



General Faculties Council  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**  
Approved Minutes

Meeting #85  
February 12, 2018, 2:00 p.m.

A167

***Voting Members***

Dru Marshall, Co-Chair  
Robert Thompson, Academic Co-Chair – arrived during Item 5  
Branden Cave  
Jacqueline Jenkins  
Ebba Kurz  
Anders Nygren  
Brit Paris  
Sharon Robertson  
Richard Sigurdson

***Non-Voting Members***

Sandra Hoenle  
Kevin McQuillan  
Marc Wrubleski

***Secretary***

Susan Belcher

***Scribe***

Cherie Tutt

***Regrets***

Andy Knight

***Guests***

Susan Barker, Co-Chair of the Calendar and Curriculum Subcommittee – present for Items 8 and 9  
Violet Baron, Director, School Operations, Werklund School of Education – present for Item 5  
Amy Burns, Associate Dean (incoming), Undergraduate Programs in Education, Werklund School of Education – present for Item 5  
Michele Jacobsen, Associate Dean, Graduate Programs in Education, Werklund School of Education – present for Item 6  
Leslie Reid, Co-Chair of the Academic Program Subcommittee – present for Items 4-6  
Douglas Sewell, Associate Dean International Foundations Program – present for Item 5  
Tony Ware, Graduate Program Director, Department of Mathematics and Statistics – present for Item 7

***Observers***

Kelly Hoglund, Program Support Specialist – present for Item 7  
Christine Johns, Senior Director (Academic & International Strategies)  
Heather Smith-Watkins, Analyst, Planning and Reviews – present for Items 5-7

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The Chair called the meeting to order at 2:03 p.m. and confirmed quorum.

**1. Approval of the Agenda**

**Moved/Seconded**

That the Agenda for the February 12, 2018 Academic Planning and Priorities Committee meeting be approved.

**Carried**

## **2. Remarks of the Co-Chair**

The Co-Chair included the following in her remarks:

- The University and the Students' Union have finalized a Stakeholder Rights Agreement and a Management and Use of Space Agreement for MacEwan Hall
- On Thursday, February 15, 2017 there will be an event to provide the campus community with an update on the Campus Mental Health Strategy, and Frank O'Dea, founder of Second Cup Coffee Co. will speak about his story of personal resilience. Members are encouraged to attend.

## **3. Approval of the January 15, 2018 Meeting Minutes**

Documentation for this item was circulated with the Agenda.

### **Moved/Seconded**

That the Minutes of the Academic Planning and Priorities Committee meeting held on January 15, 2018 be approved.

**Carried**

## **4. APS Report for the Meeting held January 22, 2018**

Documentation for this item was circulated with the Agenda. Leslie Reid presented this item.

There were no questions.

## **5. Approval of the Creation of a Bridging to the Community-based Bachelor of Education Pathway**

Documentation for this item was circulated with the Agenda. Leslie Reid, Amy Burns, Douglas Sewell, and Violet Baron presented this item.

Highlights:

- The proponents reported that the Bridging to Community-based Pathway is intended to provide language and academic acculturation support for students who do not meet the English subject admission requirement or who do not have a competitive grade point average (GPA) for admission to the Community-based Bachelor of Education (BEd) program
- It was explained that students will be conditionally admitted to the Community-based BEd and will need to successfully complete the requirements associated with the bridging year before taking up their spot in the Community-based BEd program.
- The proponents explained that the Community-based BEd program services students in rural and remote communities, and that the bridging pathway will help to address issues around equity and access to education and teacher shortages
- The proponents drew attention to a change to the briefing note and proposal document to state "a minimum GPA of 2.5" rather than "a minimum GPA of B-"

