



General Faculties Council
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Approved Minutes

December 11, 2023, 2:00-4:00 p.m.

AD 167 (Governors Boardroom)/Zoom

Voting Members

Robin Yates (Co-Chair) – arrived during Item 3
Dawn Johnston (Academic Co-Chair)
Mark Bauer
Marjan Eggermont
Barbara Brown
Malinda Smith
Kirsten Nepriily*
Shawna Cunningham
Kristin Baetz
Shaziah Jinnah Morsette

Regrets

Sheri Madigan
Cydnee Seneviratne

Guests

Jeffrey Priest (Associate Dean, Graduate Studies & MEng Program, Schulich School of Engineering) – for Item 4
Lisa Welikovitsh (Senior Associate Dean, Education, Cumming School of Medicine) – for Item 5
Rahim Kachra (Medical Director, Master of Physician Assistant Studies Program, Cumming School of Medicine) – for Item 5
Allison Brown (Assistant Director, Education Scholarship, Cumming School of Medicine) – for Item 5
Gretchen Greer (Manager, Office of Health & Medical Education Scholarship, Cumming School of Medicine) – for Item 5
Ellen Perrault (Dean, Faculty of Social Work) – for Item 6
Jennifer Hewson (Vice Dean, Faculty of Social Work) – for Item 6*
Tara Beattie (Interim Dean & Vice-Provost, Graduate Studies and Co-Chair of Graduate Academic Program Subcommittee) – for Items 4, 5, 6, and 7
Kimberley McLeod (Associate Registrar & Director, Systems and Policy) – for Items 7 and 8
Amy Dambrowitz (Registrar and Co-Chair of Calendar and Curriculum Subcommittee) – for Items 7 and 8
Jason Wiens (Acting Associate Dean, Undergraduate Programs and Student Affairs, Faculty of Arts) – for Item 9
Andrea Freeman (Department Head, Department of Geography, Faculty of Arts) – for Item 9
Darren Bender (Professor, Department of Geography, Faculty of Arts) – for Item 9
Leslie Reid (Co-Chair of Academic Program Subcommittee) – for Item 9

Non-Voting Members

Stefanie Hassel
Melanie Zimmer*
Leighton Wilks – left during Item 9

Secretary

Courtney McVie

Scribe

Michelle Speta

Observers & Resource Personnel

Christine Johns
Kelly Hoglund
Elizabeth Pando
Jessica Revington
Karen Quinn
Jaclyn Carter*

**Attended virtually*

The Academic Co-Chair called the meeting to order at 2:04 p.m. and confirmed quorum.

1. Approval of the Agenda & Territorial Acknowledgement

The Academic Co-Chair provided the territorial acknowledgement.

Moved/Seconded

That the Agenda for the December 11, 2023 Academic Planning and Priorities Committee meeting be approved.

Carried

2. Remarks of the Co-Chairs

The Academic Co-Chair reminded Committee members that this is the final meeting of 2023 and advised that the first meeting of 2024 will be an extended meeting due to a very full agenda.

She also reminded Committee members about the purpose of pre-discussions, which are to check if there are multiple members with the same questions and prepare for the discussion with the proponents.

3. Approval of the November 20, 2023 Meeting Minutes

Documentation was circulated with the Agenda.

An amendment was brought forward for clarification on consultations regarding teaching assignments for the foundation courses (ENGL 212, MATH 212) that are part of the Haskayne Indigenous Pathway for admission.

Moved/Seconded

That the Minutes from the November 20, 2023 Academic Planning and Priorities Committee meeting be approved, with the reported amendment.

Carried

4. Approval of the Amendment to the Creation of the Doctor of Philosophy (PhD) in Sustainable Systems Engineering (SUSE)

Documentation was circulated with the Agenda. Jeffrey Priest, Associate Dean, Graduate Studies & MEng Program, Schulich School of Engineering, presented this item. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS) provided a preamble on the GAPS recommendation.

