

## **AGENDA**

### **Academic Planning and Priorities Committee**

Wednesday, February 16, 2022 - 2:30 PM  
Abbotsford campus, Room A225

Page

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

**2. APPROVALS**

**2.1. Agenda**

MOTION: That APPC approve the agenda as presented.

3 - 4

**2.2. Minutes**

MOTION: That APPC approve the minutes of January 19, 2022 as presented.

**3. BUSINESS ITEMS**

**3.1. Provost's Report**

- Strategic Enrolment Management Plan Framework

5 - 12

**3.2. Stage 1 Program Proposal – Bachelor of Regional and Community Planning**

Memos attached: Cover memo, Review Rubric, Submission Guidelines  
All other documents: S:\Public\UFVinfo\APPC

MOTION: THAT the Academic Planning and Priorities Committee has reviewed the Bachelor of Regional and Community Planning Stage 1 and confirms that Stage 1 effectively addresses the standards and criteria for a new program proposal.

13 - 15

**3.3. Program Discontinuance – Health and Human Services Program**

MOTION: That APPC recommend to Senate the discontinuance of the Health and Human Services Program.

16 - 23

**3.4. Program Discontinuance - Aboriginal Culture and Language Support diploma**

MOTION: That APPC recommend to Senate the discontinuance of the Aboriginal Culture and Language Support diploma in the Faculty of Professional Studies.

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**3.5. Program Discontinuance – Aircraft Structures Technician**

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MOTION: That APPC recommend to Senate the discontinuance of the Aircraft Structures Technician in the Faculty of Applied and Technical Studies.

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**3.6. Program Discontinuance – Aircraft Maintenance Engineer**

MOTION: That APPC recommend to Senate the discontinuance of the Aircraft Maintenance Engineer in the Faculty of Applied and Technical Studies.

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**3.7. Terms of Reference review**

MOTION: That the APPC recommend to Senate Governance Committee approval of the APPC Terms of Reference and Membership Composition as presented.

**4. INFORMATION ITEMS**

40 - 43

**4.1. Communications major – Stage 2 proposal**

Memos attached: Cover memo, Budget Office, UEC  
All other documents: S:\Public\UFVinfo\APPC

**4.2. Board Approvals - February 3, 2022**

- Program discontinuance of the Certificate in Extended Studies in Social Services – First Nations

44 - 45

**4.3. APPC Vacancies**

**5. ADJOURNMENT**

**Next Meeting:** March 16, 2022; 2:30-4:30pm; A225/Zoom



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

Wednesday, January 19, 2022 - 2:30 PM

Virtual

Present: James Mandigo (Chair), Amir Shabani, Betty Poettcker, Camille Callison, Claire Carolan, Dale McCartney, David Johnston, David McGuire, Deanna Devitt, Derek Ward-Hall, Emilio Landolfi (Vice-Chair), Garry Fehr, Gerry Palmer, Ishika Sethi, Jon Thomas, Jonathon Hughes, Lin Long, Maureen Wideman, Nicola Mooney, Pedro Montoya-Pelaez, Peter Geller, Shelley Stefan, Shirley Hardman, Sundeep Hans, Sylvie Murray, Tracy Ryder Glass, Vlada Dvoracek, Melinda Saretzky (recorder), Greg St. Hilaire (guest) and Kim Daley (guest)

Regrets: Al Wiseman

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

As per Senate by-law, reverse voting procedure assumed whereas a call is made for those voting “no” on the motion, then abstentions, with the balance of members to have voted in favour of the motion. In the case where a member votes “no” on a motion, the listing of voting member’s names will be called and each asked individually to state their vote.

**2. APPROVALS**

**2.1. Agenda**

MOTION: That APPC approve the agenda as presented.  
Moved and seconded. Carried.

**2.2. Minutes**

MOTION: That APPC approve the minutes of September 22, 2021 as presented.  
Moved and seconded. Carried.

**3. BUSINESS ITEMS**

**3.1. Provost’s Report**

- Strategic Enrolment Management update

An overview of the of the plan was given and will be developed from the Integrated Strategic Plan. Various consultations have been conducted with more planned. The plan is to have a draft version ready for APPC in April.

**Academic Planning and Priorities Committee**  
**January 19, 2022**

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Discussion was had and great feedback was given.

- Administrative Structure update
  - January 1, 2022 Chris Schinckus, New Dean of Professional Studies
  - July 1, 2022 - Allyson Jule, New Dean of Faculty of Education, Community and Human Development
  - January 1, 2022 - Tracy Ryder Glass, Interim Dean of Faculty of Education, Community and Human Development
  - April 1, 2022 - Mary Saudelli, Associate Dean, moving to Faculty of Education, Community and Human Development
  - April 1, 2022 – Faculty restructuring between the Faculty of Professional Studies and Faculty of Education, Community and Human Development

**4. INFORMATION ITEMS**

**4.1. Program Suspension – Automation & Robotics**

Any questions, please contact the Dean, Faculty of Applied and Technical Studies

**4.2. Program Review Progress Reports**

Thanks to everyone with for the reports. Contact the PDQA office for any questions. Note that the program review schedule is changing as per the QAPA review and more information will coming as soon as possible.

- 4.2.1 Graphic and Digital Design
- 4.2.2 Global Development Studies
- 4.2.3 History
- 4.2.4 Geography

**5. ADJOURN – 4:10pm**

E. Landolfi/2<sup>nd</sup> D. Johnston

**Next Meeting:** February 16, 2022; 2:30-4:30pm; A225/Zoom

# MEMO



To: James Mandigo, Chair, APPC  
From: Cherie Enns, Program Working Group Chair  
Cc: Lucy Lee, Dean, Faculty of Science; Claire Carolan, Associate Director, Program Development and Quality Assurance  
Date: February 8, 2022  
Re: Bachelor of Regional and Community Planning Stage 1

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On behalf of the Bachelor of Regional and Community Planning Program Working Group, please accept the following attachments as part of this Stage 1 submission to APPC for February 16, 2022:

- Bachelor of Regional and Community Planning Stage 1
- Bachelor of Regional and Community Planning Stage 1 Appendices
- Budget Analysis Part A (see Appendix 7)
- Budget Analysis Part B (forthcoming)
- Library Assessment (see Appendix 8)
- DQAB submission guidelines
- APPC Stage 1 Rubric

The Stage 1 is verified by APPC and SBC prior to submission to the Degree Quality Assessment Board. To assist the APPC with assessing the Stage 1 degree program proposal for the Bachelor of Regional and Community Planning, PDQA has attached both the DQAB submission guidelines for the Stage 1 to provide context and a rubric based on the submission guidelines.

The SBC will review the Stage 1 on February 17, 2022.

