APPC recommend to Senate the discontinuance of the Substance Abuse Counselling certificate in the Faculty of Professional Studies, effective Fall 2021.

15

3.3. Proposal - Revision to Process for Approval of Associate Certificates

MOTION: That APPC approves revision of the approval process for associate certificate proposals to remove the requirement for approval of a concept paper in instances where a higher-level credential in a closely related area already exists.

17 - 18

3.4. Terms of Reference Review

3.5.1 Terms 1, 5, 9, 10 (James, Al)

Page

4. INFORMATION ITEMS

4.1. Senate Approval - February 26, 2021

- Program Suspension - AME Structures
- New Program - Indigenous Studies
- New Program - Applied Management concentration

5. ADJOURNMENT

Next Meeting: April 14, 2021; 2:30-4:30pm; Video-Conference



**Public Draft Minutes
Academic Planning and Priorities Committee**

Wednesday, February 17, 2021 - 2:30 PM
Video-Conference

Present: James Mandigo (Chair), Emilio Landolfi (Vice-Chair), Adrianna Bakos, Al Wiseman, Alastair Hodges, Betty Poettcker, Bruce Kirkley, David McGuire, David Johnston, Donna Alary, Garry Fehr, Gerry Palmer, Jon Thomas, Karin Jager, Kim Isaac, Lorne Mackenzie, Nicola Mooney, Peter Geller, Shelley Canning, Shelley Stefan, Shirley Hardman, Sylvie Murray, Melinda Saretzky (recorder), Cherie Enns (guest), Jacqueline Nolte (guest), Samantha Pattridge (guest)

Regrets: Amir Shabani, Derek Ward-Hall, Hailey Flikkema, Jobanpreet Singh Thind, Maureen Wideman, Vlada Dvoracek

1. CALL TO ORDER

1.1. Roll Call, Voting Procedure, and Territorial Acknowledgement

Assume reverse voting procedure carried over from the in-camera portion.

2. APPROVALS

2.1. Agenda

MOTION: That APPC approve the agenda as presented.
Adrianna/2nd. Emilio. Carried.

2.2. Minutes

MOTION: That APPC approve the minutes of December 16, 2020 as presented.

Shelley C/2nd Gerry. Carried.

3. BUSINESS ITEMS

3.1. Provost's Report

- Integrated Strategic Plan has been approved by Senate and the Board and the next step is implementation. A separate Education Plan will not be created.
- Planning for Fall 2021 academic delivery is underway.
- Note that International students are now able to take 100% of their courses online to be counted for a post-graduation work permit. This

is an increase from the previous increase of 50% and it is extended to December 2021.

3.2. New Program - Communications major – Stage 1 (Samantha Pattridge)

An overview of the program was given and feedback was received.

MOTION: That the Academic Planning and Priorities Committee has reviewed the Communications major Stage 1 and confirms that Stage 1 effectively addresses the standards and criteria for a new program proposal and recommend to Senate for approval.

Adrianna/2nd Nicola. Carried.

3.3. Concept Paper – Bachelor of Regional and Community Planning - Mid-Cycle Review (Cherie Enns)

An overview of the concept paper was given.

MOTION: That APPC approve and recommend to Senate the approval of the Bachelor of Regional and Community Planning Concept Paper.

Gerry/2nd Nicola. Carried.

3.4. New Department of Arts Studies (Jacqueline Nolte)

Rationale was given to the creation of this new department and it was noted that the formation of this department will assist to merge administrative practices as well as Faculty from various academic success courses. It was also noted that the Program Development and Quality Assurance office will provide assistance with the unit review.

MOTION: That APPC approve and recommend to Senate the formation of a New Department of Arts Studies.

Sylvie/2nd Nicola. Carried.

3.5. Terms of Reference Review

3.4.1 Report - Terms 2,3,4,11,12 (James)

The APPC supported the recommendations brought forward and provided feedback. It was suggested that after the Terms of Reference review, the APPC review as a whole to determine where be sub-committees could be formed.