Highlights:

- This program proposal was approved by the Academic Planning and Priorities Committee (APPC) in June 2023 as a PhD in Engineering with specialization in Sustainable Systems Engineering (SUSE), and subsequently forwarded to the Ministry of Advanced Education for final approval.
- The Ministry of Advanced Education has advised they will approve the proposal, contingent upon their request that the proposal be revised such that SUSE becomes the area of study, rather than the specialization, thereby creating a PhD in SUSE.

- This structure is consistent with all other PhDs offered by the Schulich School of Engineering and aligns the program with its undergraduate (Bachelor's degree) counterpart, which was approved after the original proposal for the PhD was developed.
- In response to questions it was explained that:
 - The program's core course, SUSE 6XX: Sustainability Principles in Engineering Practice, will be delivered through an Indigenous lens, and will be developed based on SUSE 409: Regenerative Design and Indigenous Knowledge Systems, which is currently under development for the undergraduate SUSE program
 - The title of the core course may be changed to better reflect the Indigenous nature of the course

Moved/Seconded

That the Academic Planning and Priorities Committee approve the amendment of striking "sub-" from the previously approved PhD in Engineering with a sub-specialization in Sustainable Systems Engineering, thus creating a PhD in Sustainable Systems Engineering, as recommended by the Graduate Academic Program Subcommittee and as set out in the documents provided to the Committee.

Carried**5. Approval of the Creation of the Master of Physician Assistant Studies (MPAS) Degree Program, Cumming School of Medicine**

Documentation was circulated with the Agenda. Lisa Welikovitch, Senior Associate Dean, Education, and Rahim Kachra, Medical Director, Master of Physician Assistant Studies Program, from the Cumming School of Medicine (CSM) presented this item. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS) provided a preamble on the GAPS recommendation.

Highlights:

- The presenters provided an overview of the program as a two-year, 93-unit course-based Master's degree, that is being developed on request of the provincial government to address Alberta's current shortage of primary care providers, particularly in rural areas
- The program aims to meet and exceed the accreditation standards for Canadian Physician Assistants (PAs), and the curriculum was developed keeping student wellness in mind and using multiple low stakes assessments to communicate feedback to students
- The curriculum combines didactic and small group teaching, as well as both simulations and bedside clinical exposure
- For the first year, the program will be offered in-person only to a cohort of 20 students. The goal is to offer hybrid delivery starting in the second year to improve accessibility of the program to students located in rural communities.

- The GAPS Co-Chair provided an overview of the discussion at the GAPS, which included that:
 - The GAPS noted this is a very intensive program that looks different than most other graduate programs on campus. The rationale for this is that other PA programs in Canada are comparable and extending the length of the program to spread out the load would make our program less desirable to students and thus less competitive in the market.
 - The MPAS program will be administered independently from the Graduate Science Education (GSE) and Undergraduate Medical Education (UME) offices, and will be directly overseen by the Senior Associate Dean. The rationale for this is that the program has unique needs as, despite being a graduate program, it has clinical components that are more similar to that of medical students.
 - The GAPS also asked for clarification on the definition of “patient-facing experience” for the purposes of admission and further details regarding the medical health terminology milestone and what would happen if students were not successful at completing it. The Co-Chair noted that the proposal has addressed all of the concerns raised at GAPS.
- In response to questions, it was explained that:
 - The program has three years of funding from the provincial government at this time and will have an opportunity to request further funding. The CSM has also committed to reallocate funding to this program if required.
 - Although the tuition rate is higher than that of programs offered by McMaster University and the Physician Assistant Consortium, it is comparable to other graduate-level PA programs in Canada. The program offered by McMaster University is an undergraduate program.
- The Committee noted that the Indigenous Relations Training Program offered by the Writing Symbols Lodge is not a micro-credential and as such, recommended instead directing students to the forthcoming professional certificate, Towards Truth and Reconciliation Certificate, being offered by Continuing Education starting in 2024. The proponents advised they will update the relevant section of the proposal.
- The proponents were commended for their thorough engagement with the Office of Equity, Diversity, Inclusion, and Accessibility and for fostering strong connections with Indigenous communities in the development of this proposal
- The proponents were also praised the robustness of the AUPE support staff hiring plan in the proposal

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the Master of Physician Assistant Studies degree program in the Cumming School of Medicine, effective July 1, 2024, as recommended by the Graduate Academic Program Subcommittee and as set out in the proposal provided to the Committee.