**Program Summary:**

The purpose of this degree is to prepare students to be registered professional planners. The Bachelor of Regional and Community Planning will meet local and regional needs for an interdisciplinary program delivered through the lens of equity, community resiliency, environmental sustainability, and intercultural and historical awareness.

It will provide students with the skills and understanding they need to confidently enter into and thrive in the professional world of city and regional planning in all levels of government including municipal, First Nations and regional workspaces, project development, resource and food system management, private industry and non-profit initiatives.

**Concept Paper:**

The concept paper for Regional and Community Planning was approved in the 2021 Program Report and Plan at the June 10, 2021 meeting of the UFV Board of Governors.

**RUBRIC FOR ASSESSING STAGE 1 NEW PROGRAM PROPOSAL**

**Academic Planning and Priorities Committee (APPC)**

*This rubric is intended as a guide for APPC members to assess the Stage 1 for new program proposals.*

*The Degree Quality Assessment Board requires all new degree programs to complete a Stage 1 review to determine the need for a program and how it fits with other programs currently offered by the BC public post-secondary education system. The Stage 1 should provide evidence showing how the program addresses standards and criteria related to institutional mandate and capacity, social and economic benefit, system wide coordination, and student demand and outcomes. This rubric outlines the standards expected for each of these categories and the specific criteria that need to be addressed. The APPC review should focus primarily on the program summary and the criteria related to institutional mandate, social and economic benefit, system coordination, and student benefit (headings highlighted in blue). The purpose of this review is to verify that the Stage 1 has sufficiently addressed the expected standards and criteria.*

Summary Description of Program		YES	NO	Somewhat
Summary should address the following:				
	Number of program credits (is the number of credits consistent with the type of credential being proposed? (cf. <a href="#">Credentials policy 64</a> ))			
	Expected time to completion (is the length appropriate for the program, and will it allow students to complete the program in a timely way?)			
	Program concentrations: are the program’s areas of study well-defined?			
	Delivery methods: are the methods appropriate for the program and the target audience?			
	Targeted students: does the program identify the audience accurately?			
	Learning outcomes: are the learning outcomes commensurate with the program’s goals and credential level?			
	Employment prospects: does the program identify appropriate and realistic prospects for future employment?			
COMMENTS:				

Institutional Mandate / Capacity		YES	NO	Somewhat
<i>STANDARD: The institution must establish that it has the mandate and capacity to offer the proposed degree program.</i>				
A. Institutional Mandate and Strategic Priorities				
1.	Is there evidence that the proposed program will support UFV’s mandate to serve the post-secondary educational needs of the Fraser Valley region?			
2.	Will the proposed program support UFV’s current academic and strategic plans?			
	Are the explanations for how the program will support institutional priorities clear and convincing?			

		YES	NO	Somewhat
<b>B. Institutional Capacity</b>				
1.	Does the program build on the institution’s existing infrastructure, resources and experience from offering programs in related fields?			
	Is there evidence of successful past performance in related program areas over the last three years?			
2.	Have the resources required to operate the program been assessed and the funding needed to implement the program identified? This could include consideration of resources such as:			
	Faculty Capacity			
	a. Are there enough qualified faculty to deliver the program?			
	b. Is there a viable plan for how to address any gaps in the number of faculty and/or the qualifications needed to deliver the program?			
	Administration			
	a. Is the administrative support accurately identified, and will it be sufficient for the program to function effectively?			
	b. Are additional resources required, and if so, is there a plan for how these will be provided?			
	Library Resources			
	a. Will existing library resources be sufficient to support the program?			
	b. If additional library resources are required, is there a plan for how these will be provided?			
	Physical Space and Equipment			
	a. Are the needs for space and equipment accurately identified, and will they be sufficient to support the program?			
b. If there are additional needs, is there a plan for how these will be provided?				
	Following from the above, are the possible impacts the program may have on existing programs, resources, services and capacity at the institution accurately captured? Have plans for reallocating internal resources been identified, if needed?			
	Does the proposal provide an enrolment plan for the program that identifies the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year?			
	Does the proposal provide the timeframe required to implement the program and the anticipated launch date?			
COMMENTS:				

Social and Economic Benefit		YES	NO	Somewhat
<i>STANDARD: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.</i>				
A. Program Focus				
1.	Is the program focus clearly and appropriately identified?			
B. Social Benefit				
1.	Is there evidence that the proposed program will provide social, cultural, regional, community, environmental, institutional and/or intellectual benefits?			
	Are there references to documents that support these statements?			
2.	Does the proposal provide details on how the program advances specific social goals, policies and/or government priorities relevant to the program?			
C. Economic Benefit				
1.	Is there evidence that the proposed program will provide direct or indirect economic benefits to the student, community, region or province?			
	Is the description of how the proposed program will provide economic benefits clear and convincing?			
2.	Does the proposal provide details on how the program will support economic growth and/or government economic priorities?			
	Are the labour market needs that the program will serve appropriately identified?			
	Are the occupations identified commensurate with the knowledge and skills the proposed program will provide?			
3.	Does the proposal provide supportable evidence of labour market demand, 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?			
	Does the labour market analysis use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada to specify relevant occupation destinations of program graduates? Does the proposal identify no more than the top five occupation destinations for graduates of the program?			
	Does the proposal describe the potential earnings for graduates and provide evidence for these?			
4.	Is there evidence that the proposed program offers graduates the level of credential required to gain employment in relevant occupations?			
5.	If the main employer is the provincial or federal government, does the proposal provide evidence of the relevant ministry's or department's support for the program?			
D. Consultation				
1.	Does the proposal provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations?			
2.	If the program relates to a regulated profession, does the proposal outline the feedback provided by the regulatory or licensing bodies and the			



responsible Ministry?			
COMMENTS:			

System Coordination/Program Duplication		YES	NO	Somewhat
<i>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.</i>				
<b>A. System Context</b>				
	Does the proposal identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia?			
	Is there sufficient demonstration that the proposed program will be clearly differentiated from all other related programs offered in the province?			
	Has a list of Classification of Instructional Programs (CIP) codes for related programs been provided?			
<b>B. Consultation</b>				
	Does the proposal describe the consultation with other institutions in British Columbia offering similar programs and the responses to their feedback?			
	Does the proposal provide documentary evidence of this consultation, such as letters of support?			
<b>C. Rationale for Duplication</b>				
	If the program is similar to others that are currently available in the province, is there sufficient justification for establishing a program at UFV (e.g., demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.)?			
	Does the proposal provide evidence to support the rationale for duplication?			
<b>D. Collaboration</b>				
	If relevant, does the proposal outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations?			
	Does the proposal provide documentary evidence for any collaboration, such as letters of support or memos of understanding?			
COMMENTS:				