- In response to questions, it was explained that:
  - Students who are admitted to the pathway program will be required to meet the minimum GPA required for admission to the Community-based BEd program, which is 70%
  - All of the courses in the pathway program are new. The EDUC 1XX *English Academic Success* course will allow students to meet the English 30-1 equivalency and students will be required to take this course prior to taking any EDUC 2XX courses.
  - Students can count a maximum of five courses from the pathway program towards their elective course requirements for the Community-based BEd program
  - EDUC 1XX is offer in an on-campus format, and the other courses in the pathway program will be offered in an online format
  - Students who complete the pathway program will qualify to select English Language Arts as their teachable subject area, as EDUC 1XX is considered equivalent to English 30-1
- The Committee discussed:
  - The value of instructor consistency throughout the pathway year
  - Workload implications for faculty members in relation to teaching in summer term, mentoring and course development. It was reported that the Werklund School of Education (WSE) received monetary support from Alberta Education to provide faculty release for course development.
  - The importance of distinguishing EDUC 1XX from courses offered in the International Foundations Program pathways for international students, given that the audience for this program is Canadian students
  - The content of the EDUC 1XX course, how the content aligns with the other courses in the pathway program, and how equivalency between English 30-1 and EDUC 1XX was determined. The Committee expressed concern that EDUC 1XX does not appear to incorporate critical analysis of literature, and therefore is not truly equivalent to English 30-1.
- The Committee directed that the proponents collaborate with Jaqueline Jenkins, Head, Department of English to add literature content to the EDUC 1XX course for better equivalency with English 30-1, with the final content to be approved by Leslie Reid, Co-Chair of the Academic Program Subcommittee

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of a Bridging to Community-based Bachelor of Education pathway, as set out in the proposal provided to the Committee, and as recommended by the Academic Program Subcommittee, with the required actions regarding the course content of EDUC 1XX.

**Carried****6. Creation of a Post-Baccalaureate Certificate in Bridge to Teaching and the Suspension and Termination of the Bridge to Teaching University Certificate**

Documentation for this item was circulated with the Agenda. Leslie Reid and Michele Jacobsen presented this item.

**Highlights:**

- The proponent reported that it is proposed that the Bridge to Teaching University Certificate be suspended and terminated, and a Bridge to Teaching Post-Baccalaureate Certificate be created
- The proponent explained that the Bridge to Teaching program was created as an undergraduate credential, but is better suited as a postgraduate credential, as the program is designed for internationally trained educators who hold a BEd degree, but who need to complete some additional training to qualify to teach in Alberta
- Changing the credential from undergraduate to graduate will better reflect students' needs and achievements, and will allow students who complete the Bridge to Teaching Post-Baccalaureate Certificate the option to use some of the credits from the program towards a Master of Education (Interdisciplinary)
- In response to questions, it was reported that:
  - The majority of applicants who have been admitted to the Bridge to Teaching University Certificate have completed two undergraduate degrees and a number have also completed a postgraduate credential
  - The WSE requires students to meet a higher English Language Proficiency requirement than what is required for entry to the Faculty of Graduate Studies. Applicants who apply to the Bridge to Teaching Post-Baccalaureate Certificate will need a minimum IELTS score of 7.0 to be eligible for admission.
- The Committee discussed the benefits of changing this program from an undergraduate credential to a postgraduate credential, in particular the ability for students to use the Bridge to Teaching Post-Baccalaureate Certificate to ladder into the Master of Education (Interdisciplinary) pathway

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of a Bridge to Teaching Post-Baccalaureate Certificate, as set out in the proposal provided to the Committee, and as recommended by the Graduate Academic Program Subcommittee.

**Carried****Moved/Seconded**

That the Academic Planning and Priorities Committee approve the immediate suspension and eventual termination of the Bridge to Teaching University Certificate, as set out in the proposal provided to the Committee, and as recommended by the Academic Program Subcommittee.

**Carried****7. Creation of a Specialization in Actuarial Science for the Master of Science and Doctor of Philosophy in Mathematics and Statistics**

Documentation for this item was circulated with the Agenda. Tony Ware presented this item.

**Highlights:**

- The proponent provided a summary of the reasons for the proposal to create a Specialization in Actuarial Science for the Master of Science (MSc) and Doctor of Philosophy (PhD) programs in Mathematics and Statistics, including faculty expertise and student demand
- In response to questions, it was explained that:
  - The specializations will be noted on a student's parchment and transcript
  - Creating the specializations will allow for a curriculum that is more suitable for Actuarial Science to be designed
  - Students who have not completed an Actuarial Science degree at the undergraduate level may be able to become accredited by an actuarial professional institute or society by completing one of the MSc specializations (especially the course-based program)
  - The programs have not been designed to create a natural pathway from the MSc to the PhD, but a student could complete both programs and the total number of credits to complete the PhD would be reduced. PhD applicants will not be required to have completed a MSc in Actuarial Science, but will be required to have completed a Masters in a related field to be eligible for admission to the PhD.
  - The Master of Actuarial Science at the University of Waterloo requires more units to complete because it is intended for students who have not completed an undergraduate degree in a related field. The Master of Mathematics in Actuarial Science at the University of Waterloo would be more equivalent to what is being proposed for the MSc Specialization in Mathematics and Statistics, and the number of required units for both programs are in alignment.
- The Committee discussed labour market demand for postgraduate-level actuarial scientists. The proponent explained that there is perceived value for this level of degree from a student perspective and that there are specialized roles in actuarial science where it would be advantageous to have a graduate level degree.