3.4.2 Update - Term 7 - Library (Kim Isaac)

**Academic Planning and Priorities Committee – Public Agenda
February 17, 2021**

The APPC supports the suggestion that instead of creating a new APPC Library sub-committee, any changes to Library policies could flow between the APPC and the long standing Library Advisory Committee.

- 3.4.3 Formation of Term 6 Committee
A call for volunteers will go out.

4. INFORMATION ITEMS

4.1. New Programs - Internal Approval Process

- 4.1.1 Applied Management concentration (BIS)
- 4.1.2 Indigenous Studies certificate

4.2. Program Suspension - Aircraft Maintenance Engineer-Structure Certificate

4.3. APPC In-Camera approved items – Nov 18, 2020

- 4.3.1 Modern Languages Program Review

4.4. Senate Approvals – Jan 22, 2021

- 4.4.1 Integrated Strategic Plan
- 4.4.2 Modern Languages Program Review

4.5. Board Approvals – Feb 4, 2021

- 4.5.1 Integrated Strategic Plan

4.6. Membership - APPC Vacancies as of July 31, 2021

5. ADJOURNMENT – 4:30PM

Next Meeting: March 17, 2021; 2:30-4:30pm; Video-Conference



FEBRUARY 5, 2021

TO: JAMES MANDIGO, PROVOST & VICE PRESIDENT, ACADEMIC

FROM: MARGARET COOMBES, DIRECTOR – SCHOOL OF SOCIAL WORK & HUMAN SERVICES
TRACY RYDER GLASS, DEAN - FACULTY OF PROFESSIONAL STUDIES

SUBJECT: PROGRAM SUSPENSION
 PROGRAM SUSPENSION RENEWAL
 PROGRAM DISCONTINUANCE

FOR THE SUBSTANCE ABUSE COUNSELLING CERTIFICATE

PROGRAM DISCONTINUANCE

- 1) The Substance Abuse Counselling Certificate In the School of Social Work and Human Services (SWHS), Faculty of Professional Studies
- 2) The summary of consultation with stakeholders, including Faculty Council approval date;

Patrick Storey (LTA with SWHS) championed the work to revitalize the Substance Abuse Counselling Certificate. He researched various post-secondary programs designed to prepare graduates for employment in addiction treatment across Canada. Multiple stakeholders and local professionals engaged in the field of addiction were consulted, such as the Riverstone Treatment Services, Fraser House, Fraser Health Authority, Impact Abby, Addictions Counsellors, and other programs.

However, after much consultation and a review of the post-secondary programs, two recommendations emerged. The community could be served best by a low cost continuing education certificate and specialized curriculum in the existing BSW and MSW programs. The decision to discontinue the certificate and the recommendations, including the School of SWHS to partner with UFV Continuing Education to create a certificate program, was shared at the School of SWHS monthly meeting and the Human Services and the BSW committees in March and May 2020. The School of SWHS provided two quarterly updates and shared the final recommendations to the SWHS Advisory Council on September 25, 2020. The Advisory Council endorsed the final plan to discontinue the certificate.

Previous to the above decision to discontinue the certificate, the School of SWHS voted in December 2018 to suspend the Substance Abuse Counselling certificate to revitalize the program in 2019-2020. The certificate was on hold, and no students had been enrolled in the program since 2010. The School solicited feedback at the SWHS Community Forum in 2017, and our stakeholders indicated the lack of social workers trained in substance misuse counselling. In December 2018, the UFV SWHS Advisory Council supported this feedback and also advised the School of the disparity of social workers with knowledge and

experience in substance misuse interventions. The Council recommended the School move forward to revitalize and reinstate the Substance Abuse Counselling certificate.

The certificate had numerous difficulties. Pedagogically, it was argued the students were not academically ready, and the certificate would be a better fit as a graduate or post-graduate certificate. The previous offering had low enrollments, 2 to 3 students each year, and the tuition was not competitive with similar regional programs. The current certificate is outdated; the School had sought a suspension in 2018 to revitalize the program to address the pedagogical issues and low enrolments.

