

Okanagan Senate

THE NINTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2021/2022 ACADEMIC YEAR

THURSDAY, 19 MAY 2022

3:30 PM | VIA ZOOM

1. Senate Membership– Dr Kate Ross

a. New Member (information)

Priscilla Uribe, Student for the Faculty of Arts and Social Sciences, until 31 March 2023 and thereafter until replaced.

b. Nominating Committee (information)

In response to the call for nominations issued at the previous meeting, Hisham Khan is acclaimed as elected to the Senate Nominating Committee until 31 March 2023 and thereafter until replaced. One vacancy remains for a student member of Senate. Nominations are due 1 September 2023 to christopher.eaton@ubc.ca.

2. Minutes of the Meeting of 28 April 2022 – Dr Santa Ono (approval) (docket pages 3-20)

3. Business Arising from the Minutes – Dr Santa Ono

4. Remarks from the Chair and Related Questions – Dr Santa Ono

5. Remarks from the Deputy Vice-Chancellor and Related Questions – Dr Lesley Cormack

6. Remarks from the Provost and Related Questions – Dr Rehan Sadiq

7. Candidates for Degrees – Dr Santa Ono

A list of graduands are available from the Secretary before the meeting.

The Chair calls for the following motion:

That the candidates for degrees, as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which there were recommended, effective June 2022, and that a committee composed of the registrar, the appropriate Dean(s) or their appointed designates, and the Chair of the Okanagan Senate, be empowered to make any necessary adjustments. (2/3 majority required) (approval)

8. Academic Building & Resources Committee – Dr Peter Arthur

Annual Report (information) (docket pages 21-24)

9. Academic Policy Committee – W. Stephen McNeil

- a. Recognition of the National Day for Truth and Reconciliation for 2022 (approval) (docket pages 25-26)
- b. New Policy: O-135: Academic Concession (approval) (docket pages 27-39)

10. Admissions & Awards Committee – Ms Tamara Ebl

- a. New Award from the College of Graduate Studies (approval) (docket pages 40-41)
- b. New and Revised Awards (approval) (docket pages 40, 42-43)

11. Appeals on Standing & Discipline Committee – Dr Robert Campbell

Annual Report (information) (docket pages 44-46)

12. Curriculum Committee – Dr Yves Lucet

May Curriculum Report (approval) (docket pages 47-133)

13. Joint Report of the Admission & Awards and Curriculum Committees – Ms Tamara Ebl and Dr Yves Lucet

- a. New Program: Doctor of Education (approval) (docket pages 134-267)
- b. Revised Program: Discontinuation of Program for the Bachelor of Management for those who Commenced in 2016/2017 and Earlier (approval) (docket pages 134-135, 268-287)

14. Learning & Research Committee – Dr Sally Stewart

Emeritus Appointments (approval) (docket pages 288-289)

15. Nominating Committee – Dr Jannik Eikenaar

- a. Committee Appointments (approval) (docket pages 290-291)
- b. Election of a Vice-Chair from 1 June 2022 to 31 August 2022 (approval) (docket page 291)

16. Other Business

17. IN CAMERA - Revocation of Degrees for Academic Misconduct (approval)
(circulated under separate cover)

The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>

OKANAGAN SENATE

MINUTES OF 28 APRIL 2022

DRAFT

Attendance

Present: P. Arthur (Acting Chair), K. Ross (Secretary), R. Sadiq, P. Simpson, J. Hare, , R. Sugden, J. Olson, M. Tarrant B. Traister, H. Berringer, M. Evans, J. Cioe, T. Ebl, L. Markley, J. Eikenaar, I. Parkins, K. Hodges, T. Forneris, R. Johnson, S. Hutchinson, Y. Lucet, S. Hilton, Y. Zhu, G. Gerrard, P. Lasserre, S. Willis-Stewart, S. O’Leary ,M. Legault, B. Marcolin, R. Lalonde, M. Reeves, M. Libben, J. Picault, R. Frost, M. Arthur, A. Alnaar, S. Chopra, B. He, J. Low, A. Nair, G. Jarry-Bolduc, A. Shatzko, H. Chopra, K. Christianson, S. Hafeez, P. Aulakh, J. Milliken, H. Khan.

Regrets: S. Point, S. Ono (Chair). L. Cormack R. Campbell, J. Hare, S. Tomaskova, P. Barker, G. DiLabio, J. Jakobi, S. Cherkowski, , S. McNeil, J. Holzman, M. Panah.

Clerk: C. Eaton

Call to Order

The Acting Vice-Chair of Senate, Dr Peter Arthur called the meeting to order at 3:33 pm

New Members

The Registrar, Dr Kate Ross, welcomed the following new and continuing student members to Senate:

Saddhartha Chopra, Faculty of Applied Science
Bowen He, Faculty of Creative and Critical Studies
Jonathan Low, Faculty of Health and Social Development (continuing)
Akhil Sathish Nair, Faculty of Management
Maziar Matin Panah, Faculty of Science
Gabriel Jarry-Bolduc, Graduate Student
Amanda Shatzko Graduate Student (continuing)
Harshita Chopra, Student At Large
Kyla Christianson, Student At Large
Saami Hafeez, Student At Large
Hisham Khan, Student At Large (continuing)
Puneet Kaur Aulakh, Student At Large
Joshua Taylor Milliken, Student At Large

Nominating Committee

The Registrar issued a call for nominations for two student members of Senate to serve on the Senate nominating Committee until 31 March 2023 and thereafter until replaced.

Minutes of the Previous Meeting

Tamara Ebl } *That the Minutes of the Meetings of 31 March*
Barbara Marcolin *2022 as corrected.*

Corrections:
A number for punctuation and syntax corrections.
The motion under Other Business was not
approved.

Approved

Business Arising from the Minutes

BUDGET UPDATE

The Acting Vice-Chair noted that earlier in the spring, not all of the budget materials were available. As a result, an updated budget document was distributed with the meeting materials. Rob Einarson and Valarie Nichol were in attendance to answer any question.

SENATE FORMAT

Dr Traister asked for an update on the survey on Senate meeting format preferences.

Dr Cioe replied that most senators preferred a hybred model but the issue was technology and in particular access to the preferred meeting room which was reserved for the Faculty of Medicine southern medical program.

Remarks from the Provost

The Provost Pro Tem., Dr Rhean Sadiq, spoke. He also welcomed our new student members to Senate and expressed his appreciation for student leadership.

Dr Sadiq advised that last Friday, the Anti-Racism and Inclusive Excellence task force presented its report. He said that in the near future Senate would be hearing more about implementation. 9 out of 34 members of the task force were from the Okanagan campus. Dr Sadiq encouraged all senators to read the recommendations.

The Provost *Pro Tem.* advised Senate that the dean search committee for Health and Social Development had met twice and was working on a position profile. The search committee for the next Dean of Management had just started to meet.

Senator Ebl asked how senators could access to the ARIE report, and how the dean search would work for Management, in particular how the incumbent was involved.

Dr Sadiq said that the existing dean will not be leading the process but would have a role in the self-study of the Faculty.

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Jan Cioe, presented.

ACADEMIC STANDINGS AND ACADEMIC ACHIEVEMENT DESIGNATIONS

Jan Cioe	}	<i>That Senate approve the revised Compliance with</i>
Tamara Ebl		<i>Health Safety Requirements regulation as</i>
		<i>presented.</i>

Senator Cioe set out the changes, in particular the removal of references to the now-discontinued Rapid Testing Program and its associated exceptions for those vaccinated. Dr Cioe said that some rules remain and are expected to be followed. HE said that there was an expectation of Senate that should the rules change substantively, conversations would occur with Senate first.

Senator He asked if this applied to students in programs or also people in residences.

Senator Cioe said yes it did, but in the past the government had stronger rules for residences than the University. In some cases UBC decided to have stronger rules than the government, such as its continuation of a mask mandate.

Senator He asked how mask mandates were set out in these regulations

The Clerk advised that the mask mandate was under the COVID-19 Campus Rules. The Board of Governors has passed a health and safety policy under that were rules regarding access to UBC spaces.

The Registrar added that Senate had authority over academic regulations such as de-registration.

Senator Ebl said that this policy was specific to students while the COVID-19 Campus Rules applied to everyone.

Mr Eaton confirmed this as correct, noting that the Board did not have the power to de-register students, thus the Senate's approval was required to give effect to the previous rules.

Approved

Admissions & Awards Committee

Ms Tamara Ebl, Chair of the Committee presented.

CHANGES IN ADMISSION REQUIREMENTS – DOCTORAL DEGREES

Tamara Ebl	}	<i>That the Senate approve changes in admission requirements for applicants to a doctoral degree program, effective for the 2022 Summer Session and thereafter.</i>
Abdulraham Alnaar		

Senator Reeves asked if this was a lowering of standards.

Senator Simpson said often research ability was more important than grades.

Approved

REVISED AWARD – INDIGENOUS GRADUATE FELLOWSHIP

Tamara Ebl } *That Senate approve the revised terms of the*
Yves Lucet } *Indigenous Graduate Entrance Fellowship.*

Senator Cioe expressed a concern with the award only being available to incoming students. He asked how can a student who shows promise after a year benefit?

Senator Simpson said that they had been funding these awards for students already in program and intended to continue to do so. He didn't think the new language limited that.

Senator Ebl noted that the word “entering” was not struck in error.

The Clerk advised that if this was the intent the words incoming and entering still needed to be struck from the description to give effect to this.

By general consent, the proposal was amended to strike “incoming” and “entrance” and to add “or continuing in a” before “a this-based graduate program”

Senator Eikenaar asked what a “merit-based” fellowship meant.

Senator Simpson said that they were trying to shift away from grades to allow programs to access excellence based on their own criteria.

The Clerk advised of the definition in the awards policy of merit-based: Merit-based shall refer to a student award given based on academic merit, other academic achievement, or other achievement, such as service, leadership, or research.

Approved as
Amended

NEW AND REVISED AWARDS

See Appendix A: Awards Report

Tamara Ebl	}	<i>That the Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i>
Amanda Shatzko		

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

APRIL CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Yves Lucet	}	<i>That the new program option, new calendar entry, and new courses brought forward by the faculties of Creative & Critical Studies, Arts and Social Sciences, Management and Science be approved.</i>
Marianne Legault		

Approved

Senator Traister asked the status of the revisions to the World Literature and Intercultural Communications program as he was surprised to see it was not on the docket.

Senator Lucet said it would be the May agenda.

Senator Hodges asked when the changes to biology would be coming forward.

Senator Lucet said this would also be in May.