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of a Specialization in Actuarial Science for the Master of Science and Doctor of Philosophy programs in Mathematics and Statistics, as set out in the proposal provided to the Committee, and as recommended by the Graduate Academic Program Subcommittee.

**Carried****8. CCS Report for the Meeting held January 25, 2018**

Documentation for this item was circulated with the Agenda. Susan Barker presented this item.

- In response to questions, the Co-Chair of the Calendar and Curriculum Subcommittee (CCS) reported that:
  - Consultation regarding the revisions to the Block Week Course Regulations is ongoing and includes discussion around creating guidelines concerning the minimum amount of feedback that instructors should be required to provide students during block week. The Committee suggested that it would be a good idea to involve the student groups in this consultation.

- The Faculty of Arts has been offering a Bachelor of Arts (BA) in Psychology at Red Deer College for some time and wanted to expand their offerings to include the Bachelor of Science (BSc) in Psychology. As there are no changes to the BSc in Psychology required to do this, it is treated as a site change only in the Provider and Program Registry System.
- The CCS had a lengthy discussion regarding the difference between requiring a minimum grade for admission and for a pre-requisite course and how this should be stipulated for admissions. It was explained that only three programs at the University require a grade of 70% in Math 30-1 for admission and that other programs include a note in the admissions table that states a grade of at least 70% in Math 30-1 is a prerequisite for most first-year math courses. That means that a student could be admitted to these programs with a grade lower than 70% in Math 30-1 and could then have an option to upgrade their math or challenge the Mathematics Diagnostics Test offered by the Faculty of Science. The CCS determined that for now, the hybrid model should continue and that it be made clear in the Calendar which programs require 70% for admission and which require 70% as a pre-requisite course.
- The Committee discussed the potential impacts of creating a more onerous admissions process. It was agreed that the University should determine the goals of the admissions process and proceed with this issue with the goals in mind, and that a broader review of how high school grades in specific subject areas relate to success in a university course or a program is needed
- The Committee suggested that a more comprehensive review of admissions requirements be undertaken by the CCS in the future, as it appears that the approach being used across the University is not consistent, and that it would be good to have an evidentiary basis for admission decisions

### **9. Revision of High School Subjects Required for Admission to Geography and Earth Sciences**

Documentation for this item was circulated with the Agenda. Virginia Tumas presented this item.

Highlights:

- The proponent reported that the proposed revisions to the admissions requirements for the BA Geography, the BSc Geography and the BSc Earth Science will improve transparency and will ensure that students have the requirements to proceed in their programs (when they are admitted to the University)
- There were no questions

#### **Moved/Seconded**

That the Academic Planning and Priorities Committee approve revisions to the Admission Requirements for the Bachelor of Arts Geography, the Bachelor of Science Geography, and the Bachelor of Science Earth Science, effective for the Fall 2019 admissions cycle, as set out in the document provided to the Committee.

**Carried**

**10. CFDS Report for the Meeting held January 23, 2018**

Documentation for this item was circulated with the Agenda. Kevin McQuillan presented this item.

In response to a question regarding progress on developing a new Academic Performance Review system, it was reported that a request for proposals will be issued soon.

**11. GAPS Report for the Meeting held January 24, 2018**

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

**12. Other Business**

The Academic Co-Chair informed the Committee members that the annual mid-term survey will be circulated after the meeting. Responses are highly appreciated and it was noted that past responses have been informative. It was reported that the Co-Chairs will also develop a survey to be sent to the Committee's regular presenters and proponents to gather their feedback. Once the feedback has been gathered the Co-Chairs will report back to the Committee.

**13. Adjournment**

**Moved/Seconded**

That the Academic Planning and Priorities Committee adjourn the February 12, 2018 meeting.

**Carried**

The meeting was adjourned at 3:29 p.m.

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Susan Belcher  
University Secretary