3) Suggested motion:

MOTION:

That APPC recommends to Senate the discontinuance of the Substance Abuse Counselling Certificate in the Faculty of Professional Studies, effective September 2021.

- 4) See attach Program Discontinuance Proposal and other supporting documents.
- 5) See Section III- Rationale and Section IV-Transition Plan of the Program Discontinuance.

Discontinuance of the Certificate in Substance Abuse Counselling**Section I Program Information:**

The Substance Abuse Counselling program was intended for individuals early in their careers interested in professional development in substance abuse counselling. The program offered skill development and knowledge of alcohol and drug use.

‘The program was offered as a post-graduate certificate to those holding diplomas, certificates, or degrees in allied fields (such as education, health care, criminal justice, social services, etc.) and was geared as a post-basic level of educational achievement.’

The School of Social Work and Human Services (SWHS) suspended the certificate in 2018 and planned to revitalize the program. The certificate has been defunct, and there have been no admissions since 2010 (five students).

Section II Consultation:

Patrick Storey (LTA in SWHS) championed the work to revitalize the Substance Abuse Counselling Certificate. He researched various post-secondary programs designed to prepare graduates for employment in addiction treatment across Canada. Multiple stakeholders and local professionals engaged in the field of addiction were consulted, such as the Riverstone Treatment Services, Fraser House, Fraser Health Authority, Impact Abby, Addictions Counsellors, and other programs.

However, after much consultation and review of the post-secondary programs, a continuing education certificate could best serve the community. The decision to discontinue the certificate and the recommendations, including the School of SWHS to partner with UFV Continuing Education to create a certificate program, was shared at the School of SWHS Committee meeting in March and May 2020. In 2020, the School of SWHS provided two quarterly updates and shared the final recommendations to the SWHS Advisory Council on September 25, 2020. The Advisory Council endorsed the final plan to discontinue the certificate.

Previous to the above decision to discontinue the certificate, the School of SWHS voted in December 2018 to suspend the Substance Abuse Counselling certificate to revitalize the program in 2019-2020. The certificate was on hold, and there were no students enrolled in the program. The School solicited feedback at the SWHS Community Forum in 2017, and our stakeholders indicated the lack of social workers trained in substance misuse counselling. In December 2018, the UFV SWHS Advisory Council supported this feedback and also advised the School of the disparity of social workers with knowledge and experience in substance misuse interventions. The Council recommended the School move forward to revitalize and reinstate the Substance Abuse Counselling certificate.

Section III Rationale:

The certificate had numerous difficulties. Pedagogically, it was argued the students previously enrolled were not academically ready. Also, the tuition was not competitive with similar regional programs.

The previous offerings experienced low student enrolments for several years (2- 3 a year), and five students applied in 2010. The certificate courses were not relevant and outdated. The classes were not required or in demand by another UFV program, and there were no opportunities to ladder into other programs.

The School of SWHS had sought a suspension to revitalize the program and address the pedagogical issues and low enrolments. At the time of the suspension, it was suggested the certificate would be a better fit as a graduate or post-graduate certificate.

The School of SWHS has no data to support the employment opportunities of the certificate graduates. The discontinuance of the program will not affect the budget because there has been no student enrolment since 2010.

The School of SWHS does not have the relevant courses to deliver the certificate. There has been an increasing demand for training in this area. However, the current certificate or a revised program was not supported by our stakeholders and the community. The exploration by Patrick Storey recommended two options that the School of SWHS could pursue. The School could develop a curriculum that focuses on addiction and mental health as a career path. Specialized courses could be offered in pharmacology, harm reduction strategies, the recovery model, drug policies in Canada, and the role of colonization and historical trauma in addiction among Indigenous peoples. The second recommendation would see the School of SWHS collaborate with the Continuing Education Department and provide a substance abuse training program that addresses the current opiate overdose epidemic. See the attached document for further details.