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

COMMITTEE APPOINTMENTS

Jannik Eikenaar	}	<i>That Dr W. Stephen McNeil be appointed to the</i>
Barb Marcolin		<i>President's Advisory Committee</i>
		<i>for the Selection of a Vice-President Academic &</i>
		<i>Provost (Okanagan);</i>
		<i>That Dr Gino DiLabio be appointed to the</i>
		<i>President's Advisory Committee for the</i>
		<i>Selection of a Vice-President Finance and</i>
		<i>Operations; and</i>
		<i>That Dr Patricia Lasserre be appointed to the</i>
		<i>President's Advisory Committee for</i>
		<i>the Selection of an Associate Vice-President</i>
		<i>Health.</i>

Senator He asked how appointments were made.

Senator Eikenaar set out the differences in each policy.

Senator Ebl said they also reached out to people to speak with them about nominations.

Approved

Report from the Provost

The Provost *Pro Tem*. Presented. Dr Sadiq advised that his office was responsible for overseeing external reviews.

EXTERNAL REVIEWS

School of Engineering
Department of Economics, Philosophy, and Political Science
Department of History and Sociology

Senator Cioe asked how people could access the review documents as it would be useful for members of Senate.

Dr Sadiq said they should be generally available on the Provost's website.

The Clerk advised that complete copies of all reviews were filed with the Senate and were available to all members of Senate for inspection.

Senator Zhu asked how often they are viewed.

The Clerk said that as per University policy, reviews happened regularly, generally around changes or extensions of leadership appointments. In practice, most were every ~5 years.

Senator Hodges asked how the summaries were produced.

The Senate recognized Associate Provost Brad Wuetherick who spoke to producing the summaries. He noted that this was something flagged in the recent Ministry of Advanced Education Quality Assurance Process Audit (QAPA), where one recommendation was being more actively involved in process support.

Senator Hafeez asked about engineering accreditation and if that was affected by the review.

Mr Wuetherick said that engineering underwent a separate review process as a part of its accreditation.

Senator Frost commented on departments not always agreeing with reviewer recommendations. In the case of her department, they felt that the reviewers weren't fully aware of the relationship between the Okanagan and Vancouver campuses.

Senator Legault noted that Creative & Critical Studies just had a review, she asked how reviewers were selected.

Mr Wuetherick said that each unit being reviewed is asked to suggest a list of potential reviewers. The Provost's office works to ensure those selected are broadly representational. The criteria are if the reviewers represent comparable institutions, do they have a diverse perspective both from equity and disciplinary lenses, and no conflicts of interest.

Senator Legault asked if the actions for the review were up to the reviewers.

Mr Wuetherick said that the Provost's office produced terms of reference in line with the Senate policy and guidelines produced by the Okanagan and Vancouver Provost's offices. The Provost's office coordinates faculty reviews, and dean's offices coordinate department and school reviews. QAPA has suggested that there should be more centralized support for departmental reviews.

Senator Ebl said that she was concerned on the summaries not being a wholesome representation of reviews. She said that she did not want more to read but was concerned that we weren't given enough information. She asked if only seeing summaries was the will of the current Senate.

The Clerk suggested that the Academic Policy Committee could consider that matter.

Senator Cioe, the Chair of the Academic Policy Committee, agreed that his committee could look into this matter but expressed her personal view that the summaries were good at flagging issues and drawing attention to the full reports that people could

query as necessary. He said it may be simpler to just give the Senate a list of reviews and links to the full documents. He said he did not want 200 pages more in his Senate packages.

Senator Hodges reiterated her concern that the summary was not a good distillation.

Report from the Librarian

The Chief Librarian, Heather Berringer, presented.

ANNUAL REPORT ON THE LIBRARY

Senator Berringer set out the 2020-21 accomplishments of the Okanagan campus library and its 2022 priorities. She noted that normally the library would have three primary physical service points: the campus Library's single service desk, the Special Collections service desk located in The Commons, and the Innovation Library, located in downtown Kelowna at Okanagan Regional Library's Kelowna branch on Ellis Street. While COVID-19 reduced in-person services in these locations, the Library offered a suite of online reference services and assistance. Resources were redeployed to respond to email inquiries and answer questions via Ask Away, the Library's virtual chat platform. In-depth research consultations to students and faculty were delivered remotely.

With the move to remote learning, about 65% of sessions were taught online. The series of asynchronous information literacy foundational skills modules have now been turned into a self-enroll course, which currently has over 400 students enrolled, and additional students have been using the individual modules supplied through Canvas Commons or directly by instructors.

The Chief Librarian noted that that circulation of physical library materials was extremely low during the reporting period; from March 2020 to August 2021, the Okanagan Library building was closed to the public. During this time, the Library facilitated access to the physical collection through a contactless pick-up service wherein materials were requested via the Library catalogue. Library staff retrieved the materials from the book stacks, placed them in lockers in the Commons, and notified users when their materials were ready for pickup. The Library loaned over 5,700 items via the contactless pick-up service during its operation.

While the pandemic significantly altered traditional access to library collections, it also inspired considerable innovation. Many publishers offered temporary free access to online resources, and UBC Library took advantage of these opportunities by activating 9 new e-book platforms. We also saw an increase in requests for new journals and databases to facilitate online learning, most of which we were able to accommodate. The shift to online/hybrid learning also contributed to the addition of 3 additional streaming video platforms and a significant increase in the number of individual title requests.

Senator Berringer suggested that the most substantial pandemic collections support was through participation in the HathiTrust [Emergency Temporary Access Service](#), where temporary electronic access was granted to over 450,000 titles in the UBC Library print collection, and remained accessible for 14 months before the re-opening of the Library building in Sept 2021.

With respect to collections, materials continued to be acquired by the Okanagan Special Collections team over the past two years. A few highlights:

The Quails' Gate Estate Winery fonds, which include administrative records, photographs, and ephemera documenting the activities of a key Okanagan winery with emphasis on marketing. Includes comprehensive set of wine labels.

The Bill Collings fonds, which includes Correspondence, notes, position statements, and technical articles by Collings, who is an amateur winemaker based in Okanagan Falls, BC. This includes documents relating to the Strategic Plan for the B.C. Wine and Grape Industry prepared by The Chancellor Partners (also known as "The Chancellor Report").

The Pocket Desert fonds: sound recordings and supporting documents leading to the broadcast of *The Pocket Desert* on CBC Radio's *Ideas*, 1994. Includes interviews and conversations with syilx elders Jeannette Armstrong and Delphine Derrickson, as well as UBC professor emeritus Dr. Geoffrey Scudder illuminating the unique climate and geography around Osoyoos BC – known as Canada's "pocket desert."

The Leonard Bawtree fonds. As MLA for Shuswap, "Len" Bawtree was chairman of the Select Standing Committee on Agriculture. In 1977, the committee was instructed by the BC Legislature to make a comprehensive survey of agriculture in the province including production, processing and consumption. They received briefs and conducted hearings throughout the province. Their staff of twenty created reports for the legislature and the hearings, reports and correspondence are the bulk of this archive.

With respect to student support, in the 2020/21 academic year, referrals to Academic Integrity Matters (AIM) increased by 335% compared to the previous year. The shift to online learning brought new challenges for both students and the AIM Program, as AIM began receiving referrals for cheating, unauthorized collaboration, and misconduct in exams, expanding its original focus of supporting students in learning practices of citation and avoiding plagiarism.

English Language Development (ELD) support, which offers free English language acquisition supports for students, totaled 60 hours for the 2020/21 academic year, more than doubling since the program's first year.

The success of summer support in 2021 is leading to continued summer services in 2022.

The Chief Librarian noted that the library was working to support open education in BC: The UBCO Open Education Working Group successfully received one of BCcampus' 2020 Open Education Foundation Grants for Institutions to pilot an OER grant program. Supported by additional funds from the Provost's Office, the Library implemented and coordinated the 2020/21 OER Grant program, awarding \$41,525 across 9 projects that sought to create or adapt OERs for implementation in UBCO courses by January 2022. The projected number of students that will be impacted by these grants is approximately 2,400 and the projected cost savings for students approximately \$190,000. Following the successful pilot program, the OER Grant program was merged into the ALT-2040 Fund as a distinct stream in Fall 2021, demonstrating the campus' ongoing commitment to this important area of practice.

The Fostering Open Science Initiative has made significant inroads since early 2020 to pilot integration of Open Science (OS) principles and practices into UBCO Biology undergraduate instruction – integrations that are embedded, connected, and reinforced throughout the undergraduate curriculum. The long-term (5 year) goal is to offer UBCO Biology students the option to obtain a Certificate in Open Science to complement their main biology degree.

With respect to research support, Senator Berringer noted that through partnership with Advanced Research Computing (ARC), the Office of Research Services (ORS), and the UBC Okanagan Library, the Centre for Scholarly Communication functions as an information hub for research support services at UBC Okanagan, with the goal is connect researchers with support and tools at every stage of the research life cycle. The new CSC website launched in Fall 2021, and features an online catalogue of the various tools and services available to researchers at UBC Okanagan from all CSC partners.

Developed in Summer 2021, and approved by this Senate in October 2021, the College of Graduate Studies (CoGS) and the Centre for Scholarly Communication have partnered to develop a non-credit credentialing program in Scholarly Research, Writing, and Publishing. This program consists of 6 workshops over 4 themes: Scholarly Research, Research Data, Writing, and Publishing. These workshops focus on building awareness of effective scholarly research, writing and publishing practices. As of December 2021, 64 students have already enrolled.

The Chief Librarian noted that the library has always been recognized for its campus engagement efforts, and reconciling that with COVID-19 took some time and effort. She drew particular attention to the inaugural Open Education and Indigenous Knowledges Symposium, and in January 2021 when the UBC Okanagan Library, with support from the UBC Students' Union Okanagan and Equity and Inclusion Office, was also pleased to present a unique online author event celebrating the diversity of literature created by and for Two-Spirit and Indigiqueer people. This event featured writers and creators T'ánc'háy Redvers and Joshua Whitehead in conversation, presenting some of their work and offering attendees the opportunity to ask questions. Important themes such as decolonizing Queer literature, exploring intersecting identities, Indigenous Futurism, and Indigenous ways of knowing and learning were explored.

Senator Berringer said that academic integrity forms the foundation of our scholarly work, and said she was happy for the opportunity to prioritize more coordinated strategy and support in this area.

That strategy is currently envisioned in three parts, informed by the work of a representative Academic Integrity Working group and subsequent Advisory Group:

Education and awareness for Students:

This student-facing proactive work and engagement is imagined through the Student Learning Hub. We have an approved pilot project to strengthen and enhance the well-established AIM to support students and Deans' Delegates in following the Academic Misconduct Regulation, including a new term position at the Student Learning Hub to coordinate and lead this work.

Education and awareness for Faculty, and institutional reporting:

This faculty-facing proactive work and engagement for best teaching and learning practices with academic integrity in mind, as well as data collection and analysis for evidence-informed decision making involves the Provost's Office as well as the Centre for Teaching and Learning, with academic guidance and leadership.

