

General Faculties Council  
**ACADEMIC PROGRAM SUBCOMMITTEE**  
Approved Minutes

Meeting #35  
September 18, 2017, 2:00 p.m.

A167

***Voting Members***

Leslie Reid, Co-Chair  
Joelle Welling, Academic Co-Chair  
Jim Brandon  
Peggy Hedges  
Tina Miller  
Shahirose Premji  
Angelique Saweczko  
U.T. Sundararaj  
Antony Ware

***Non-Voting Members***

Christine Johns  
Paul Rogers

***Secretary and Scribe***

Cherie Tutt

***Guests***

Cindy Graham, Vice-Dean, Faculty of Science – present for Item 4  
Adrian Harvey, Director, Office of Faculty Development, Cumming School of Medicine – present for Item 5  
Douglas Sewell, Associate Dean, International Foundations Program – present for Item 4  
Sherry Weaver, Associate Dean, Undergraduate Programs, Haskayne School of Business – present for Item 6

***Observers***

Kelly Hoglund, Program Support Specialist – present for Items 4 - 6  
Heather Smith-Watkins, Analyst, Planning and Reviews

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The Chair called the meeting to order at 2:02 p.m. and confirmed quorum.

**1. Approval of the Agenda**

**Moved/Seconded**

That the Agenda for the September 18, 2017 Academic Program Subcommittee meeting be approved.

**Carried**

**2. Remarks of the Co-Chair and Academic Co-Chair**

The Co-Chair and Academic Co-Chair welcomed members to the new meeting year. The Co-Chairs then provided an overview of the Committee's role, responsibilities, and authority.

### **3. Recommendation of the 2017-18 Academic Program Subcommittee Work Plan**

Documentation for this item was circulated with the Agenda. Leslie Reid, Academic Program Subcommittee (APS) Co-Chair, and Joelle Welling, APS Academic Co-Chair, presented this item.

The Committee reviewed the purpose of the Work Plan.

In response to a question, it was confirmed that proposals in professional development, such as the creation of the not-for-academic-credit Teaching Excellence Program Certificate would fit under the first category on the work plan under 'continuing education'

#### **Moved/Seconded**

That the Academic Program Subcommittee (APS) recommend that the Academic Planning and Priorities Committee approve the APS Work Plan for the 2017-2018 academic year, as set out in the form provided to the Committee.

**Carried**

### **4. Recommendation of the Creation of an International Foundations Program Pathways for Science**

Documentation for this item was circulated with the Agenda. Cindy Graham, Vice Dean, Faculty of Science, and H. Douglas Sewell, Associate Dean, International Foundations Program (IFP), presented this item.

Highlights:

- The proponents introduced the proposal and explained that the IFP Pathways to Science stream will be the University's third program of this type. The program will provide an additional route for students who do not meet the English Language Proficiency (ELP) requirements, but who are academically qualified to gain entry to degree programs offered by the Faculty of Science.
- The introduction of the Pathways stream will help the Faculty of Science to reach its enrolment targets for international students. The proponents confirmed that domestic seats will not be impacted by this.
- In response to questions, it was explained that:
  - No adjunct courses were designed for the IFP Pathways to Science due to the diverse nature of the courses in the different programs
  - Prospective students can apply to any of the Science programs, and admission will be based on current enrolment numbers for that program
  - Based on feedback received from students in the existing pathways programs, the Faculty of Science has designed its program so that students can complete their degree within four years. In order to do this, students will be required to complete some courses in the spring and summer terms.
  - The Faculty of Science is working with the Student Success Centre's Academic Development Specialist (International) to develop resources to support instructors who will be teaching students in the IFP Pathways to Science stream

- Upon completion of 21 units of IFP courses, students will be deemed to have met the University's ELP requirements and will be eligible for a change of program
- Within the Faculty of Science's review processes, students who are not successful in their first-year of studies may be considered for the Academic Turnaround Program
- Currently, all IFP course are taught by full-time faculty
- The IFP courses will also be open to other students in the Faculty of Science who are struggling with their ELP if there are available spaces
- The Committee discussed:
  - The enrolment and marketing plans for the IFP Pathways to Science stream
  - The potential implications for visa processing due to the summer start date for the program. The Registrar noted that it will be possible to offer students who have issues obtaining their visa on time deferred admission if they meet certain conditions.
  - The rationale for requiring applicants to present a higher ELP test score than the other two pathways programs, and the methods used for converting the scores across the different tests
  - The importance of providing additional resources and support to instructors who will be teaching students from IFP Pathways programs. The Committee suggested that this should be explored further at an institutional level as more IFP Pathways programs are created.
- The Committee requested that:
  - The proposal address how soft skill training will be incorporated into the course curriculum
  - The proponents consider revising the enrolment plan numbers to be more reflective of current data
  - The reference to "special academic probation" be removed as this has not yet been approved
  - Grading schema be added for all of the IFPX courses
  - The IFP review the ELP test scores required for entry to pathways programs to determine what scores best correlate to student success and whether the required scores should be aligned across pathways programs

**Moved/Seconded**

That the Academic Program Subcommittee recommend that the Academic Planning and Priorities Committee approve a new Pathways to Science delivery model, to be made available to students who do not meet the English Language Proficiency requirements to gain entry to undergraduate programs in the Faculty of Science, as set out in the proposal provided to the Committee and with the requested amendments to the proposal documents.