Section IV Transitional Plan:

There have been no enrolments in the *Substance Abuse Counselling Certificate* since 2010. For this reason, we do not believe any students will be adversely affected by the discontinuation of the program. The School has several recommendations that could address the current community requests to develop specialized courses in addiction and mental health. Also, the School of SWHS could partner with Continuing Education to design a certificate in substance misuse and interventions.

Summary: Substance Misuse Certificate Program Project Findings and Recommendations

The following thoughts and recommendations follow research into various post secondary programs designed to prepare graduates for work in the field of addictions treatment across Canada, and consultations with a variety of local professionals engaged in the field of addictions. Specifically, individuals from Riverstone Treatment Services, Fraser House, Fraser Health Authority, Impact Abby. The School of Social Work and Human Services Advisory Council also had a chance to review the information provided below.

Educational Programs Across BC and Canada:

There are a variety of different types of programs currently being offered in BC and Canada. Following is a selection:

Sprott Shaw College offers an Addiction Worker certificate program.

The Justice Institute offers a Substance Use Certificate that is 91 hours in length and costs \$3000.

The BC Centre on Substance Use offers an online certificate with 22 modules with an estimated 16 hours to complete. This course is free and open to professionals working in the field.

UBC offers an online Addiction Care and Treatment course that takes 12-15 hours to complete. It is free and open to the general public.

Dalhousie University offers a Graduate certificate in Mental Health and Addictions. This is an interdisciplinary program open to professionals working in the field, administered by the School of Social Work. It is made up of 4 online courses requiring 10 hours per week of study. Cost is \$1050 for each 1/2 credit course.

Vancouver Island University offers an Addiction Studies Certificate which is embedded in a variety of degree programs dependent on the students' primary area of interest. It can be taken as a diploma or part of a degree program of studies. Courses are selected from eight different departments including Psychology, Child and Youth Care, Sociology, Criminology, First Nations Studies, Social Work, Anthropology, Philosophy and Political Science. One practicum is required.

University of Lethbridge offers a Bachelors in Health Sciences Addiction Counselling program in the Faculty of Health Sciences.

Community Consultations:

Consistently, I was told that people do not think that a formal post BA certificate involving full time study would be much in demand. Manager of Riverstone Treatment Services, for example, said that current job descriptions for the Health Authorities would not recognize a certificate such as this and people with an advanced certificate of this nature, without the core requirements for a vacant addiction counsellor position, i.e. a BSW, would not be eligible to apply for employment with the Health Authority. An individual from Fraser Health Authority asked why someone would choose to take a post BA certificate program when they could instead invest the same amount of time, money and energy into a master's degree. One individual from Impact Abby said that a formal "training" program dealing with substance use is lacking in the field but felt that it should be open to people with certificate and diploma levels of education. He suggested further that some form of training should also be available to the large number of peer support workers now employed by agencies addressing substance abuse, homelessness and mental health issues. These points of view were echoed by the other people I consulted.

Recommendations:

The two programs that best match to the training needs articulated by the community representatives consulted, for the situation here in the lower mainland, are:

McMaster University's Professional Addiction Studies Certificate. The program is composed of five, 3-unit courses, each of 42 hours. It is open to people with undergraduate degrees or college diploma or 2 years of full-time supervised experience in the field. In addition to the certificate they also offer a diploma which requires ten, 3-unit courses (8 required courses and two electives). Both programs are offered online only. The courses count for continuing education hours by the Canadian Addiction Counsellors Certification Federation. Students can take up to 5 years to complete the program.

Core Courses: Introduction to Addictions; Pharmacology, Counselling Skills for Addictions Professionals; Addiction Treatment: Theories, Models and Applications; Group Work and Mutual Aid; Assessment and Treatment Planning; Human Development in Context: Understanding the Person with Addiction Issues; Families and Addiction; and Practical Experience Elective.