Carried

6. Approval of the Creation of the Specialization in Indigenous Ways of Knowing in Leadership within the Graduate Certificate in Leadership in the Human Services, Faculty of Social Work

Documentation was circulated with the Agenda. Ellen Perrault, Dean, Faculty of Social Work, and Jennifer Hewson, Vice Dean, Faculty of Social Work presented this item. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS) provided a preamble on the GAPS recommendation.

Highlights:

- The presenters explained that the intention of this specialization is to transform leadership practices to move forward in a good way with Indigenous partners. Students can take this program as a standalone certificate or use the certificate with this specialization towards the ladder pathway to the Master of Social Work (MSW).
- The specialization was developed through a parallel path process following *ii' tah'pah't'op* and the curriculum design was guided by ceremony
- The Proposal Development Circle includes Elder Kerrie Moore, Elder Leona Carter, Dr. Jennifer Markides, Deandra Neufeld (Indigenous advisor for Kiiipitakyoyis – Grandmother's Lodge), Jacqueline Warrell (instructional designer), Alyjah Neil (alumnus and Indigenous consultant), and Dr. Jennifer Hewson
- The GAPS Co-Chair noted that this specialization fills a gap in existing graduate-level programming offered by the University
- In response to questions, it was explained that:
 - The Faculty of Social Work has allocated funds to help students cover costs associated with mandatory experiential learning opportunities (e.g., transportation, cultural protocol costs) in this program, recognizing the importance of both land-based learning and keeping the program accessible. The \$1,090 program fee that is part of the program's tuition structure is directed towards these costs. The Faculty of Graduate Studies is also looking for a mechanism to help students off-set costs associated with cultural protocols and will be connecting with the Office of Indigenous Engagement about this initiative in 2024.
 - The budget section will be updated to align with the AUPE Collective Agreement with respect to annual salary increases for AUPE staff.
 - This specialization will be offered every second year. The long-term vision for the specialization is to expand it as a transdisciplinary specialization available to students from all faculties across campus.
 - Students entering the program are expected to have a baseline level of knowledge on Indigenous matters because of the training that is required for accreditation as professional Social Worker. Nonetheless, the program will be an immersion-style learning experience for non-Indigenous students. The Committee noted that this is an asset and suggested including the immersion aspect in the marketing of the program.
- The Committee commended the proponents for the thoughtful approach to developing this proposal

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the new specialization, Indigenous Ways of Knowing in Leadership, in the Faculty of Social Work's Graduate Certificate in Leadership in the Human Services, effective for Fall 2024, as recommended by the Graduate Academic Program Subcommittee and as set out in the proposal provided to the Committee.

Carried

8. Approval of the Revisions to Calendar Sections *Types of Credentials and Sub-Degree Nomenclature and Work-Integrated Learning*

Documentation was circulated with the Agenda. Tara Beattie, Interim Dean & Vice-Provost, Graduate Studies and Co-Chair of Graduate Academic Program Subcommittee, and Kimberley McLeod, Associate Registrar & Director, Systems and Policy, presented this item. Amy Dambrowitz, Co-Chair of the Calendar and Curriculum Subcommittee (CCS) provided a preamble on the CCS recommendation.

Highlights:

- The CCS Co-Chair explained that the intention of these changes is to create new opportunities for graduate students, as there was no existing regulation that would allow internships to be noted on degree parchments at the graduate level
- This change is particularly important for international graduate students, as it will allow them to take on full-time internship positions beyond the summer break
- The Master of Engineering (MEng) graduate program is the first one that will be taking advantage of this new option with the forthcoming proposal for the MEng with Internship 3-year course-based Master's degree program
- The features provided by the new Calendar software allowed for the creation of a single, shared set of academic regulations for internships for both undergraduate and graduate students

Moved/Seconded

That the Academic Planning and Priorities Committee approve the proposed revisions to the University Calendar, effective for the 2024–2025 Calendar, as recommended by the Graduate Academic Program Subcommittee and the Calendar and Curriculum Subcommittee, and as set out in the documents provided to the Committee.