Student Demand and Outcomes		YES	NO	Somewhat
<i>STANDARD: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.</i>				
<b>A. Student Demand</b>				
	Does the proposal demonstrate potential student demand sufficient to sustain the program?			
	<ul style="list-style-type: none"> <li>Is there adequate identification of the type of students the program will attract, and where they will most likely come from?</li> <li>Does the estimate of annual enrolments indicate a likelihood that the program will be sustainable?</li> </ul>			
	Is there sufficient evidence to support the projected student demand (e.g., student surveys, enrolment data, student waitlists)?			
<b>B. Benefit to Students</b>				
	Does the proposal demonstrate the extent to which students will be able to transfer to and from other post-secondary institutions in the province?			
1.	Does the proposal describe any plans and/or arrangements to establish articulation agreements with other post-secondary institutions in the province?			
	If relevant, does the proposal provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program?			
2.	Does the proposal describe the opportunities available to program graduates for further study in the field or in professional fields?			
	Does the proposal provide evidence of consultation with graduate/professional post-secondary programs?			
3.	If UFV offers other non-degree and/or degree programs in the same field, does the proposal explain the expected added value for students in taking this proposed degree program (e.g., promotion or employment opportunities)?			
	Does the proposal provide evidence that these anticipated benefits are justified?			
COMMENTS:				

**Stage 1 Review for New Degree Proposals**

**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

## Stage 1 Review for New Degree Proposals

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.



**MEMO**

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**To:** James Mandigo, Provost and VP, Academic

**From:** Dr. Sue Brigden, Faculty of Access and Continuing Education

**Cc:** Tracy Ryder Glass, Mary Saudelli, Curtis Magnuson, Jackie Hogan, Melinda Saretzky, Claire Carolan, Kim Daley

**Subject:** Program Discontinuance: Health and Human Services

**Date:** DECEMBER 7, 2021

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**SECTION 1 - Program Information**

*The Health and Human Services (HHS) certificate program was created as result of a partnership between UFV (when it was UCFV) and School District #34 (Abbotsford) for high school students enrolled in the Career Technical Centre (CTC) for the purpose of providing dual credit opportunities. The program, which was available to CTC high school students only, included the following courses: RSS 098, HHS 100, CIS 100, ECE 160, PE 160, ENGL 105, HSER 120, PSYCH 101, and HSER 160. UCFV’s Undergraduate Program Advisory Committee (UPAC) approved the program at its November 29, 2000 meeting.*

*The HHS program was coordinated by the Faculty of Applied and Technical Studies until 2019 when the Faculty of Access & Continuing Education (FACE) Dean’s Office took over the coordination of dual credit programming. Coordination of the program involved working with departments to set up course sections, with OReg to create CRNs and ensure students were registered, and issuing invoices to the school district for the courses. To manage the program, work was done with school district personnel to determine if, and when, it wanted courses to be scheduled and how many dual credit students they expected to enrol.*

*It is important to note that the HHS program is not a FACE program, nor is it a Faculty of Professional Studies program. As a result, Faculty Councils for the two Faculties have not been part of the consultation process. The deans have agreed that the program should be discontinued as per the School District’s request.*

*Curtis Magnuson, Acting Director, School of Social Work and Human Services, was consulted about the discontinuance of the program due to the name of the certificate and because some HSER courses have been offered as part of the program; however, this program was not housed in the School.*

*In the spring of 2019, personnel from SD 34’s Careers Centre contacted Sue Brigden to say they no longer believed the HHS certificate program met the needs of their students and would not be recruiting students for it.*

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*Because the program was designed specifically for SD 34 high school students and has never been offered to other UFV students, I formally request that the program be discontinued effective September 2022.*

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**SECTION 2 - Effective Date**

*September 2022*

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**SECTION 3 - Consultation**

*A Faculty Council was not consulted because the program does not officially reside in a Faculty. (see above).*

*Faculty of Professional Studies representatives were consulted because the program name implies it is an FPS program and some courses from the School of Social Work and Human Services had been part of the program. (see above).*

*The Chair of the Senate Budget Committee has been notified of the discontinuance. Given that School District 34 (Abbotsford) will put dual credit students into programs but not this one, there should not be any budget implications. Noted at Senate Budget committee on January 27, 2022 (memo attached)*

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**SECTION 4 - Rationale**

*See Section 1.*

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**SECTION 5 - Principles**

*As discussed in Section 1, the program is to be discontinued at the request of SD34, which was a partner in the development of the program in the late 1990s.*

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**SECTION 6 - Accommodation Plan**

*No students are currently in the HHS program because SD34 no longer places students into it.*

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**SECTION 7 - Communication Plan**

*No faculty or staff will be affected by the program discontinuance. SD34 is aware of the discontinuance because it requested it be done.*

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**SECTION 8 – Other info**

*If applicable, attach and list any other supporting Documents, for example, memo from the department*

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**SBC MEMORANDUM**

SBC Chair: Jackie Hogan  
Local: 4676

SBC Assistant: Sarah McLean  
Local: 4029

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**TO:** Dr. J. Mandigo, Chair, APPC  
**FROM:** Jackie Hogan, Chair, Senate Budget Committee  
**DATE:** January 27, 2022  
**RE:** Health and Human Services Program Discontinuance

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At its January 27, 2022 meeting, the Senate Budget Committee reviewed the proposal for the Health and Human Services (HSS) certificate program discontinuance.

No comments or questions were made by the committee.

The following motion was moved and seconded:

**MOTION:**

THAT the Senate Budget Committee has reviewed the HSS program discontinuance proposal and confirms there are no budgetary implications.

T. Arroliga-Piper /Z. Lee

CARRIED



**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

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**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.

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**Section II: Consultation**

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

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**Section III: Rationale**

Refer to the instructions and include your findings as an attachment

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**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.

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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?

This proposal to discontinue the Aboriginal Culture and Language Support (ACLS) diploma is the result of a request from the Associate Dean of Students in the College of Arts received on October 12, 2021, and on the recommendation of the Indigenous Studies Department.

According to the School of Social Work and Human Services' 2020-21 Data Book, for the six-year period from 2015 to 2021, only one new student was admitted to the ACLS diploma program, in 2019. There were two students enrolled in 2015-16. The last student to complete the ACLS diploma graduated in 2017.

The School requested additional data from Institutional Research on the 15-year history of the ACLS diploma program's existence. The data revealed that in the 15-year period from 2006-07 to 2021-22, a total of 16 students were enrolled in the program, out of which 3 students graduated, one in each of 2010, 2013, and 2017. It took these students on average 3.11 years to graduate from the two-year diploma.