Elective Courses: Trauma Informed Care in Addictions; Contemporary Treatment Approaches; Concurrent Disorders; Working with Behavioural Addictions; Diversity and Inclusive Practice; Counselling in the Work Environment and Field Practice.

Sir Wilfred Laurier University offers an Addiction Certificate that requires the completion of 84 course hours. The certificate falls under the School of Social Work's continuing education program. There are two required courses of 12 hours each and the balance of 60 hours would be filled by five of approximately thirteen, 12-hour courses. Some courses are offered online and in person while the remainder are only offered in person. Students could complete the certificate in one year but they can have up to 7 years to complete the certificate requirements. The classroom courses are 2 days in length and cost \$330 each. These courses are open to anyone who wants to improve their knowledge and skills in working with people with addictions. No academic criteria are identified. The courses count for continuing education hours by the Canadian Addiction Counsellors Certification Federation. This program seems to have the greatest degree of flexibility for potential learners.

Core Courses: Fundamentals of Addiction and Pharmacology.

Elective Courses: Behavioural Addictions: Gambling, Gaming and Technology Overuse; Engaging Complex Clients: Working with Special Populations; Trauma and Addictions; Motivational Interviewing in Addictions Treatment; Addiction and the Family; Understanding Relapse Prevention; Exploring Harm Reduction as an Essential Skill Set in Substance Use Treatment; Behavioural Addictions: Sex and Shopping; Concurrent Disorders; Understanding Youth Addictions; Indigenous Peoples: Addiction and Recovery; Counselling Techniques in Addiction Practice. **Note:** there is no field practice/practicum component in this program.

Of interest is that none of the programs described above have a requirement for sobriety. This is desirable as it is not possible for an academic institution to ever be in a position to accurately screen for and monitor this requirement. Also, this is not a requirement for any other programs described above, so it may be considered discriminatory to ask potential students about their substance use histories or current patterns of use.

A partnership between the School of Social Work and Human Services and the Continuing Education Department could provide a substance abuse worker training program with the key features of the two programs described above, that would meet the training needs of a field grappling with the opiate overdose epidemic. The number of programs that are being developed to address this phenomenon has been steadily expanding since late 2014 and continues to expand in the present time, creating a need for an accessible, relevant and meaningful training program for a growing workforce.

Another option would be to add additional courses to the existing curriculum for the Social Services Worker diploma, the BSW, and MSW programs for students who want to focus on addiction and mental health as a career path. Courses, designed for each level of student would ideally include material on pharmacology of drugs and addiction

physiology, harm reduction strategies, the strengths based approach, the recovery model, counselling techniques for addictions, drug policies in Canada (would include alcohol and nicotine policy), the role of colonization and historical trauma in addiction among indigenous peoples, trauma informed practice, culturally informed healing, overdose first aid, the role of peer support workers/mutual aid in addiction response, relapse prevention strategies, mental health and addictions, and issues and strategies for working with women, families, youth and the LGBTQ2S community.



MEMO

To: James Mandigo, Chair, Undergraduate Education Committee; Peter Geller, Vice- Provost and AVP, Academic

From: Bruce Kirkley, Associate Director, Program Development and Quality Assurance

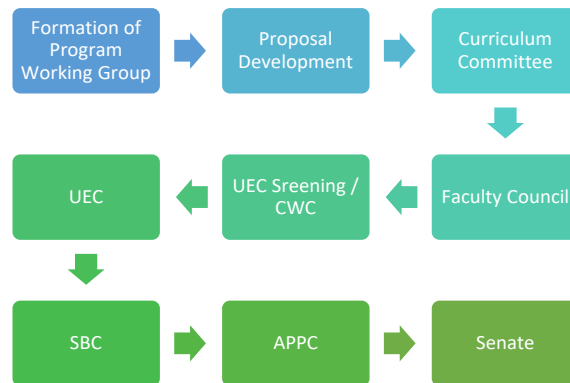
Date: 2021-03-09

Re: Revision to Process for Approval of Associate Certificates

The Program Development and Quality Assurance office proposes a change to the process used for review and approval of associate certificates in areas where higher-level credentials already exist.