Carried

9. Approval of Structural Changes to the University Calendar for the New Calendar Software (Coursedog)

Documentation was circulated with the Agenda. Amy Dambrowitz, Registrar, and Kimberley McLeod, Associate Registrar & Director, Systems and Policy, presented this item.

Highlights:

- The presenters explained that this is the promised omnibus proposal detailing the changes to how Calendar content will be organized and presented in the new software, Coursedog
- Major changes include:
 - The unification of the University Calendar and the Graduate Calendar into a single Academic Calendar
 - Academic regulations that are specific to graduate students will be renumbered to start with a 'G' (e.g., 'A. Graduate Admissions' will now read 'G.A. Graduate Admissions')
 - Faculty and admission regulations have been moved directly into the entries for each program with which they are associated
 - Student and Campus Services sub-sections are being replaced with a single landing page that will link to the same content
 - Static annual leadership welcome messages will be removed and replaced by dynamic content

- The next stage of the new Calendar software project is to utilize the workflow capabilities of Coursera and will be starting in Spring 2024
- The Committee commended the project team for their hard work and thorough consultation with stakeholders, including students

Moved/Seconded

That the Academic Planning and Priorities Committee approve the proposed structural changes to the University Calendar, effective for the 2024–2025 Calendar, as recommended by the Calendar and Curriculum Subcommittee and the Graduate Academic Program Subcommittee, and as set out in the document provided to the Committee.

Carried

10. Approval of the Creation of an Embedded Certificate in Geographic Information Science (GIS), Faculty of Arts

Documentation was circulated with the Agenda. Jason Wiens, Acting Associate Dean, Undergraduate Programs and Student Affairs, Faculty of Arts, Andrea Freeman, Head, Department of Geography, and Darren Bender, Professor, Department of Geography, presented this item.

Highlights:

- The presenters explained that this proposal has been under development since 2018 with the intention of paralleling the Geographic Information Technology (GIT) graduate certificate. The objective of this program is to fill a gap in geospatial training opportunities for undergraduate students.
- Geospatial technology is one of the fastest growing IT industries in North America and this program is expected to attract Arts students outside of Geography, as well as students in Science, Engineering, and the Cumming School of Medicine
- In response to questions, it was explained that:
 - Embedded certificates (ECs) fall into one of two broad categories: 1) thematically based, and 2) skills based. This is an example of a skills-based EC, and as such there are limited electives and course requirements are more specific than a thematically based option such as the EC in Mental Wellbeing and Resilience.
 - The emphasis on GEOG courses is not expected to be a barrier for students, as the starting course (GEOG 380) has no pre-requisites and is a large capacity course offered twice a year. Middle courses are offered at least once a year and usually are not full. Most courses can be scaled up by adding lab sections, and similar offerings in Geomatics Engineering offer redundancy.
 - Undergraduate and graduate-level geospatial courses are always taught separately. The Department of Geography does not recommend undergraduate students take their graduate-level courses as they are significantly more intensive even in cases where the subject matter is the same.
- The Committee noted that significant interest from Indigenous students can be expected given the importance of geospatial technologies in work relating to Indigenous communities. The Committee encouraged the proponents to further develop connections to Indigenous themes in the program and to work directly with Indigenous communities.

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of an Embedded Certificate in Geographic Information Science (ECGIS) in the Faculty of Arts, effective Fall 2024, as recommended by the Academic Program Subcommittee and as set out in the documents provided to the Committee.

Carried**11. Status of Program Approvals Report**

Documentation was circulated with the Agenda for information only.

12. Subcommittee Reports

Documentation was circulated with the Agenda for information only.

The Calendar and Curriculum Subcommittee provided a report for the meeting held November 23, 2023. The Graduate Academic Program Subcommittee provided a report for the meeting held November 22, 2023.

13. Other Business

The January meeting will be extended to 4:30 pm and an updated calendar invitation will be circulated.

14. Adjournment

The meeting was adjourned by consensus at 4:21 p.m.

Courtney McVie
University Secretary