Dr. Wenona Hall of Indigenous Studies, Curtis Magnuson, and Melanie Scott of Social Work and Human Services met with the Langley School District to discuss the ACLS diploma program a few years ago. While the Langley School District expressed interest in the program, the credential required to work within the school system as an Education Assistant or an Aboriginal Support Worker is a certificate, not a diploma. The EA certificate is offered by Kwantlen Polytechnic University from their Langley campus and by UFV from our Abbotsford campus. At that meeting we learned that Aboriginal Support Workers are paid less per hour than are Education Assistants in the Langley School District.

Aboriginal Support Workers are hired by school districts to support Indigenous students enrolled in the public school system. In recent consultation with Shirley Hardman, Senior Advisor on Indigenous Affairs, the School confirmed that graduates of the ACLS diploma who are employed as Aboriginal Support Workers in the school system earn, on average, less than their Education Assistant colleagues who graduate from a one-year certificate. This disparity occurs across school districts and is a disincentive for students interested in the program.

Several of the courses in the diploma are offered by other departments and schools across the university. The discontinuation of the diploma will not directly result in the cancellation of these courses. The School of Social Work and Human Services has already transferred its four FNST courses to the College of Arts, at their request, in conjunction with the expansion of Indigenous Studies courses and the introduction of the Indigenous Studies certificate.

**B. Capacity:**

The School of Social Work and Human Services has faculty members who teach courses in Indigenous-Centred Human Services and Aboriginal Social Work practice. Faculty within the School are all social work-trained, not teacher educators, and no one in the School is qualified to teach the Halq'eméylem language courses that are now available through the Indigenous Studies certificate program.

There is no capital equipment, facility, or campus infrastructure associated with the ACLS diploma. Given its low enrolments over many years, the program has operated somewhat independently without specific program coordination within the School, even though it has been nominally associated with Human Services programs offered by the School.

With few exceptions, courses required to graduate from the ACLS diploma continue to be offered by UFV departments and schools. These include:

1. English 105
2. Halq'eméylem 101, 102, 201, and 202
3. Human Services 120 and 200
4. First Nations Studies 101, 201, 202, and 275
5. History 103
6. MATH 105

The exceptions are Education 290 and 291, which are listed in the Calendar but are not currently offered, and EDUC 275, which was discontinued; however, its equivalency, FNST 275, is offered. *ENGL 170: Literature in Context – First Nations*, is now listed as *Topics in Literature*.

Only FNST 230 – Aboriginal Culture and Language Practicum will eventually need to be discontinued in conjunction with the discontinuation of the ACLS diploma program. However, there is one student currently enrolled in the program and the School will work with that student to ensure that they are able to complete FNST 230 if they wish to graduate from the program.

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

There has been only one graduate of the ACLS diploma in the last six years and that student completed the program in 2016-17. There have only been three graduates in fifteen years.

This program is consistent with UFV's mandate, strategic directions, plans, ILOs, and Indigenization efforts; however, the program in its current iteration over-educates Indigenous students for positions within school districts that require a one-year certificate and further disadvantages them by paying them less than Education Assistants earn.

While this program was initiated in 2006 by Shirley Hardman and Gloria Wolfson with the best of intentions, it never did meet the specific need it was designed to and was unable to attract enough

students over the course of its 15-year history. The recently introduced Indigenous Studies certificate more closely aligns with the educational expectations of school districts when hiring Aboriginal Support Workers.

Students' engagement with the program was limited for several reasons. One graduate in six years and three graduates out of 16 enrolled students over the program's 15-year lifespan suggests a low success rate.

The ACLS diploma was intended to ladder into Simon Fraser University's 90-credit **Developmental Standard Term Certificate (DSTC) in First Nations Language and Culture**. To earn the DSTC required three full years of course work at post-secondary institutions, including studies in an Aboriginal language indigenous to British Columbia, First Nations studies or culture, BCCT academic prerequisites, and professional development in teaching. Twenty-two of the credits must be offered within an approved Teacher Education program. SFU developed the DSTC in 2001 to provide accreditation to language teachers and to offer an avenue for language teachers to bridge into regular teacher education programs and complete a teaching degree. Unfortunately, SFU offered only one cohort of the DSTC in 2001 and did not offer it again. No ACLS diploma graduates were able to enrol in SFU's DSTC program.

There is no active research activity associated with the ACLS diploma and none is proposed.

**D. Financial Viability:**

The number of FTE generated by the ACLS diploma ranges from a high of 3.2 in 2006-07 to a low of 0.0 in the two years 2017 to 2019. The total number of FTE generated over fifteen years is 24.5.

**E. Reputational Considerations: Will discontinuance of this program affect current commitments?**

The discontinuation of the ACLS diploma will have little if any impact on relationships with external partners. While the program was initiated fifteen years ago in consultation with stakeholders from SFU, UBC, the BC College of Teachers, several school districts, and Sto:lo Nation, in the intervening years UFV has established thriving Bachelor of Education and Master of Education degree programs and Indigenous Studies within the College of Arts has initiated its own Indigenous Studies certificate.

**Section IV Transition Plan:**

The one remaining student enrolled in the diploma program will be permitted to complete the credential by taking required courses offered by departments and schools and by completing a practicum through directed studies, which the School will facilitate. The School has reached out to the student to ascertain their wishes and will assist them to graduate from the credential should they wish to.



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**SBC MEMORANDUM**

SBC Chair: Jackie Hogan  
Local: 4676

SBC Assistant: Sarah McLean  
Local: 4029

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**TO:** Dr. J. Mandigo, Chair, APPC

**FROM:** Jackie Hogan, Chair, Senate Budget Committee

**DATE:** January 27, 2022

**RE:** Aboriginal Culture and Language Support Diploma Program Discontinuance

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At its January 27, 2022 meeting, the Senate Budget Committee reviewed the proposal for Aboriginal Culture and Language Support (ACLS) diploma discontinuance program.

No comments or questions were made by the committee.

The following motion was moved and seconded:

**MOTION:**

THAT the Senate Budget Committee has reviewed the ACLS diploma discontinuance proposal and confirms there are no budgetary implications.

J. Thomas/Z. Lee

CARRIED



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**TO:** JAMES MANDIGO, CHAIR, ACADEMIC PLANNING AND PRIORITIES COMMITTEE

**FROM:** PETER GELLER, DEAN, FACULTY OF APPLIED AND TECHNICAL STUDIES

**PROGRAMS:** AIRCRAFT STRUCTURES TECHNICIAN, FACULTY OF APPLIED AND TECHNICAL STUDIES

**SUBJECT:** PROGRAM DISCONTINUANCE

**DATE:** JANUARY 11, 2022

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**OVERVIEW:**

**Aircraft Structures Technician**

UFV began offering the Aircraft Structures Technician program at the Aerospace Centre, Abbotsford Airport in 2005. Due to long term declining enrolment coupled with declining student completion rates the program was suspended effective September 2019 for two years. Given the impacts of COVID-19 on the aviation industry, this suspension was renewed for another two years (2021-2023), with discontinuance a likely result in 2023.