As outlined in the Credentials policy (64), associate certificates require 9 to 17 credits. In most cases, these short programs are offered to recognize completion of a defined cluster of courses focusing on a specific topic. Academic units that offer associate certificates will usually have higher-level credentials in closely related areas of study. In this respect, the development of an associate certificates is similar to the development of a new minor in an area where a major or degree program already exists. Given this, the PDQA office proposes that the process for the development of an associate certificate in an area where a higher-level credential exists should be aligned with that used for new minors.

Currently, departments wishing to create an associate certificate must have a concept paper approved prior to development of a full program proposal. Transitioning to a process similar to new minors would remove the need for a concept paper. Program working groups would proceed directly to developing the full proposal and would then follow the process for approval of non-degree programs, as follows:



Since a concept paper is not required, associate certificate proposals that follow the revised process would need to be approved by APPC and Senate. Proposals for associate certificates in areas where a higher-level credential does *not* exist would still need to have a concept paper approved; however, in these instances, the full proposal is then submitted to APPC and Senate for information only.

MOTION: That APPC approves revision of the approval process for associate certificate proposals to remove the requirement for approval of a concept paper in instances where a higher-level credential in a closely related area already exists.

APPC Terms of Reference Ad-hoc Committee - Terms 1,5,9,10

Meeting: March 1, 2021

Members: James Mandigo, Al Wiseman, Melinda Saretzky (recorder)

Term #1:

Current: "Advice on mission, goals, objectives, and priorities of the university"

Ad-hoc Committee Recommendation:

No revisions necessary - Good example of this one in action (APPC offered feedback on Strategic Plan)

Original Recommendation from the ToR Subcommittee Report:

- a) We recommend that APPC ask Senate if it would like to delegate responsibility to approve any of these elements to APPC.
- b) We recommend that whatever of these elements are not delegated to APPC, that Senate consider creating permanent or ad hoc processes for involving APPC earlier in discussions.
- c) We recommend that APPC consider opportunities for education and engagement for the committee that would inform future discussions and decisions related to the responsibilities of this term.

Term #5: (previously #4)

Current: "Advise Senate on the establishment or discontinuation of academic faculties of the university."

Ad-hoc Committee Recommendation:

No revisions necessary - 'academic faculties' encompasses departments, schools, etc.

Original Recommendation from the ToR Subcommittee Report:

- a) We understand a policy is under development (with Senate and President's shared authority) where this will be addressed.
- b) We recommend Senate clarify whether they would like APPC to provide advice on the establishment of departments and schools.

Term #9 (previously #8)

Current: "Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university"

Ad-hoc Committee Recommendation:

Suggested revision: "Advise Senate on policies and processes for the development, review, implementation, and communication of ~~educational~~ plans that support the ~~academic~~ priorities of the university."

Original Recommendation from the ToR Subcommittee Report:

- a) The sub-committee suggests that this has not been happening, or at the very least, not in a very productive manner.
- b) We recommend the following steps to strengthen the committee's work in this area:
 - i. Developing a list of what these policies and processes are.
 - ii. Develop a list of ways these could policies and processes could have meaningful and appropriate feedback/advice.
 - iii. Consultation with the Provost and Deans on how APPC could best serve in this capacity.

Term #10 (previously #9):

Current: "Advise the Budget Committee of Senate on the academic priorities for the allocation of funds."

Ad-hoc Committee Recommendation:

No revisions necessary - will contact budget office to see how APPC can be involved.

Original Recommendation from the ToR Subcommittee Report:

- a) The sub-committee observed that there is no real clarity on whether this is happening, or if so, how effective or meaningful this advice is.
- b) We recommend asking both APPC and Senate Budget Committees, in consultation with the Provost and CFO, to have a discussion about what might be done to provide meaningful prioritization advice to Senate Budget.