Case management & misconduct regulation support:

And while, this is still being investigated and defined, we recognize, in some cases, the need for added supports for Deans' Delegates in this area.

Constellation reimagines and connects a suite of existing media and technology learning spaces at UBC Okanagan under a common framework. Although each of these spaces is unique, they share the vision of empowering learning, supporting campus-wide access, encouraging innovation and enabling creation.

Included in Constellation:

Visualization and Emerging Media Studio (VEMS) (COM 107)

Makerspace (EME 1256)

Sawchuk Family Theatre (COM 104)

Digital Design Lab & Sound Booth (COM 205)

Library Design & Editing Stations (Main Floor Library)

Studio 123 (LIB 123)

Loans Hub (COM 204)

A collaborative leadership approach will involve the core group representing each operational unit in the Constellation; this includes UBC IT Okanagan, Makerspace, and the Library, with adjacent support for curriculum design through the Centre for Teaching and Learning (CTL).

And, an informal, dynamic user group made up of faculty and students with an interest in emerging media, innovative design, and experimental pedagogy will provide advice and feedback on, and ideas for, potential initiatives and help to inform decision making.

Support for using enhanced media and technology services is centralized and provided through key operational units, while coordination of services and promotion across the Constellation will be facilitated through a shared web presence and point of contact for referral, consultation, and collaborative programming innovation.

In closing, Senator Berringer noted that the library was looking forward to the return to planning and hosting student events, engaging in meaningful partnerships and collaborations. And we hope to be back, stronger than ever.

Senator Hafeez asked about the student learning hub and the writing and language support available. He asked if the 60 minute appointments were standard for everything or just writing.

Senator Berringer said that the library was only responsible for writing and language, the other disciplines have different supports.

Report from the Registrar

2022-2023 STUDENT ELECTIONS TO THE BOARD AND SENATE

Dr Ross set out the results to-date of the 2022 Student Senate and Board of Governors Elections.

Student Representative of a Faculty to the Senate

Pursuant to Section 15 of the University Act, the following students were acclaimed as elected as representatives of the Faculties on the Okanagan Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Siddharth Chopra, Faculty of Applied Science
- Bowen He, Faculty of Creative and Critical Studies
- Jonathan Low, Faculty of Health and Social Development (Continuing)
- Akhil Sathish Nair, Faculty of Management
- Maziar Matin Panah, Faculty of Science

N.B. the Education student senator's term runs from 1 October 2021 to 30 September 2022.
Graduate Student Representative to the Senate

Pursuant to Section 16 of the University Act, the following students were elected as graduate student representatives on the Okanagan Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Gabriel Jarry-Bolduc
- Amanda Shatzko (Continuing)

Student Representative At-Large to the Senate

Pursuant to Section 15 of the University Act, resulting from a call for nominations issued on 4 February 2022, the following students were acclaimed as elected as representatives at-large on the Okanagan Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Harshita Chopra
- Kyla Christianson
- Saami Hafeez
- Hisham Khan (Continuing)

Additionally, pursuant to Section 16 of the University Act, resulting from a second call for nominations issued on 4 March 2022, the following students were elected as representatives at-large on the Okanagan Senate for a term beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Puneet Kaur Aulakh
- Joshua Taylor Milliken

Student Representative to the Board of Governors

Pursuant to Section 16 of the University Act, the following student was elected as representative of students on the Board of Governors for a term beginning on 1 April 2022 and ending 31 March 2023 and thereafter until a successor is elected:

- Tashia Kootenayoo

An election for a representative from the Faculty of Arts and Social Sciences is scheduled for 2-6 May 2022.

Adjournment

Seeing no other business, the meeting was adjourned at 5:22 p.m.

Appendix A: Awards Report

New awards

Proposed Title: **Lance and Michelle Marshall Bursary for Women in Engineering**

Bursaries totalling \$2,000 have been made available through an endowment established by Lance and Michelle Marshall, along with matching funds from the University of British Columbia, for third-year undergraduate students who identify as female in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. The bursaries will be adjudicated by Enrolment Services. (First award available for the 2022/23 winter session)

Proposed Title: **Alam Family Graduate Award for Women in Civil Engineering**

A \$2,000 award has been made available annually through a gift from the Alam family for a graduate student who identifies as female in the civil engineering program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. The candidate must demonstrate excellent research contributions through experimental investigations. Preference is given to a student who has a focus on civil engineering materials or structural engineering. The award will be made on the recommendation of the School of Engineering. (First award available for the 2022/23 winter session)

Proposed Title: **Hong-Mou Tsui Graduate Award in Chemistry**

Awards totalling \$4,000 have been made available through an endowment established in memory of Hong-Mou Tsui (1936-2014), for graduate students in the chemistry program in the Irving K. Barber Faculty of Science at the University of British Columbia, Okanagan campus. Preference is given to students involved in single-molecule biophysics and mechanobiology- related research. Hong-Mou was a lifelong educator who received his B.A. and M.A. (Ed) from the Chinese University of Hong Kong and a Diploma in Special Education from Sussex University in the U.K. He was a senior inspector of schools in Hong Kong. After moving to Canada, Hong-Mou continued to serve in his communities and has helped countless individuals in need. He was a board member for medical school exams and was interested in supporting students pursuing basic, innovative research leading to advances in health. The awards are made on the recommendation of the Irving K. Barber Faculty of Science, in consultation with the Department of Chemistry. (First award available for the 2022/2023 winter session)

Proposed Title: **DiLabio Family Graduate Award for Women in Chemistry**

Awards totalling \$2,000 have been made available through an endowment established by the DiLabio family, along with matching funds from the University of British Columbia, to PhD students who identify as female enrolled in the chemistry program in the Irving K.

Barber Faculty of Science at the University of British Columbia, Okanagan campus. The awards will be adjudicated by the Irving K. Barber Faculty of Science in consultation with the Department of Chemistry. (First award available for the 2022/2023 winter session)

Proposed Title: Graduate Award in Engineering for Indigenous and Black Students

Awards totalling \$40,000 have been made available annually by the Dean's Office, Faculty of Applied Science, for domestic graduate students studying engineering who are First Nations, Inuit or Métis, or who identify as Black. Candidates must demonstrate community involvement and/or mentorships with industrial partners and/or academic colleagues. The awards are made on the recommendation of the Faculty of Applied Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session)

Proposed Title: CCDPM Clinical Research & QI Incubator Award

Awards totalling \$8,500 have been made available annually by the Centre for Chronic Disease Prevention and Management (CCDPM) for M.D. students in the Southern Medical Program and students in direct-entry undergraduate programs at the University of British Columbia, Okanagan undertaking research projects affiliated with the Centre for Chronic Disease Prevention and Management Clinical Research & QI Incubator program. M.D. students must be in good academic standing to be eligible, while direct-entry undergraduate students must have demonstrated outstanding academic achievement. The awards are made on the recommendation of the Southern Medical Program. (First award available for the 2021/2022 winter session)

Proposed Title: Faculty of Medicine Award in Multidisciplinary Research

Awards totalling \$320,000 have been made available annually by the Faculty of Medicine for students in the M.D. and direct-entry undergraduate programs at the University of British Columbia, Vancouver and University of British Columbia, Okanagan campuses who are undertaking a multidisciplinary or interdisciplinary summer research project. Recipients who are M.D. students will typically receive awards valued at \$3,200 each, while students in direct-entry undergraduate programs will typically receive awards of at least \$8,400 each. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter session)

Revised Awards

Current Text

Indigenous Graduate Entrance Fellowship

The Indigenous Graduate Entrance Fellowship is a merit-based fellowship that is awarded to incoming full-time Canadian indigenous students entering a thesis-based graduate program. This includes Canadian First Nations, Métis, or Inuit students. The Fellowship provides

funding for up to two years (at \$10,000 per year) and is awarded as a one-time award per student per degree program.

Proposed Text

Indigenous Graduate Fellowship

The Indigenous Graduate Fellowship is a merit-based fellowship that is awarded to full-time Canadian Indigenous students entering **or continuing in** a thesis-based graduate program. This includes Canadian First Nations, Métis, or Inuit students. The Fellowship provides funding for up to two years **for Masters students and up to four years for PhD students** (at \$10,000 per year). and is awarded as a one-time award per student per degree program.

Appendix B: Curriculum Report

From the Faculty of Creative and Critical Studies

- i. CULT 272 – New Course
- ii. CULT 370 – New Course
- iii. DIHU 409 – New Course
- iv. ENGL 104 – New Course
- v. ENGL 409 – New Course
- vi. ENGL 476 – New Course

From the Faculty of Arts and Social Sciences

- i. ECON 225 – New Course
- ii. ECON 347 – New Course
- iii. ECON 353 – New Course
- iv. GEOG 233 – New Course
- v. HIST 107 – New Course
- vi. HIST 112 – New Course
- vii. HIST 118 – New Course



- viii. HIST 160 – New Course
- ix. HIST 203 – New Course
- x. HIST 222 – New Course
- xi. HIST 302 – New Course
- xii. HIST 303 – New Course
- xiii. HIST 304 – New Course
- xiv. HIST 306 – New Course
- xv. HIST 373 – New Course
- xvi. HIST 374 – New Course
- xvii. HIST 375 – New Course
- xviii. HIST 408 – New Course
- xix. HIST 418 – New Course

From the Faculty of Management

- i. Interdisciplinary Co-op Education Program

From the Faculty of Science

- i. Bachelor of Science Programs > Academic Regulations, Biochemistry and Molecular Biology, Biology, Ecology and Evolutionary Biology, Microbiology, Zoology, Computer Science, Data Science
- ii. BIOL 406 – New Course
- iii. COSC 341 – Revised Course
- iv. COSC 344 – Revised Course
- v. COSC 441 – New Course
- vi. COSC 444 – Revised Course
- vii. COSC 541 – Revised Course
- viii. COSC 544 – Revised Course



19 May 2022

To: Okanagan Senate

From: Senate Academic Building and Resources Committee

Re: **Annual Report** (information)

Please find attached the 2020-2021 Annual Report of the activities of the Senate Academic Building and Resources Committee.