**Carried**

### **5. Recommendation of the Creation of a Not-For-Academic-Credit Teaching Excellence Program Certificate, Cumming School of Medicine**

Documentation for this item was circulated with the Agenda. Adrian Harvey, Director, Office of Faculty Development, Cumming School of Medicine (CSM), presented this item.

#### Highlights:

- The proponent reported that the not-for-academic credit Teaching Excellence Program (TEP) Certificate is designed for full-time academic and clinical faculty to help develop and enhance teaching skills
- The rationale for creating a formal certificate, including for both recognition and accreditation purposes, was provided
- The proponent explained that the TEP will replace the Teaching Scholars in Medicine Program (TSMP), which was offered by the CSM until 2016-17 and will bring the curriculum up to date and reflect current learner needs
- The Committee reviewed the structure of the TEP and discussed the curriculum and program requirements
- In response to questions, it was reported that:
  - The Faculty Development Manager is working with Continuing Medical Education to develop a registration and student records management system. The Committee suggested that Continuing Education also be consulted about this.
  - The Taylor Institute for Teaching and Learning (TI) will be offering some of the workshops offered in the TEP
- The Committee discussed:
  - The importance of collaborating with other units, such as the TI, when developing teaching skills courses to ensure that resources are not duplicated
  - The role of, and the opportunity for, the TI to help Faculties develop this type of programming
  - The process for bringing not-for-academic-credit programs into alignment with the University governance system
- The Committee suggested that:
  - The proponent consider whether the title for the program should be revised to clarify that it is only intended for full-time academic and clinical faculty within the CSM
  - The proponent confer with the Faculty of Nursing regarding their teaching development programs and the possibility of collaborating
- The Committee requested that the proponent update the wording in the proposal from “parchments” to “certificate of completion”

**Moved/Seconded**

That the Academic Program Subcommittee recommend that the Academic Planning and Priorities Committee approve the creation of the not-for-academic-credit Teaching Excellence Program University Certificate, as set out in the proposal provided to the Committee, and with the requested amendment.

**Carried****6. Recommendation of the Suspension and Termination of the Business Process Management Concentration, Bachelor of Commerce and the Creation of a Business Analytics Concentration, Bachelor of Commerce**

Documentation for this item was circulated with the Agenda. Sherry Weaver, Associate Dean, Undergraduate Programs, Haskayne School of Business, presented this item.

**Highlights:**

- The proponent reported that the content of the Business Process Management Concentration is no longer current and has been re-designed as the Business Analytics Concentration to bring it up to date and bring the title into alignment with current industry nomenclature
- In response to questions, it was explained that:
  - Although there is no specific course within the Concentration that covers ethics, the subject is embedded in the Bachelor of Commerce curriculum
  - Students will have taken two statistics courses prior to beginning the Concentration
- The Committee discussed:
  - The course requirements for the Business Analytics Concentration, in particular, the rationale for not including the field project as a required course, but as an elective. The proponent confirmed that removing the field project as a course does not impact accreditation.
  - The potential to create a combined degree with Data Science
- The Committee requested that the enrolment plan in the Business Analytics Concentration proposal be updated to include projected enrolment

**Moved/Seconded**

That the Academic Program Subcommittee recommend that the Academic Planning and Priorities Committee approve the immediate suspension and eventual termination of the Business Process Management Concentration in the Bachelor of Commerce program, Haskayne School of Business, as set out in the proposal provided to the Committee.

**Carried**

**Moved/Seconded**

That the Academic Program Subcommittee recommend that the Academic Planning and Priorities Committee approve the creation of the Business Analytics Concentration in the Bachelor of Commerce program, Haskayne School of Business, effective September 2018, as set out in the proposal provided to the Committee.

**Carried****7. Curriculum Review Reports: Computer Science, Environmental Science, Law and Society, Neuroscience and Physics and Astronomy**

Documentation for this item was circulated with the Agenda for information only.

A member of the Committee raised a concern that the membership of the curriculum review teams listed in the reports does not accord with the curriculum review handbook. In response, the Academic Co-Chair reported on the process in one Faculty where the entire review team was engaged in curriculum mapping and reviewed the report before finalization, however, a smaller team was engaged to oversee and move the process forward.

**8. Status of Program Approvals Report**

Documentation for this item was circulated with the Agenda for information only.

**9. Other Business**

There was no other business.

**10. Adjournment****Moved/Seconded**

That the Academic Program Subcommittee adjourn the September 18, 2017 meeting.

**Carried**

The meeting was adjourned at 3:39 p.m.