In the fall of 2021 UFV was in communication with Transport Canada, which regulates the training of Aircraft Maintenance programs in Canada. UFV's Authorized Training Organization (ATO) Certificate, which was in Voluntary Suspension since the summer of 2019, would be cancelled by Transport Canada unless UFV actively engaged in program renewal, including providing required training materials. As there is no intent to continue to offer the program, UFV's ATO certificate is now cancelled. Therefore, I am recommending that the Aircraft Structures Technician program be discontinued by UFV.

**Senate Budget Consultation: January 27, 2022 (memo attached)**

**Impact of discontinuance on UFV academic priorities:** The Aircraft Structures Technician program was the only aviation trades training program at UFV. Discontinuing the program allowed for consolidation of existing Trades programs and potential for development of future programming more closely aligned to current Trades training programs funded by the Industry Training Authority (ITA). Partnership opportunities and different approaches to aviation training could result in revisiting aviation related trades training in the future.

**Impact on space (both employee and instructional):** This program required training space and faculty office space at the Aerospace Centre (Hangar) at the Abbotsford International Airport. Since the suspension of the program the hangar training space as well as classroom space has been utilized for Applied and Technical Studies programs, with some Trades training as well as Industry Services programming. Additional space has also been leased to several tenants.

The discontinuance of the program allows for a deeper consideration of mid-term and long-term use of the Aerospace Centre, including re-visioning the space as a Technologies or STEM centre that could include partnerships with other areas within and external to UFV.



**Impact on operating budget and resources dedicated to the discontinued program (i.e. eliminated, redeployed, reallocated to other academic priorities):** Funding for this program (operating budget) was provided by the ITA. With the suspension of the program this ITA funding was directed to other Trades programming within the Faculty of Applied and Technical Studies that was previously funded by other sources. The suspension of the program has also meant that consumables and replacement capital equipment costs are not required for the program. With increasing supply and equipment costs for trades training in FATS, this has meant that the existing supply budgets can be directed to other programs. Similarly, opportunities for capital equipment purchases, such as one-time funding from Advanced Education and Skills Training, can be allocated to other Trades training programs with FATS.

**SUGGESTED MOTIONS:**

That APPC recommends to Senate the discontinuance of the Aircraft Structures Technician program in the Faculty of Applied and Technical Studies, effective Fall 2022.

**Proposal For Program Discontinuance**

**SECTION I: PROGRAM INFORMATION**

<b>Program</b> (specify credential name, if different)	<b>Aircraft Structures Technician</b>
<b>Faculty or College</b>	<b>Faculty of Applied and Technical Studies</b>
<b>Department or School</b> (or unit with administrative responsibility for the program)	<b>School of Trades</b>

**SECTION II: CONSULTATION**

As this program is externally regulated, consultation took place with Transport Canada (TC) in October of 2021. TC outlined requirements for program continuance or cancellation (see below for further details).

Following consultation with the Director, School of Trades the proposal for discontinuance of the Aircraft Structures Technician program was presented to the Applied and Technical Studies Faculty Council (November 18, 2021).

Consultation took place with the Industry Training Authority (ITA), which funded the program through the annual training plan contract with UFV, and with industry during and after the initial suspension of the program.

**SECTION III: RATIONALE**

UFV began offering the Aircraft Structures Technician program at the Aerospace Centre, Abbotsford Airport in 2005. The program prepared graduates to work on aircraft structures. Due to long term declining enrolment coupled with declining student completion rates the program was suspended effective September 2019 for two years (see Program Suspension Memo, February 28, 2019, and Provost Approval, March 8, 2019). Given the impacts of COVID-19 on the aviation industry, this suspension was renewed for another two years (2021-2023), with discontinuance a likely result in 2023 (see Program Suspension Renewal Memo, (January 27, 2021) and Provost Approval).

Transport Canada regulates the training of Aircraft Maintenance programs in Canada. Approved Training Organizations (ATO) are approved in accordance with Division II of Subpart 403 of the Canadian Aviation Regulations and the courses offered are issued a TC approval number and experience and/or knowledge credit, if applicable. (See <https://tc.canada.ca/en/aviation/licensing-aircraft-maintenance-engineers-ame/approved-training-organizations-atos-aircraft-maintenance-training/basic-training-approved-acceptable-training-organizations-currently-active>).

With the suspension of the program by UFV in 2019, Transport Canada put UFV's Authorized Training Organization (ATO) Certificate in Voluntary Suspension beginning in the summer of 2019. TC extended the suspension until October 30, 2021, by which time UFV would be required to submit an amended Training Policy Manual (TPM) for approval and appoint a Person Responsible for Training, who according to TC regulations "shall be responsible for ensuring the program integrity. The person appointed shall have a minimum of six years' experience in the maintenance of aircraft, and a knowledge of maintenance training, development and delivery" (Canadian Aviation Regulations (CAR) 566).

UFV informed TC that there is no intent to continue to offer the program and so UFV's ATO certificate is now cancelled. Therefore, the Dean of Applied and Technical Studies is recommending that the Aircraft Structures Technician program be discontinued by UFV.

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**SECTION IV: TRANSITION PLAN**

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

There have been no enrolments in the Aircraft Structures Technician since 2018. Therefore, no faculty or staff are impacted by the discontinuance of this program.

With the program suspended there have been no students admitted to the program since Fall 2019. It is noted that any prospective students interested in the program can apply to attend the program at Okanagan College or North Island College.



# MEMO

**To:** Eric Davis, Provost and Vice President, Academic  
**From:** John English, Dean, Faculty of Applied and Technical Studies  
**Date:** February 28<sup>th</sup>, 2019  
**Subject:** Program Suspension: Aircraft Maintenance Engineer—Structures certificate program

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- 1) Aircraft Maintenance Engineering—Structure certificate program, School of Trades, Faculty of Applied and Technical Studies
- 2) Suspension takes effect September 2019.
- 3) Suspension is for two years.
- 4) Long term declining enrolment coupled with poor and declining student completion rates. See attached table showing enrolments and completions
- 5) The key external partner is the Industry Training Authority (ITA) —funder of the program through the annual training plan contract with UFV—has expressed serious concern about the viability of the present situation. We have been in constant dialogue with industry generally over the past three years such that any decision to suspend will not be a surprise although they will likely have concerns about the interruption to their labour supply such that it is. Obviously we cannot reach everyone but the key players are aware of the ongoing enrolment and completion concerns. Faculty and staff are keenly aware of the situation and should not be surprised although no specific consultation has taken place regarding suspension due to the implications of layoff.
- 6) As of the date of this memorandum, there are no students enrolled in the September 2019 intake. We are holding six applications for the September 2019 intake but most of those are stale or do not currently meet entrance requirements. Applicants will be counselled to apply for seats at Okanagan College. There may be one or two students from the current cohort who will require additional time to complete who would normally seek that during the following intake. They will be accommodated on a case by case basis but anyone requiring make-up work will be served.