For the Committee,

Dr. Peter Arthur
Chair, Senate Academic Building and Resources Committee



Senate Academic Building and Resources Committee

Report to Senate – 19 May 2022

Committee Background and Terms of Reference

The mandate and responsibilities of the Senate Academic Building and Resources Committee are set out in its terms of reference:

Responsible for recommending the following to Senate:

- *An annual report outlining the work of the Committee and the physical and budget resources available for the development and maintenance of the campus.*

Delegated authority over the following by Senate:

- *Reviewing, raising issues, and monitoring the implementation of the Campus Master Plan;*
- *Recommending priorities on new academic buildings with consideration for the needs of academic and non-academic buildings, balance between type of teaching spaces, and relationship to physical plant and planning; and*
- *Reviewing and raising issues regarding the impact of every development, whether building or landscape, on the total teaching and academic resource.*

Alongside the responsibilities set out in its terms of reference, the Senate Academic Building and Resources Committee also serves as the Okanagan sub-committee of the Council of Senates Budget Committee and is responsible for fulfilling the mandate of the Council of Senates Budget Committee on the Okanagan campus. The terms of reference of the Council of Senates Budget Committee are as follows.

The Budget Committee shall:

[M]eet with the President and assist in the preparation of the University budget; and make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget.

In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

The complete Council of Senates Budget Committee includes representation from both campuses. The full Budget Committee has not met during the 2021-2022 Academic Year, leaving fulfilment of its terms



of reference to the Senate Academic Building and Resources Committee, and its counterpart on the Vancouver campus.

Activities

During the 2020-21 academic year, the Committee met on seven occasions. The agendas for each meeting were set through the collaboration of the Committee Chair, the Deputy Vice-Chancellor and Principal, and the Associate Vice-President, Finance and Operations to ensure that items that are a priority for the committee and for the two vice-presidential offices are brought forward. The Deputy Vice-Chancellor and Principal, Provost and Vice-President Academic, Associate Vice-President, Finance and Operations and the Director, Integrated Planning and Chief Budget Officer also regularly attended committee meetings.

The topics addressed by the Committee during the 2021-22 academic year include the following:

Meeting Date	Subject	Presenters and Guests
October 18, 2021	Financial Update – Cost of Returning to Campus Climate Action Plan and Transportation Plan	R. Einarson, M. Harvey B. Johnson, L. Bilodeau, K. Falkner, E. Larcombe
November 29, 2021	Budget timeline and anticipated plan Tuition Allocation Model	R. Einarson M. Harvey
February 14, 2022	2022/23 Full Budget Presentation	R. Einarson M. Harvey V. Nichol
March 28, 2022	UBC Capital Planning and Prioritization	J. Metras B. Gordon



April 25, 2022	Student Affordability Task Force Update	D. Mullings A. Ahmed
May 16, 2022	Classroom Capacity vs. Need	B. Wuetherick H. Berringer J. Graham

Committee Comments

- The Committee appreciated the transparent engagement on the budget process and how comprehensive and detailed the documentation received. As the Committee's terms of reference state, the Committee was able to help with preparation of the budget by providing feedback to senior administration through fulsome discussion.
- The Budget was presented to Senate in February. Highlights include priority investments in the following areas:
 - People and Places
 - Research Excellence
 - Transformative Learning
 - Local and Global Engagement
 - Sustainment/Risk/Compliance Actions
- One focus of the Committee was on both undergraduate and graduate students and how the budget impacts them.

Future Committee Topics

- Non-Ad-Hoc Scheduling
- Living Wage Policy

To: Okanagan Senate
From: Senate Academic Policy Committee
Re: 30 September 2022 (National Day for Truth and Reconciliation)
Date: 18 May 2022

Recommendation:

That Policy V-125 notwithstanding, the Okanagan Senate amend the 2022-2023 Academic Year to close the University on 30 September 2022 in recognition of the National Day for Truth and Reconciliation

Background:

On June 3, 2021, federal Bill C-5 was given Royal Assent, establishing the “National Day for Truth and Reconciliation” on September 30. The bill’s stated purpose is to respond to the Truth and Reconciliation Commission’s call to action #80. However, federal “general holidays” apply only to federal government and federally-regulated workplaces. The statutory holidays which UBC follows are governed provincially, through the Employment Standards Act in BC.

Last year, at the urging of a statement made by the Provincial Government, the Okanagan and Vancouver Senates chose in late summer to make a one-time exception to their standard academic year to recognize the National Day for Truth and Reconciliation as if it were a statutory holiday. Around that time, the Government committed to undertaking a consultation process to determine the future recognition of the National Day for Truth and Reconciliation in British Columbia. To date, the Government has not completed either their consultation or decision making in response, and once again has issued a statement (see <https://www2.gov.bc.ca/gov/content/governments/indigenous-people/national-day-for-truth-and-reconciliation>). Included in this is “the Province has advised public sector employers, including K-12 public schools, that the same process should be followed as last year –September 30 should again be observed as a statutory day for remembrance this year for those employees who are normally entitled to federal and provincial statutory days.”

The National Day for Truth and Reconciliation is the only time when the Province has taken such an action with regards to the University’s academic schedule. As Senators are aware, Section 48 of the University Act prohibits the government from interfering in, inter alia, “the formulation and adoption of academic policies and standards” and the academic calendar has been a matter of academic policy since the formation of the University over a century ago. In the interests of respecting our institutional autonomy, I would thus recommend that the Senate take this public statement as a request rather than as direction, regardless of the merits of recognizing this day in particular.

There is a precedent for UBC closing on a non-holiday. Beyond the decision last year to close on 30 September, in 1924, the-then University Senate resolved to close UBC on the Monday following Easter Sunday, despite this not being either a provincial statutory holiday or a federal general holiday.

The National Day for Truth and Reconciliation is a response to the Truth and Reconciliation Commissions call to action #80:

We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process. (From: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf p. 9).

As Senators may recall from last year, UBC's collective agreements with staff and faculty are inconsistent in their entitlements regarding statutory holidays. A preliminary analysis shows that roughly 5,000 out of ~20,000 staff are entitled to both federal general and provincial statutory holidays, including the National Day for Truth and Reconciliation. This includes BCGEU at the Okanagan campus and most CUPE locals at the Vancouver campus. Even if not declared a statutory holiday under the Employment Standards Act, to not honour this day would be in contravention of those agreements, could incur significant overtime costs to the University should those staff be required to work on the day, and would result in questions around why UBC is not commemorating this important day when the rest of the public sector is recognizing it. Further, The University's Strategic Plan and the Indigenous Strategic Plan both highlight the importance of reconciliation to UBC, and the latter in particular speaks to implementing the Truth and Reconciliation Commission's Calls to Action.

Please note that "university closed" is the standard diction used to indicate a weekday in which classes do not occur and services are limited due to staff not working.

Technical Considerations:

In anticipation of this possibility, both the Okanagan and Vancouver academic years were drafted in such a way to ensure that there were days surplus to requirements in term 1. As a result, recognition of the date will not adversely affect minimum teach day requirements.

For the information of Senators, this year, 30 September falls on a Friday.



19 May 2022

To: Okanagan Senate

From: Okanagan Academic Policy Committee

Re: Policy O-135 *Academic Concession*

Proposed Policy O-135 *Academic Concession* was sent out for broad consultation last year to the following:

UBSUO; Academic Advising; Disability Resource Centre; CLT; Deans, Directors and Unit Heads; Enrolment Services; UBC Community via Senate Website and UBC Today newsletter, AVP Students' Office; Office of the Ombudsperson; Office of University Counsel.

The Committee considered the feedback received and incorporated various suggestions. In addition, the draft underwent a line-by-line review through a plain English lens and to edit for consistency in language. There was also additional input sought from both the Office of University Counsel and the Okanagan Sexual Violence and Prevention Response Office (SVPRO.)

This is the first enumerated version of the Okanagan policy for Academic Concession using the approved policy template. Academic concession policy has previously been found in the Academic Calendar.

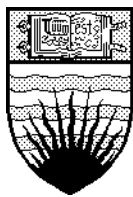
At its May 6, 2022 meeting, the Committee approved a final version of the policy and recommends the following:

Motion: That Senate approval new Policy O-135 *Academic Concession* as attached.

Respectfully submitted,

Dr. Jan Cioe, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
O-135

OKANAGAN SENATE

O-135: *Academic Concession***Effective Date:**

1 September 2022 (anticipated)

Approval Date:

May 2022 (anticipated)

Review Date:

This policy shall be reviewed 5 years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Academic Policy Committee

Authority:*University Act, S. 37(1)*

“The academic governance of the University is vested in the senate and it has the following powers:

(d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;

(g) to provide for courses of study in any place in British Columbia and to encourage and develop extension and correspondence programs;

(h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;

Purpose and Goals:

This policy articulates the University's commitment to support students in their academic pursuits through the application of *academic concessions* in the event that students experience events or circumstances that interfere with their ability to accomplish academic work. An academic concession is not a right; it is a privilege granted by the University after consideration of a student's unique circumstances.

When considering requests for *academic concessions*, the University applies principles of transparency, flexibility, and compassion. Fairness is achieved by applying this policy and its procedures in a flexible manner; however, it is recognized that fair treatment is not necessarily equal treatment in all circumstances. Flexibility allows decision-makers the reasonable exercise of discretion, sound judgement, and compassion in response to the unique circumstances of an individual student's case. In responding to students' requests for academic concessions, the University is committed to ensuring compassionate and flexible responses uniquely tailored to students' individual circumstances while upholding the standards of the curriculum and the requirements of each course or academic program.

Following these principles, this policy is designed to set out the circumstances under which *academic concessions* may be granted to students, which types of *academic concessions* may be granted to students under various situations and by whom, as well as requirements and procedures for submitting and responding to student requests for *academic concessions*.

Applicability:

This policy applies to all students registered in credit *courses* and programs provided by the Okanagan Campus of the University, including graduate students registered in theses and dissertations.

Exclusions:

"Visiting International Research Students" are not included in this policy. Persons in this classification who face a situation where an academic concession might have otherwise been considered should contact their immediate supervisor to make suitable arrangements.

Academic accommodations are not covered by this policy. Academic accommodations are governed by Joint Board and Senate Policy [LR7](#) - Accommodations for Students with Disabilities.

Definitions:

For the purposes of this policy:

- *Academic Concession* shall mean the provision of a variance in the timing or nature of a course or program requirement on the basis of one of the grounds defined in this policy.
- *Course* shall mean course of instruction.
- *Dean* shall mean the Dean, or designate, of the Faculty responsible for offering the course or program except for graduate courses and programs offered through the College of Graduate Studies (COGS), in which case it shall mean the Dean, or designate, of COGs.
- *Graduate Supervisor/Advisor* shall mean the faculty member with primary responsibility for overseeing a graduate student's program of study.
- *Instructor* shall mean the instructor of record for a *course* or the supervisor responsible for a practicum, internship, or field work.

Policy:

- 1) Students facing circumstances that constitute grounds as set out in Section 8 may submit a request for *academic concession*. Students are responsible for submitting their requests as soon as possible.
- 2) Requests for *academic concessions* shall be made to the *instructor* of the student's *course* or the *Dean* of their academic unit, as appropriate, and as set out in the attached procedures. If concurrent *academic concessions* are sought in more than one *course*, the request should be made directly to the *Dean*.
- 3) Requests for *academic concessions* shall be determined on a case-by-case basis and in a timely manner by the *instructor* or *Dean*, with consideration of input from the *graduate supervisor/advisor* for graduate students in programs administered by the College of Graduate Studies).
- 4) Determination of whether to grant an *academic concession* and which type of *academic concession* is most appropriate will depend on the student's individual circumstances. One or more of the following considerations generally apply:
 - the nature and duration of the issue affecting the student;
 - confidential consultation with other appropriate units that can provide applicable professional opinions on the student's situation;
 - the scope and type of academic work affected;
 - the proportion of prescribed academic work having been completed at the point in the term or program when academic work is affected;
 - and,
 - the student's achievements in the course or graduate or professional program to date.

- 5) The granting of an *academic concession* must not lower the academic standards of UBC, its courses, or its programs, and does not remove either the need for evaluation or assessment or the need for the student to meet essential requirements.
- 6) *Courses* and programs with continuous assessment, assessment of the development of graduate attributes, assessment of standards of professional conduct or assessment of patient care may be constrained in the form of *academic concession* they can offer.
- 7) In some credit *courses*, such as some practica, internships, and field-work courses, there may be steps required for approval and authorities involved in requests for *academic concessions* in addition to those described in this policy.
- 8) Grounds for *Academic Concession*

Grounds for *academic concession* exist when one or more of the conditions below lead to a situation or conflict that hinders participation or attendance at a class session or examination, or an inability to otherwise fulfill the requirements of a course or academic program in a timely manner, particularly where the requirements are assessed as part of a grade.

Grounds for *academic concession* may exist at the time a student enters an academic term but may also arise when a student's circumstances change unexpectedly during the term.

Where a request for an *academic concession* is based on a protected ground covered by the *BC Human Rights Code*, the University has a duty to grant an accommodation unless doing so will create undue hardship, as that term has been interpreted under BC law, for the University. This policy does not apply to accommodations; rather, other University policies apply in those circumstances. See Related Policies: Board Policies [SC7](#), and [SC17](#), Joint Board and Senate Policy [LR7](#), and [Joint Senate Policy J-136](#).

Grounds for *academic concession* fall into one or more of the following categories:

- a) Conflicting Responsibilities

It is a student's responsibility to arrange their scheduled non-academic activities to the best of their ability in a manner that enables full attendance and participation in their *courses* and programs, including required practica and internships.

Conflicting responsibilities do not include travel or social plans that conflict with class or exam schedules unless the travel is related to another valid ground for *academic concession*.

Conflicting responsibilities that create grounds for *academic concession* are beyond the student's control and normally arise after the student has registered in *courses*. Examples include:

- i. being absent from campus to represent the University, British Columbia or Canada in a competition or performance
- ii. attending meetings required as a member of a University governance body
- iii. being called to serve in the military
- iv. needing to work to support oneself or one's family but only when the need changed after the student registered in the *course*
- v. a change in the need to provide care for a dependant or family member
- vi. being required to attend a court session as a witness, jury member, or party
- vii. being required to attend a hearing on a matter of University discipline or academic standing
- viii. being required to report to a government office for immigration or citizenship proceedings

Participation in a religious observance, or a cultural observance for First Nations, Metis, or Inuit students of Canada is governed by accommodations under Policy J-136.

b) Medical Circumstances

Medical circumstances that create grounds for *academic concession* are normally unanticipated and include, but are not limited to, the following:

- i. Acute physical or mental illness or a medical circumstance that emerges or recurs during a term
- ii. The emergence of, or a change in, a chronic physical or mental health condition

The Disability Resource Centre is available for consultation with students, instructors, and advisors of all types if it is unclear whether a medical circumstance qualifies for academic concession, especially where the student's temporary illness or injury has persisted for more than one academic term.

c) Compassionate Grounds

Compassionate grounds for academic concession may arise as a result of a traumatic event. A traumatic event is a distressing or overwhelming injurious event or situation (actual, attempted or threatened) that harms a person's sense of safety, sense of self and ability to regulate emotions and navigate relationships. Such an event can reasonably be expected to affect someone emotionally, psychologically or physically to such a degree that it significantly interferes with

everyday life and tasks. Examples can include: acts of physical violence; sexualised violence; natural disasters; war; motor vehicle accidents; the death of a family member or close friend.

9) Types of *Academic Concessions*

There are numerous types of *academic concessions* and the list below is non-exhaustive. The *instructor* or *Dean* will determine the most appropriate *academic concession* depending on the grounds and the situation of the student according to the procedures set out in this policy and, where applicable, additional procedures set out by the Faculty.

a) In-term Course Concessions

An *instructor*, or *Dean* where appropriate, may provide one or more options to students who miss a marked assignment, test, or deadline. The options for each course should be identified in the course syllabus. Examples include provision of make-up tests, reweighting of missed marks to a later test or assignment, provision of an alternative means of fulfilling a participation or presentation requirement, or allowance for a maximum number of class discussions or quizzes to be missed.

b) Late Withdrawal

Late withdrawal from one or more *courses* may be granted by the student's *Dean*, but not by an *instructor*. A student may be granted withdrawal from a course after the withdrawal deadline (with "W" standing) when the student has not met *course* requirements during the term but has valid grounds for *academic concession* that address the reasons for the lack of demonstrated achievement. A student will not normally be granted late withdrawal if the final examination has been sat or final assignment completed. A "W" standing will normally be placed on the student's transcript when a late withdrawal is granted.

For the provisions for late withdrawal from all registered *courses* or from a program, see "[Change of Registration](#)". Granting late withdrawal from a term or a program may be contingent on a plan co-developed by the student, with a *Dean*, a *graduate supervisor/advisor*, and other support services as appropriate. The plan may set conditions to be met before the student can be re-admitted and resume studies. If a student withdraws from a program, an application for readmission must be made by the published application deadline for the program if they wish to be considered for re-admission (see [Readmission](#)).

Where a student is the subject of academic discipline proceedings, withdrawal is not an available concession in the course in which the matter of discipline is being considered.

c) Deferred Standing

Deferred standing may be granted by the student's *Dean* but not by a course *instructor*. For the provisions for deferral of a final examination or assignment beyond end of term, i.e. approval to write the missed examination or submit the assignment later, see [Standings](#).

d) Aegrotat Standing

See [Standings](#).

e) Adjudicated Pass

See [Standings](#).

f) Retroactive Course Drop

The academic transcript should be a true representation of the student's academic history. In exceptional cases, normally involving extraordinary compassionate or medical grounds, only the Dean of the student's home Faculty may remove a student's registration in a *course* from the academic record.

Such a concession is not granted to facilitate a student's desire for a tuition rebate; for such purposes, there is a process whereby a student who, for extenuating circumstances, withdrew from a *course* or was withdrawn as a concession can appeal for a partial tuition adjustment/refund.

10) Requesting an Academic Concession

In all cases, students' requests for academic concession should be made as early as reasonably possible, in writing, to their instructor, graduate supervisor/advisor, or Dean in accordance with the procedures for this policy and those set out by the student's Faculty/School. These requests should clearly state the grounds for the academic concession and the anticipated duration of the conflict and/or interference with academic work. In some situations, this self-declaration is sufficient, but the submission of supporting documentation may be required along with, or following, the self-declaration.

For students who are requesting an academic concession on the ground of sexualized violence, SVPRO can make the request directly to the Dean on behalf of the student. Full details of the incident and its impacts do not have to be disclosed.

11) Documentation for *Academic Concession* requests

a) Documentation for Conflicting Responsibilities

Supporting documentation should normally be provided in support of requests for *academic concessions* on the grounds of conflicting responsibilities. A self-

declaration may be sufficient where, in the opinion of the *Dean*, there is no practicable way to provide a letter or other official document from an organization relevant to the conflicting responsibility.

In the case of an *academic concession* for care for a family member, the University does not require documentation. However, advance notice of interference with academic activities should be provided by the student as soon as reasonably possible.

b) Documentation for Medical Circumstances

For first occurrences of an acute illness likely to be quickly resolved without seeing a health professional, a self-declaration will normally suffice.

If a student makes a second or subsequent request to an *instructor* for *academic concessions* resulting from acute illness, the *instructor* will refer the student to their *Dean* or *graduate supervisor/advisor* as appropriate. Students who are experiencing a chronic condition may work directly with a Faculty or School *graduate supervisor/advisor* or *Dean* as appropriate. In such cases, the student may be asked to provide medical documentation regarding the effects of the condition on their studies.

If the student is not registered with the Disability Resource Centre, the *Dean* or *graduate supervisor/advisor* may seek the advice of the Centre regarding documentation submitted.

c) Documentation for Compassionate Grounds

When a student first seeks *academic concession* on compassionate grounds, a self-declaration will suffice. If a prolonged absence is anticipated on compassionate grounds, supporting documentation may be requested. Documentation can be provided by a professional or support unit that can assess the effect of the event on the student.

If documentation is requested, it must come from a support unit or professional able to speak to the impact on the student. For documentation related to sexualized violence, a summary of the impacts, without details of the incident itself, from SVPRO or other mental health professional is sufficient.

The *Dean* or *graduate supervisor/advisor*, with input from the instructor, then determines whether an academic concession should be granted and which academic concession best supports the student's wellbeing and academic progress. Prior to determining the appropriate academic concession, the *Dean* or *graduate supervisor/advisor*, will communicate directly with the student to ensure that the student understands the alternatives and their implications.

12) Sharing of Confidential Information

A student seeking academic concession has a right to privacy in the personal information collected by UBC. The collection, use and disclosure of this information are governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”).

A student’s personal information related to the request for academic concession will be shared within the University solely on a need-to-know basis.

This information will not be shared with a person or unit external to UBC without the student’s written consent, or as otherwise authorized under FIPPA

13) Appeals

Students who are denied *academic concession* under this policy may appeal the decision within their Faculty or to the Senate. to the relevant Senate committee. See [Senate Appeals on Academic Standing](#).

14) Designates

Deans shall designate, in writing, those persons or positions authorized to make academic concession decisions on their behalf under this policy.

15) Procedures

The Senate Academic Policy Committee may set procedures under this policy to assist with its implementation and interpretation.

Calendar Statement:

As above.

Consultations

The following groups were invited to provide comment during the development of this policy:

UBSUO; Academic Advising; Disability Resource Centre; CTL; Deans, Directors and Unit Heads; Enrolment Services; UBC Community via Senate Website and UBC Today newsletter, AVP Students’ Office; Office of the Ombudsperson; SVPRO; Office of University Counsel

History:

This is the first enumerated version of the Okanagan policy for Academic Concessions using the approved policy template.