## **Memorandum**

**To:** Board of Governors, Senate, APPC, UEC, and SBC

**From:** Eric Davis, Provost & Vice President, Academic

**Re:** **Suspension of intake for the AME- Aircraft Structures Technician certificate**

**Date:** March 8, 2019

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For the reasons outlined in the attached memo and as per the Discontinuance Policy (222), I have approved the suspension of intake for the AME- Aircraft Structures Technician certificate offered through the School of Trades in the Faculty of Applied and Technical Studies, effective Fall 2019 for a period of two years, at which the program will be reinstated, re-suspended, or discontinued.



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**TO:** JAMES MANDIGO, PROVOST AND VP ACADEMIC  
**FROM:** PETER GELLER, INTERIM DEAN, FACULTY OF APPLIED AND TECHNICAL STUDIES  
**PROGRAM:** AIRCRAFT MAINTENANCE ENGINEER, STRUCTURES CERTIFICATE PROGRAM  
**SUBJECT:** PROGRAM SUSPENSION RENEWAL  
**DATE:** JANUARY 27, 2021

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SECTION 1

Aircraft Maintenance Engineering – Structure (AME – S) certificate program, School of Trades, Faculty of Applied and Technical Studies.

SECTION 2

This is a renewal of the suspension which began September 2019. Renewal of suspension to take effect September 2021.

SECTION 3

Renewal of suspension is for an additional two years.

SECTION 4

The original rationale for suspension was long term declining enrolment coupled with poor and declining student completion rates. Given the impacts of COVID-19 on the aviation industry it is decided to continue with the suspension. Discontinuance is a likely result in 2023.

SECTION 5

No further consultation has taken place with stakeholders given the nature of the original suspension.

SECTION 6

Not applicable as there are no current students in the program. Note that any prospective students interested in the program are directed to Okanagan College which offers the Aircraft Structural Technician and Aircraft Maintenance Engineer programs.

SECTION 7

No further information is provided.



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**MEMORANDUM**

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**TO:** APPC, UEC, SBC, Senate, Board of Governors,  
**FROM:** James Mandigo, Provost & VP, Academic  
**DATE:** February 10, 2021  
**RE:** Program Suspension renewal - AME- Aircraft Structures Technician certificate

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For the reasons outlined in the attached memo from Peter Geller, Interim Dean, Faculty of Applied and Technical Studies dated January 27, 2021 and as per the Discontinuance Policy (222), I have approved the suspension-renewal for the AME- Aircraft Structures Technician certificate offered through the School of Trades in the Faculty of Applied and Technical Studies. The suspension is renewed for an additional two years and is expected to be reinstated or discontinued by Fall 2023.

Attachment:

- Memo from Faculty of Applied and Technical Studies



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**SBC MEMORANDUM**

SBC Chair: Jackie Hogan  
Local: 4676

SBC Assistant: Sarah McLean  
Local: 4029

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**TO:** Dr. J. Mandigo, Chair, APPC  
**FROM:** Jackie Hogan, Chair, Senate Budget Committee  
**DATE:** January 27, 2022  
**RE:** Aircraft Structures Technician Discontinuance Program Proposal

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At its January 27, 2022 meeting, the Senate Budget Committee reviewed the proposal for Aircraft Structures Technician discontinuance program. The following comments were noted:

- Long term declining enrolment coupled with declining student completions rates resulted in a two-year suspension effective September 2019, which was renewed for another two years, 2021-23, due to impacts of COVID-19 on the aviation industry.
- Discontinuance of the program will allow for strategic discussion in considering long-term use of the Aerospace Centre.
- Funding for the program was provided by ITA.

The following motion was moved and seconded:

**MOTION:**

THAT the Senate Budget Committee has reviewed the Aircraft Structures Technician program discontinuance proposal and confirms the budget considerations have been addressed in the recommendation.

Assumed reverse voting procedure  
J. Thomas/C. Dickson  
1 Abstention  
CARRIED





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**TO:** JAMES MANDIGO, CHAIR, ACADEMIC PLANNING AND PRIORITIES COMMITTEE

**FROM:** PETER GELLER, DEAN, FACULTY OF APPLIED AND TECHNICAL STUDIES

**PROGRAMS:** AIRCRAFT MAINTENANCE ENGINEER, FACULTY OF APPLIED AND TECHNICAL STUDIES

**SUBJECT:** PROGRAM DISCONTINUANCE

**DATE:** JANUARY 11, 2022

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**OVERVIEW:**

**Aircraft Maintenance Engineer**

UFV approved the Aircraft Maintenance Engineer program through the expedited review process on April 21, 2017. The program was intended to be a partnership program that would recruit cohorts of international students to the program. Due to lack of enrolment the program was not offered.

UFV's Authorized Training Organization (ATO) Certificate, which was in Voluntary Suspension since the summer of 2019, would be cancelled by Transport Canada unless UFV actively engaged in program renewal, including providing required training materials. As there is no intent to offer the program, UFV's ATO certificate is now cancelled. Therefore, I am recommending that the Aircraft Maintenance Engineer program be discontinued by UFV.

**Senate Budget Consultation: January 27, 2022 (memo attached)**

**Impact of discontinuance on UFV academic priorities:** This program was planned with international students as the target, and so if successful could have contributed to the strategy of diversifying international student programming. Further, as a planned revenue generating program, surpluses could have been directed to further program development within FATS that could have addressed UFV priorities. However, as the program was never offered these plans were not realized, with the result that FATS must look at other opportunities, including through our Industry Services portfolio.

**Impact on space (both employee and instructional):** As this program was not offered there is no impact on space with its discontinuance.

**Impact on operating budget and resources dedicated to the discontinued program (i.e. eliminated, redeployed, reallocated to other academic priorities):** As this program was not offered there is no impact on the FATS operating budget and resources with its discontinuance. As noted above, any anticipated surpluses from this planned revenue generating program were not realized, meaning that other options are being pursued.

**SUGGESTED MOTIONS:**

That APPC recommends to Senate the discontinuance of the Aircraft Maintenance Engineer program in the Faculty of Applied and Technical Studies, effective Fall 2022.