The previous versions of this policy, and related V-135 *Academic Concession*, were found in the Academic Calendar with review or consideration by Senate in January 2002, December 2000 and February 1994. Prior to 1994, the subject matter was included under the heading “Medical, Emotional or other problems”.

Related Policies:

[Board Policy – Discrimination](#)

[Joint Board and Senate Policy LR7 -Accommodations for Students with Disabilities](#)

[Board Policy SC17- Sexual Assault and other Sexual Misconduct](#)

[Joint Senate Policy J-136: Religious Observances](#)

[Senate Appeals on Academic Standing](#)

[V-135 Academic Concession](#)

[Attendance](#)

[Change of Registration](#)

[Grading Practices](#)

[Readmission](#)

Appendix

There is no appendix to this policy.

PROCEDURES

These procedures can be amended from time to time by approval of the Okanagan Senate Academic Policy Committee.

1. General Considerations

- a. Faculties may vary the procedures and practices they implement to facilitate the submission and determination of requests for *academic concession*; however, in doing so they will adhere to the principles and provisions of Policy O-135.
- b. Course *instructors* are normally responsible for responding to requests from students who miss required assignments, tests, or deadlines during the term. Any options for making up for missed work should be described in the course syllabus. If the *instructor's* academic unit manages such inquiries centrally (i.e., in the *Dean's* office of the instructor's home Faculty or School or by the *graduate supervisor/advisor* for the student's program), that information should also be provided to students.
- c. Students are expected to pay timely attention to life events that disrupt normal participation in academic work and are urged to contact their *instructor*, *graduate supervisor/advisor*, or *Dean* as soon as possible upon realizing that they require an *academic concession*.
- d. *Instructors* are strongly encouraged to make clear in their course syllabi any options for missed/late work and the potential penalties that students may incur.
- e. Other issues may require the intervention of the office of the *Dean* of the student's home Faculty/School, either directly or with input from another support unit.

2. Students must plan so as to avoid when possible conflicts with academic requirements

- a. When registering for *courses*, students who know they have commitments outside their academic studies are expected to try to schedule those commitments and their academic courses so as to avoid conflicts. This includes checking the schedules for the start and end dates of each upcoming term and of the term-end formal examination periods.
- b. Once a term starts, students should use their course syllabi to anticipate any possible conflicts between course requirements (e.g., dates of tests) and their outside commitments. If the details of a *course* schedule in the syllabus is not sufficient, students must ask the course *instructor* for more information.
- c. If efforts under a. and b. above do not avoid all conflicts, students should look in the *course* syllabus for information on options for meeting *course* requirements when a required activity is missed. If options are not provided in the syllabus, students must discuss options with the relevant *course* instructor(s).
- d. Students who are registered with the Disability Resource Centre must provide each course *instructor* with the requisite letter describing the required accommodation (see [Joint Board and Senate Policy LR7 –Accommodation for Students with Disabilities](#)).

3. Managing Unanticipated Disruptions During a Term

- a. Missing one or only a few classes, tests, or deadlines:
 - Students who miss required course or program activities over a short period for reasons of a medical circumstance that quickly resolves or a

change in circumstances that creates a conflict with *course* or program requirements should look in the course syllabus for options as described in 1.b and d. above.

- b. Missing several classes, tests, or deadlines over one or more courses or encountering repeated or prolonged episodes of disruption:
 - If a medical circumstance is prolonged, the student has a compassionate ground for seeking an *academic concession* (see Policy clause 8.c), or a change in circumstances creates a long-term conflict with academic work, then the student should consult the *Dean* of their home Faculty/School, either directly or via a representative of another support unit, to discuss options.
- c. Sources of support other than academic advising offices:
 - Depending on the student's circumstances, instead of first speaking to the *Dean* of their home Faculty/School, a student may wish to consult a different source of support (such as the Disability Resource Centre, Health and Wellness, the Ombudsperson for Students, the Sexual Violence Prevention and Response Office or an outside agency) and then have a representative communicate with the *Dean* on their behalf.
- d. What students can expect from their home Faculty or School:
 - The *Dean* makes decisions on *academic concessions* based on the student's individual circumstances, including the grounds for *academic concession* and the student's understanding of the implications of alternative actions on the student's academic progress.
 - Information provided by a student or on behalf of a student by another support unit will be kept confidential, subject to the provisions set out in Section 12 of this policy. In many instances, students will be asked to provide a self-declaration to describe their situation. However, if the *Dean* feels that the student's situation warrants input from or referral to one or more support units on or off campus, a decision on *academic concession* may require feedback from the other unit(s).
 - If a student seeks repeated *academic concessions* without evidence that proactive steps have been taken to address their issue(s), further *academic concessions* will not normally be granted.

4. Managing Missed Term-end Submission Deadlines or Formal Examinations

- a. In these cases, the student's home *Dean* must be involved in decisions on *academic concessions* (see Policy clause 9. b-f.).

9 May 2021

To: Okanagan Senate

From: Okanagan Admissions and Awards Committee

Re: a) New Awards – College of Graduate Studies (approval)
b) New and Revised Awards (approval)

a) New Awards – College of Graduate Studies (approval)

The Committee has reviewed and recommends to Senate for approval two new awards for graduate students. The UBC Okanagan Graduate Research Scholarships will be awarded to graduate students who are registered in a full-time research-based program at UBC Okanagan, and the UBC Okanagan Distinguished Doctoral Scholar Award will allow UBC to continue to attract and support outstanding domestic and international doctoral students, and provide stable, base-level funding for doctoral research and scholarship.

Motion: That Senate approve and recommend to the Board of Governors for approval the terms of the UBC Okanagan Graduate Research Scholarships and the UBC Okanagan Distinguished Doctoral Scholar Award, to replace the University Graduate Fellowship and Graduate Dean's Entrance Scholarship respectively.

b) New and Revised Awards (approval)

The Committee has reviewed and recommends to Senate for approval the attached list of new and revised awards.

Motion: That the Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.

Respectfully submitted,

Tamara Ebl, Chair
Senate Admissions and Awards Committee

UBC Okanagan Graduate Research Scholarships and UBC Okanagan Distinguished Doctoral Scholar Award Proposal

For approval

UBC Okanagan Graduate Research Scholarships

Okanagan Graduate Research Scholarships are administered by the College of Graduate Studies through funding made available from the University Budget. Okanagan Graduate Research Scholarships are awarded to graduate students who are registered in a full-time research-based program at UBC Okanagan.

UBC Okanagan Distinguished Doctoral Scholar Award

The UBC Okanagan Distinguished Doctoral Scholar Award program will ensure UBC Okanagan's best PhD students are provided with financial support of at least \$20,000 per year plus tuition for up to four years of their doctoral studies. This program allows UBC to continue to attract and support outstanding domestic and international doctoral students, and provide those students with stable, base-level funding for their doctoral studies and research.

For Removal

University Graduate Fellowship

University Graduate Fellowships (UGF) are administered by the College of Graduate Studies through funding made available from the University Budget. UGFs are awarded to current graduate students at UBCO who demonstrate competence in their program, and are registered in a full-time thesis based program at UBC Okanagan. To be eligible for the UGF, students must submit an annual progress report to the College of Graduate Studies by June 1, and be nominated by the graduate program in which they are registered.

Graduate Dean's Entrance Scholarship

Graduate Dean's Entrance Scholarships (GDES) are administered by the College of Graduate Studies through funding made available from the University Budget. GDES are awarded to incoming graduate students who are registered in a full-time thesis-based program at UBC's Okanagan campus. To be eligible for the GDES, students must submit a complete admission application and be nominated by the graduate program in which they intend to be registered. Eligible students must have exceptional qualifications.



Date: May 2, 2022

From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee

New awards for consideration:

Proposed Title: **UBC Undergraduate Prize in Library Research**

Prizes totalling \$8,000 have been made available annually through gifts from donors to the UBC Library, for undergraduate students on the UBC Vancouver and UBC Okanagan campuses who have demonstrated significant inquiry using the Library, its resources, and collections, as well as significant ability to capture in writing and reflect learning about the use of the Library's resources and the research and information gathering process. First place recipients will receive prizes totalling \$2,000, while second place recipients will receive prizes totalling \$1,000. This prize was established to highlight the critical role the Library plays in student academic success at UBC. The prizes are made on the recommendation of the Library Prize Adjudication Committee. (First award available for the 2022/2023 winter session)

Revisions:

Previously approved award with changes in terms or funding source:

Existing description (2019):

Award Title: **Ronald Soligo Entrance ~~Award~~ Scholarship**

A \$6,000 academic-entrance award scholarship has been made available through an endowment established by alumnus Ronald Soligo (B.A.-1958) for a student entering an undergraduate program at UBC Okanagan with preference given to students who completed their secondary school from at J. Lloyd Crowe Secondary School. Preference is given to those who would not be able to attend UBC without significant financial assistance. In the event there are not any no eligible candidates in any given year the award scholarship will go to a student from School District 20 and, in the case that there are not any no eligible candidates from School District 20, then the award scholarship will go to a student from School District 8. The award scholarship is made on the recommendation of the adjudication committee will be adjudicated by Enrolment Services.

Amended description: **Ronald Soligo Entrance Scholarship**

A \$6,000 entrance scholarship has been made available through an endowment established by alumnus Ronald Soligo (BA '58) for a student entering an undergraduate program at UBC Okanagan with preference given to students who completed their secondary school at J. Lloyd Crowe Secondary School. In the event there are no eligible candidates in any given year the scholarship will go to a student from School District 20 and, in the case there are no eligible candidates from School District 20, then the scholarship will go to a student from School District 8. The scholarship will be adjudicated by Enrolment Services.

Rationale: The donor wishes to make it a scholarship and remove the financial need criteria.

Existing description (2007):

Award Title: ~~**Leelan Hanna Charles Scholarship in Engineering**~~

~~Two scholarships of \$1,000 each are offered to two female students in the School of Engineering at The University of British Columbia Okanagan. The award is made on the recommendation of the School.~~

Amended description: **Leelan Hanna Charles Scholarship for Women in Engineering**

Scholarships totalling \$12,000 have been made available annually through a gift from Ken Moen and Kelly Hanna of Gallery 421, along with matching funds from The University of British Columbia, for third- or fourth-year undergraduate students who identify as female in the School of Engineering at The University of British Columbia, Okanagan campus. These scholarships were created to encourage women in engineering; to offer an empowering path for innovation and leadership; to inspire diversity and resiliency in our workplaces; and to support community through our world-class Canadian education system. The scholarships will be adjudicated by Enrolment Services.

Rationale: The donor wishes to support third- or fourth-year undergraduate students.

19 May 2022

To: Okanagan Senate

From: Appeals of Standing and Discipline Committee

Re: Annual Report 2021-2022 (information)

Committee Terms of Reference:

Delegated Authority over the following by Senate:

- A. Appeals of decisions of the President on student discipline;
- B. Appeals of final decisions of Faculties on academic standing; and
- C. Appeals of final decisions of Faculties on promotion/advancement.