**Proposal For Program Discontinuance**

**SECTION I: PROGRAM INFORMATION**

<b>Program</b> (specify credential name, if different)	<b>Aircraft Maintenance Engineer</b>
<b>Faculty or College</b>	<b>Faculty of Applied and Technical Studies</b>
<b>Department or School</b> (or unit with administrative responsibility for the program)	<b>School of Trades</b>

**SECTION II: CONSULTATION**

As this program is externally regulated, consultation took place with Transport Canada (TC) in October of 2021. TC outlined requirements for program continuance or cancellation (see below for further details).

Following consultation with the Director, School of Trades the proposal for discontinuance of the Aircraft Structures Technician program was presented to the Applied and Technical Studies Faculty Council (November 18, 2021).

**SECTION III: RATIONALE**

The Faculty of Applied and Technical Studies proposed this program in 2017 as complementary to the Aircraft Structures Technician with a focus on preparing graduates to work on the mechanical systems of aircraft. UFV approved the Aircraft Maintenance Engineer program through the expedited review process on April 21, 2017. The program was intended to be a partnership program that would recruit cohorts of international students to the program, with recruitment and preparation undertaken by a private technical English language preparatory school (Dorset College). (See attached memo from February 10, 2017 for further information). However, due to a lack of enrolment the program was never offered.

Transport Canada regulates the training of Aircraft Maintenance programs in Canada. Approved Training Organizations (ATO) are approved in accordance with Division II of Subpart 403 of the Canadian Aviation Regulations and the courses offered are issued a TC approval number and experience and/or knowledge credit, if applicable. (See <https://tc.canada.ca/en/aviation/licensing-aircraft-maintenance-engineers-ame/approved-training-organizations-atos-aircraft-maintenance-training/basic-training-approved-acceptable-training-organizations-currently-active>).

As noted in the accompanying proposal for discontinuance of the Aircraft Structures Technician Program, Transport Canada put UFV's Authorized Training Organization (ATO) Certificate in Voluntary Suspension beginning in the summer of 2019. TC extended the suspension until October 30, 2021, by which time UFV would be required to submit an amended Training Policy Manual (TPM) for approval and appoint a Person Responsible for Training, who according to TC regulations "shall be responsible for ensuring the program integrity. The person appointed shall have a minimum of six years' experience in the maintenance of aircraft, and a knowledge of maintenance training, development and delivery" (Canadian Aviation Regulations (CAR) 566).

UFV informed TC that there is no intent to offer the program and so UFV's ATO certificate is now cancelled. Therefore, the Dean of Applied and Technical Studies is recommending that the Aircraft Maintenance Engineer program be discontinued by UFV.

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**SECTION IV: TRANSITION PLAN**

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

As the program was not offered there is no impact on any faculty or staff by the discontinuance of this program.

With the program never offered there were no students admitted to the program and so no impact in that regard.

Memorandum

Date: February 10, 2017  
To: Campus Wide Consultation  
From: John English, Dean, Faculty of Applied and Technical Studies  
Re: Proposed new program to be submitted to the expedited approval process

---

The Faculty of Applied and Technical Studies proposes a new certificate program called the Aircraft Maintenance Engineer M-license (AME M-license). The program is complementary to the existing Aircraft Maintenance Engineer S-license that prepares graduates to work on aircraft structure whereas the proposed M-license will prepare graduates to work on the mechanical systems of aircraft.

The proposed M-license program will follow strict Transport Canada prescribed content and require Transport Canada approval and oversight. UFV has the required personnel and staffing required by Transport Canada to offer approved programs by virtue of the existing S-license program.

The program is proposed to be “for-profit” targeted to international students and is customized for a contracted cohort intake that will be recruited and prepared by a private technical English language preparatory school (Dorset College) that specializes in—and has a lengthy successful track record—recruiting and preparing international students for applied and technical programs . Dorset contracts UFV under the terms of an articulation agreement for a minimum flat fee and requires UFV commit to specific deadlines for UFV program start (initially proposed to be October 2017).

The program runs on timelines that are not synchronized to academic semesters. It will be offered over 64 weeks in an intensive learning format. Infrastructure and space is available at the UFV Aerospace Campus at Abbotsford International Airport.

The Faculty of Applied and Technical Studies seeks to use the expedited approval process as it meets the following criteria prescribed in Policy 21:

There is funding available from an external source with time constraints.

There is a clearly demonstrable opportunity for revenue generation to specific demand with time constraints.



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**SBC MEMORANDUM**

SBC Chair: Jackie Hogan  
Local: 4676

SBC Assistant: Sarah McLean  
Local: 4029

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**TO:** Dr. J. Mandigo, Chair, APPC

**FROM:** Jackie Hogan, Chair, Senate Budget Committee

**DATE:** January 27, 2022

**RE:** Aircraft Maintenance Engineer Discontinuance Program Proposal

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At its January 27, 2022 meeting, the Senate Budget Committee reviewed the proposal for Aircraft Maintenance Engineer discontinuance program. The following comments were noted:

- Due to lack of enrolment the program was never offered and therefore there are no budgetary implications as result of no students.
- In response to concern for development costs invested in the program, it was clarified development costs are “sunk costs”, as they would have been from the budget year of development.
- Other comments included sentiments of regret for the program’s fate, and disappointment considering the AME job market seems strong.

The following motion was moved and seconded:

**MOTION:**

THAT the Senate Budget Committee has reviewed the Aircraft Maintenance Engineer program discontinuance proposal and confirms there are no budgetary implications.

J. Mandigo/T. Arroliga-Piper

CARRIED



## Academic Planning and Priorities Committee Terms of Reference

### RESPONSIBILITIES

Following consultation with relevant standing committees and areas of the university, as deemed appropriate by the Academic Planning and Priorities Committee:

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. Advise Senate on the planning and priorities for the establishment, renewal, and/or discontinuance of academic programs.
3. Verify program suspension and discontinuance effectively address the criteria as outlined in Policy 222-Program Suspension and Discontinuance.
4. Verify new program proposals effectively address standards and criteria for institutional and post-secondary system needs.
5. Advise Senate on the establishment or discontinuance of academic faculties of the university.
6. Advise Senate on enrolment management strategies and plans.
7. Advise Senate on the policies relating to the library.
8. Advise Senate on policy and procedures related to educational affiliations, transfer articulation agreements, and partnerships with other post-secondary institutions.
9. Advise Senate on policies and processes for the development, review, implementation, and communication of plans that support the academic priorities of the university.
10. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
11. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.
12. Review the reports and recommendations of program reviews and advise Senate on actions.
13. Establish such subcommittees as needed to fulfill the committee's responsibilities.
14. Other duties as assigned by Senate.
15. Provide annual written reports to Senate.
16. Review the committee's terms of reference and composition annually, and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.