The Okanagan Senate Appeals of Standing and Discipline Committee is a standing committee of the Okanagan Senate established under section 37(1)(v) of the University Act R.S.B.C. 1996, c.468 (the "Act") as the "standing committee of final appeal for students in matters of academic discipline." The Committee also serves as the mechanism for student appeals of faculty decisions under section 40(g) of the Act.

As per Part 5, Section 37(a) of the Rules and Procedures of the Okanagan Senate, and following general practice for a standing committee exercising delegated authority of a larger assembly, the Committee makes an annual report to Senate including the number of appeals heard, their disposition, and the general nature of the appeals.

The following provides a brief outline of disciplinary and academic standing appeal processes along with a summary of appeals considered by the Committee during the period 1 May 2020 to 30 April 2021.

A. Student Discipline

Under section 61(1) of the Act, the "president has power to suspend a student and to deal summarily with any matter of student discipline." Under section 61(2) of the Act, the President "must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons." Under section 61(3) of the Act, the "action of the president is final and subject in all cases to an appeal to the senate."

Student discipline is governed by the Policies and Regulations section of the UBC Okanagan Academic Calendar (see UBC Okanagan Academic Calendar Policies and Regulations, Student Discipline <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,0,0>) and in the case of allegations of non-academic misconduct involving sexual assault and other sexual misconduct, by

Board of Governors Policy SC-17. (See https://universitycounsel-2015.sites.olt.ubc.ca/files/2021/10/Sexual-Misconduct-Policy_SC17.pdf).

1. Academic Misconduct

During the Period 01 May 2021 to 30 April 2022, the Senate Committee heard one appeal involving a student disciplined for academic misconduct by the President upon the recommendation of the President's Advisory Committee on Student Discipline.

The appeal was dismissed.

2. Non-academic Misconduct

During the period 01 May 2021 to 30 April 2022, the Committee heard no appeals involving students disciplined by the President upon the recommendation of the President's UBC Okanagan Non-Academic Misconduct Committee.

3. Sexual Assault and Other Sexual Misconduct

During the period 01 May 2021 to 30 April 2022, the Committee heard one appeal involving students disciplined by the President under Policy SC-17 for sexual assault or other sexual misconduct.

The appeal was dismissed.

B. Academic Standing

The Okanagan Senate has delegated to the Appeals of Standing and Discipline Committee the authority to hear and dispose of student appeals from decisions of faculties in matters of academic standing. The Committee shall allow an appeal where the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a faculty member. The Okanagan Senate has conferred on the Committee the power to make final decisions pursuant to section 37(1)(b) of the Act (see UBC Okanagan Academic Calendar, Policies and Regulations, Senate Appeals on Academic Standing, section 2: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,106,0>).

Students may also appeal to the Committee for contravention of procedure with respect to a Review of Assigned Standing in a Course (see UBC Okanagan Academic Calendar, Policies and Regulations, Review of Assigned Standing in a Course: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,294,0,0>).



An appeal allowed by the Committee shall be by:

- reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or
- quashing of the decision of the Faculty, and the sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.

1. Academic Standing

During the period 01 May 2021 to 30 April 2022, the Committee heard four appeals on academic standing.

- one appeal was allowed
- three appeals were dismissed.

Due to the timing of the appeal hearings and the ongoing preparation of written reasons for the decisions, no additional information about the appeals is available.

Respectfully submitted,

Dr. Robert Campbell, Chair
Appeals of Standing and Discipline Committee

Members of the Committee:

- Dr. Robert Campbell (Chair)
- Dr. Yves Lucet
- Dr. Loic Markley
- Dr. Julien Picault
- Abdulrahman Alnaar (Convocation)
- Jonathan Low (Student)
- Ramona Sharma (Student)



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19 May 2022

To: Okanagan Senate

From: Curriculum Committee

Re: Curriculum Proposals (approval)

The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That the new and revised programs, new subject codes, new calendar entry, and new and revised courses brought forward by the faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, Health and Social Development, Management, and Science be approved.*

- a. From the Faculty of Applied Science
 - i. Electrical Engineering – Revised Program Option
 - ii. Environmental Engineering – New Program Option
 - iii. APSC 270 – New Course
 - iv. APSC 278 – New Course
 - v. ENGR 352 – New Course
 - vi. ENGR 378 – New Course
 - vii. ENGR 404 – New Course
 - viii. ENGR 407 – New Course
 - ix. ENGR 460 – New Course
 - x. ENGR 409 – New Course
 - xi. APSC 509 – New Course
 - xii. ENGR 414 – New Course
 - xiii. APSC 514 – New Course

- xiv. IMTC: Immersive Technologies – New Subject Code
- xv. IMTC 505 – New Course
- xvi. IMTC 506 – New Course
- xvii. IMTC 507 – New Course
- xviii. MANF 555 – New Course
- xix. MANF 560 – New Course
- b. From the Faculty of Arts and Social Sciences
 - i. ECON 363 – New Course
 - ii. GEOG 270 – New Course
 - iii. GEOG 445 – New Course
 - iv. GEOG 461 – New Course
 - v. Bachelor of Arts Programs, Degree Requirements for students entering the program in 2021/2022 or later – Revised Requirements
 - vi. Bachelor of Arts Programs, Second Degree, Major or Honours – New Calendar Entry
- c. From the Faculty of Creative and Critical Studies
 - i. Bachelor of Arts Programs, World Literatures and Intercultural Communication – Revised Program
 - ii. WRLD 404 – New Course
- d. From the Faculty of Health and Social Development
 - i. Master of Science in Nursing – Revised Program
 - ii. NRSRG 502 – New Course
- e. From the Faculty of Management
 - i. SECH: Social and Economic Change – New Subject Code
 - ii. SECH 400 – New Course
 - iii. SECH 500 – New Course
- f. From the Faculty of Science
 - i. Bachelor of Science Programs, Major in Ecology, Evolution, and Conservation Biology – Revised Program
 - ii. Bachelor of Science Programs, Earth and Environmental Sciences – Revised Program
 - iii. Bachelor of Science Programs, Major in Data Science – Revised Program

- iv. BIOL 417 – Revised Course
- v. BIOL 517 – New Course
- vi. DATA 310 – New Course
- vii. COSC 405 – Revised Course
- viii. DATA 405 – Revised Course
- ix. DATA 421 – Discontinued Course
- x. DATA 521 – Discontinued Course
- xi. COSC 421 – Revised Course
- xii. COSC 521 – New Course
- xiii. BIOC 412 – New Course
- xiv. CHEM 412 – Revised Course
- xv. CHEM 533 – Revised Course
- xvi. Bachelor of Science Programs, Biochemistry and Molecular Biology – Revised Program

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form

Change to Program – Okanagan campus

Category: 1																																																											
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2022.03.23 Effective Session: 2022W	Date: 2022.02.02 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca																																																										
Type of Action: Revision to Program																																																											
Rationale: In an effort to strengthen the electrical program by removing redundancies and deficiencies, we are proposing the following changes to the curriculum. These changes will accommodate coop and non-coop students from the cohorts who have joined or will be joining the School between 2018 and 2022. We are also adding Year 2 curriculum to each program page since the programs are beginning to get more specialized in year 2.																																																											
<p>Proposed Academic Calendar Entry:</p> <p style="text-align: center;">Bachelor of Applied Science Program</p> <p>Contents</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Admission Requirements</td><td style="text-align: right;">→</td></tr> <tr><td>Academic Advising</td><td style="text-align: right;">→</td></tr> <tr><td>Academic Regulations</td><td style="text-align: right;">→</td></tr> <tr><td>Degree Requirements</td><td style="text-align: right;">→</td></tr> <tr><td>Year 1</td><td style="text-align: right;">→</td></tr> <tr><td>Civil Engineering</td><td style="text-align: right;">→</td></tr> <tr><td colspan="2" style="padding-top: 10px;"><u>Electrical Engineering for students who entered the B.A.Sc. program in 2020/21 or earlier</u></td></tr> <tr><td colspan="2" style="padding-top: 10px;"><u>Electrical Engineering for students who entered the B.A.Sc. program in 2021/2022 or later</u></td></tr> <tr><td>Manufacturing Engineering</td><td style="text-align: right;">→</td></tr> <tr><td>Mechanical Engineering</td><td style="text-align: right;">→</td></tr> <tr><td>Minor in Arts</td><td style="text-align: right;">→</td></tr> <tr><td>Minor in Computer Science</td><td style="text-align: right;">→</td></tr> <tr><td>Minor in Management</td><td style="text-align: right;">→</td></tr> <tr><td>Co-operative Education Program</td><td style="text-align: right;">→</td></tr> </table>	Admission Requirements	→	Academic Advising	→	Academic Regulations	→	Degree Requirements	→	Year 1	→	Civil Engineering	→	<u>Electrical Engineering for students who entered the B.A.Sc. program in 2020/21 or earlier</u>		<u>Electrical Engineering for students who entered the B.A.Sc. program in 2021/2022 or later</u>		Manufacturing Engineering	→	Mechanical Engineering	→	Minor in Arts	→	Minor in Computer Science	→	Minor in Management	→	Co-operative Education Program	→	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,0 </p> <p>Present Academic Calendar Entry:</p> <p style="text-align: center;">Bachelor of Applied Science Program</p> <p>Contents</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Admission Requirements</td><td style="text-align: right;">→</td></tr> <tr><td>Academic Advising</td><td style="text-align: right;">→</td></tr> <tr><td>Academic Regulations</td><td style="text-align: right;">→</td></tr> <tr><td>Degree Requirements</td><td style="text-align: right;">→</td></tr> <tr><td>Year 1 and 2</td><td style="text-align: right;">→</td></tr> <tr><td>Civil Engineering</td><td style="text-align: right;">→</td></tr> <tr><td>Electrical Engineering</td><td style="text-align: right;">→</td></tr> <tr><td>Manufacturing Engineering</td><td style="text-align: right;">→</td></tr> <tr><td>Mechanical Engineering</td><td style="text-align: right;">→</td></tr> <tr><td>Minor in Arts</td><td style="text-align: right;">→</td></tr> <tr><td>Minor in Computer Science</td><td style="text-align: right;">→</td></tr> <tr><td>Minor in Management</td><td style="text-align: right;">→</td></tr> <tr><td>Co-operative Education Program</td><td style="text-align: right;">→</td></tr> <tr><td>Dual Degree Program Option: Bachelor of Applied Science and Master of Management</td><td style="text-align: right;">→</td></tr> <tr><td>Undergraduate Certificate in Communications and Rhetoric</td><td style="text-align: right;">→</td></tr> </table>	Admission Requirements	→	Academic Advising	→	Academic Regulations	→	Degree Requirements	→	Year 1 and 2	→	Civil Engineering	→	Electrical Engineering	→	Manufacturing Engineering	→	Mechanical Engineering	→	Minor in Arts	→	Minor in Computer Science	→	Minor in Management	→	Co-operative Education Program	→	Dual Degree Program Option: Bachelor of Applied Science and Master of Management	→	Undergraduate Certificate in Communications and Rhetoric	→
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Dual Degree Program Option: Bachelor of Applied Science and Master of Management →

Undergraduate Certificate in Communications and Rhetoric

[17695] Students proceeding to second year will have the option of continuing their Engineering program at the UBC Okanagan campus in Civil Engineering, Electrical Engineering, Manufacturing Engineering or Mechanical Engineering, or transferring to the UBC Vancouver campus * into one of the following programs: Biomedical Engineering, Chemical and Biological Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics, Geological Engineering, Integrated Engineering, Manufacturing Engineering, Materials Engineering, Mechanical Engineering, or Mining Engineering. Admission to a selected program is dependent on performance in first year.