**COMPOSITION**

**Chair**

- Provost and Vice-President, Academic (*ex officio*, voting)

**Vice-Chair**

- A voting member of the committee, nominated and approved by the committee

**Voting Members**

- Chair or designate from the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, Research, and Governance\*
- Seven faculty members, approved by Senate, at least three of whom shall be members of Senate<sup>†</sup>
- Two staff members approved by Senate
- Two students approved by Senate
- Two deans or associate deans approved by Senate

**Ex Officio Non-Voting Members**

- Associate Vice-President, Teaching and Learning
- Associate Vice-President, Research, Engagement & Graduate Studies (or designate)\*
- Associate Vice-President, UFV International
- Vice-Provost and Associate Vice-President, Academic
- Senior Advisor on Indigenous Affairs
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)\*
- University Librarian (or designated librarian)\*
- University Secretary (or designate)\*
- Associate Director, Program Development
- Director, Equity, Diversity and Inclusion

**Administrative Support**

- Office of the Provost and Vice-President, Academic

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\* Normally the designate shall be appointed for a minimum one-year term to ensure continuity.

<sup>†</sup> Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

# MEMO



To: James Mandigo, Provost and Vice-President, Academic and Chair, APPC  
From: Samantha Pattridge, Chair, Program Working Group  
Cc: Claire Carolan, Associate Director, Program Development and Quality Assurance  
Date: February 8, 2022  
Re: Communications Major Program Proposal

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On behalf of the Communications Major Program Working Group, please accept the following attachments as part of this Stage 2 submission for information to APPC for the meeting February 16, 2022:

- Communications Major program proposal
- UEC Memo
- Ministry Letter re: Stage 1 Approval
- Budget Analysis Part A
- Budget Office Memo

This program proposal is submitted on behalf of the program working committee. The Stage 1 and executive summary for this program were approved by the Degree Quality Assessment Board on July 21, 2021 and do not require a Stage 2 review of program quality.

The CACC approved this proposal to proceed to UEC review on November 12, 2021. UEC Screening approved this proposal to proceed to CWC on December 3, 2021. Proposal was sent to CWC on December 8, 2021. UEC approved the proposal on January 28, 2022 and the memo is included in this submission.

This proposal was reviewed by the SBC on January 28, 2021. The SBC budgetary memo is included in this submission. The motions carried with respect to Stage 1 are included below, and no aspect of the program budget has changed since.

The SBC reviewed this Stage 1 on January 28, 2021. These motions are quoted from the minutes:

The following motion was moved and seconded:

THAT the Senate Budget Committee has reviewed the Communications Major Stage 1 program proposal and confirms that Stage 1 effectively addresses the standards and criteria related to financial viability for a new program proposal.

CARRIED



The following motion was moved and seconded:

THAT the Senate Budget Committee has reviewed the Communications Major Stage 1 program proposal and confirms the cost of implementation is adequately reflected in the analysis.

CARRIED

**Program Summary:**

The goal of this 120-credit Communications major within the Bachelor of Arts is to provide a flexible program that will appeal to both working professionals and new post-secondary students as preparation for a communications-related career or further studies. The program focuses on applied skills underpinned by Communications theory. This program enhances the capacity of the BA at UFV by expanding options for students and meeting the local demand for graduates with these particular abilities to fill employment demand in a variety of industries and roles.

**Concept Paper:**

The concept paper for the Communications Major was approved in the 2020 Program Report and Plan at the June 18, 2020 meeting of the UFV Board of Governors.



# MEMO

**To:** Jackie Hogan, Chair, SBC  
**From:** Mark Brosinski, Manager, Budgets & Financial Planning  
**CC:** Jacqueline Nolte, Bruce Kirkley, Samantha Pattridge  
**Date:** November 9, 2020  
**Re:** Communications Major (BA) – Budget Analysis

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## **Communications Major (BA)**

The proposed Communications major proposal uses pre-existing courses that are already offered on a regular rotation. Communications department already offers a minor in Communications in the Bachelor of Arts degree. While the Communications major may generate new FTE, it is initially expected to give existing degree students another option. Communications is a popular elective for both domestic and international students, with many electing to complete the Communications minor. The required courses for the major are regularly scheduled and have initial capacity to accommodate any new students. There are roughly 15 upper level Communications courses offered annually, which provides sufficient options for students choosing to major in Communications to take and complete their studies in a timely manor. Although Communications courses have seen enrolment growth over the past few years, any increases to course offerings or support would be adjusted annually in the program course plans and be in response to program demand. No additional administrative or advising support is expected to be required at this time. While some of the elective courses require additional software licenses and classroom camera equipment, these costs are covered by material fees attached to the related courses.

As there is no significant budgetary impact expected by offering a major in Communications program, the Budget Analysis Template Part B is not required. See Budget Analysis Template Part A for further budgetary details.



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**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4070

UEC Assistant: Amanda Grimson  
Phone: 4571

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

**FROM:** Samantha Pattridge, Undergraduate Education Committee Chair

**DATE:** February 4, 2022

**RE:** Communications major

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UEC voted unanimously to approve the new Communications major at its January 28, 2022, meeting.

The concept paper for the Communications major was approved in the 2020 Program Report and Plan at the June 18, 2020, meeting of the UFV Board of Governors.

In alignment with the current Stage 2 program and course approval procedures, the proposal is to be reviewed by APPC and Senate for information.



## **MEMO**

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**To:** James Mandigo, Academic Planning and Priorities Committee Membership (APPC) Chair  
**From:** Secretariat office  
**Date:** January 4, 2022  
**Re:** Vacant Positions on APPC as of July 31, 2022

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Terms of office will be ending on July 31, 2022 for the following members on APPC:

- Shelley Stefan, Faculty of Humanities – faculty senator
- Jon Thomas, Faculty of Professional Studies – faculty senator
- Amir Shabani, Faculty of Professional Studies - faculty
- Emilio Landolfi, Faculty of Health Sciences - faculty
- Ishika Sethi – student senator
- Sandeep Rai – student senator

The Secretariat office will make a call to senators in early February to fill positions on APPC and other standing committees, followed by call to non-senators, from February 21 to March 14, 2022. An Expression of Interest form will be made available at that time.



## MEMO

**To:** James Mandigo, Chair, Academic Planning & Priorities Committee (APPC)

**Date:** January 19, 2022

**Re:** Student Vacancy on APPC

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The Secretariat office has confirmed that Sandeep Rai, a student member, is no longer enrolled at UFV as of January 2022 and therefore not eligible to serve on Senate, which includes her membership on APPC.

The Secretariat will make a call to fill this position on Senate for the remainder of the term, until July 31, 2022.