Year One Curriculum		Credits
APSC 169	Fundamentals of Sustainable Engineering Design	3
APSC 171	Engineering Drawing and CAD/CAM	3
APSC 172	Engineering Analysis I	3
APSC 173	Engineering Analysis II	3
APSC 176	Engineering Communication	3
APSC 177	Engineering Computation and Instrumentation	3
APSC 178	Electricity, Magnetism, and Waves	3
APSC 179	Linear Algebra for Engineers	3
APSC 180	Statics	3
APSC 181	Dynamics	3
APSC 182	Matter and Energy I	3
APSC 183	Matter and Energy II	3
Total Credits		36

[18339] *Criteria must be met and include completion of **36** credits of first year UBC Okanagan Campus Applied Science. The admission process is competitive, with limited seats available.

<https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,1379>

[17695] Students proceeding to second year will have the option of continuing their Engineering program at the UBC Okanagan campus in Civil Engineering, Electrical Engineering, Manufacturing Engineering or Mechanical Engineering, or transferring to the UBC Vancouver campus into one of the following programs: Biomedical Engineering, Chemical and Biological Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics, Geological Engineering, Integrated Engineering, Manufacturing Engineering, Materials Engineering, Mechanical Engineering, or Mining Engineering. Admission to a selected program is dependent on performance in first year.

Year One Curriculum		Credits
APSC 169	Fundamentals of Sustainable Engineering Design	3
APSC 171	Engineering Drawing and CAD/CAM	3
APSC 172	Engineering Analysis I	3
APSC 173	Engineering Analysis II	3
APSC 176	Engineering Communication	3
APSC 177	Engineering Computation and Instrumentation	3
APSC 178	Electricity, Magnetism, and Waves	<u>4</u>
APSC 179	Linear Algebra for Engineers	3
APSC 180	Statics	3
APSC 181	Dynamics	3
APSC 182	Matter and Energy I	3
APSC 183	Matter and Energy II	3
Total Credits		37

[18339] *Criteria must be met and include completion of ~~37~~ credits of first year UBC Okanagan Campus Applied Science. The admission process is competitive, with limited seats available.



[17697] Second Year

[17698]

-	Year Two Curriculum	Credits
APSC 201	Technical Communication	3
APSC 246	System Dynamics	3
APSC 248	Engineering Analysis III	3
APSC 252	Thermodynamics	3
APSC 254	Instrumentation and Data Analysis	3
APSC 256	Numerical Methods for Analysis ¹	3
APSC 258	Applications of Engineering Design ¹	3
APSC 259	Materials Science I	3
APSC 260	Mechanics of Materials I	3
	Humanities/Social Sciences Elective ²	3
	2 Program Specific Courses ³	6
Total Credits		36

¹ Students pursuing the Manufacturing Program will take MANF 230 Manufacturing Engineering Laboratory, MANF 270 Production Systems Management I and COSC 210 Software Construction in place of APSC 256 and 258.

² In general, scientific geography courses, statistical courses, and studio/performance courses in fine arts, music, and theatre will not satisfy this requirement. Courses that teach language skills are not acceptable. See Complementary Studies Courses. Students in the Manufacturing Program will normally take their humanities elective in their 4th year.

³ Students pursuing the Civil Program will take APSC 253 Fluid Mechanics I and APSC 261 Theory of Structures. Students pursuing the Electrical Program will take APSC 255 Electric Circuits and Power and APSC 262 Digital Systems Design. Students Pursuing the Mechanical Program will take APSC 253 Fluid Mechanics I and APSC 255 Electric Circuits and Power.



Electrical Engineering for students who entered the B.A.Sc. program in 2020/2021 or earlier

[17715] In the second, third and fourth years, students will follow a program in Civil Engineering, Electrical Engineering, Manufacturing Engineering, Mechanical Engineering.

Year Two Electrical Engineering		Credits
APSC 201	Technical Communication	3
APSC 246	System Dynamics	3
APSC 248	Engineering Analysis III	3
APSC 252	Thermodynamics	3
APSC 254	Instrumentation and Data Analysis	3
APSC 255	Electric Circuits and Power	3
APSC 256	Numerical Methods for Analysis	3
APSC 258	Applications of Engineering Design	3
APSC 259	Materials Science I	3
APSC 260	Mechanics of Materials I	3
APSC 262	Digital Systems Design	3
	Humanities/Social Sciences Elective¹	3
	Total Credits	36

¹ In general, scientific geography courses, statistical courses, and studio/performance courses in fine arts, music, and theatre will not satisfy this requirement. Courses that teach language skills are not acceptable. See Complementary Studies Courses.

[17716]

Third Year Electrical Engineering		Credits
ENGR 303	Engineering Project Management	3
ENGR 305	Engineering Economic Analysis	3
ENGR 315	Systems and Control / MANF 386 ¹ Industrial Automation	3
ENGR 320	Electromechanical Devices	3
ENGR 350	Linear Circuit Theory	3

<https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,1381>

Electrical Engineering

[17715] In the third year and fourth years, students will follow a program in Civil Engineering, Electrical Engineering, Manufacturing Engineering, Mechanical Engineering.

[17716]

Third Year Electrical Engineering		Credits
ENGR 303	Engineering Project Management	3
ENGR 305	Engineering Economic Analysis	3
ENGR 315	Systems and Control / MANF 386 ¹ Industrial Automation	3
ENGR 320	Electromechanical Devices	3
ENGR 350	Linear Circuit Theory	3
ENGR 351	Microelectronics I	3
ENGR 353	Semiconductor Devices	3



ENGR 351	Microelectronics I	3	ENGR 359	Microcomputer Engineering	3
ENGR 353	Semiconductor Devices	3	ENGR 360	Engineering Probability and Statistics	3
ENGR 359	Microcomputer Engineering	3	ENGR 361	Signals and Communication Systems	3
ENGR 360	Engineering Probability and Statistics	3	ENGR 362	Digital Signal Processing I	3
ENGR 361	Signals and Communication Systems	3	ENGR 365	Engineering Electromagnetics	3
ENGR 362	Digital Signal Processing I	3		Total Credits	36
ENGR 365	Engineering Electromagnetics	3			
	Total Credits	36			
[17717]			[17717]		
	Fourth Year Electrical Engineering	Credits		Fourth Year Electrical Engineering	Credits
ENGR 413	Law and Ethics for Engineers	3	ENGR 413	Law and Ethics for Engineers	3
ENGR 451	Microelectronics II	3	ENGR 451	Microelectronics II	3
ENGR 499	Engineering Capstone Design Project	6	ENGR 499	Engineering Capstone Design Project	6
	Design Electives ²	12		Design Electives ²	12
	Technical Electives ³	12		Technical Electives ³	12
Total Credits		36	Total Credits		36
¹ Seats available in MANF 386 are limited, with priority given to Manufacturing Engineering students and students in the Mechatronics Option. Students in the Mechatronics Option must take MANF 386.			¹ Seats available in MANF 386 are limited, with priority given to Manufacturing Engineering students and students in the Mechatronics Option. Students in the Mechatronics Option must take MANF 386.		
² To be chosen from a list of Electrical Engineering design elective courses provided by the School of Engineering.			² To be chosen from a list of Electrical Engineering design elective courses provided by the School of Engineering.		
³ To be chosen from a list of technical elective courses provided by the School of Engineering. Up to two third- or fourth-year courses offered outside the School of Engineering may qualify as technical electives with permission from the Electrical Program Chair.			³ To be chosen from a list of technical elective courses provided by the School of Engineering. Up to two third- or fourth-year courses offered outside the School of Engineering may qualify as technical electives with permission from the Electrical Program Chair.		
[...]			[...]		
<u>Electrical Engineering for students who entered the B.A.Sc. program in 2021/2022 or later</u>					
<u>In the second, third and fourth years, students will follow a program in Civil Engineering, Electrical Engineering, Manufacturing Engineering, and Mechanical Engineering.</u>					
<u>Year Two Electrical Engineering</u>		<u>Credits</u>			
<u>APSC 201</u>	<u>Technical Communication</u>	<u>3</u>			



<u>APSC 246</u>	<u>System Dynamics</u>	<u>3</u>
<u>APSC 248</u>	<u>Engineering Analysis III</u>	<u>3</u>
<u>APSC 252</u>	<u>Thermodynamics</u>	<u>3</u>
<u>APSC 254</u>	<u>Instrumentation and Data Analysis</u>	<u>3</u>
<u>APSC 255</u>	<u>Electric Circuits and Power</u>	<u>3</u>
<u>APSC 256</u>	<u>Numerical Methods for Analysis</u>	<u>3</u>
<u>APSC 258</u>	<u>Applications of Engineering Design</u>	<u>3</u>
<u>APSC 259</u>	<u>Materials Science I</u>	<u>3</u>
<u>APSC 262</u>	<u>Digital Logic Design</u>	<u>3</u>
<u>APSC 270</u>	<u>Signals and Communication Systems</u>	<u>3</u>
<u>APSC 278</u>	<u>Electric and Magnetic Fields</u>	<u>3</u>
	<u>Total Credits</u>	<u>36</u>
<u>Year Three Electrical Engineering</u>		<u>Credits</u>
<u>ENGR 303</u>	<u>Engineering Project Management</u>	<u>3</u>
<u>ENGR 305</u>	<u>Engineering Economic Analysis</u>	<u>3</u>
<u>ENGR 315</u>	<u>Systems and Control/MANF 386¹</u>	<u>3</u>
	<u>Industrial Automation</u>	
<u>ENGR 320</u>	<u>Electromechanical Devices</u>	<u>3</u>
<u>ENGR 350</u>	<u>Linear Circuit Theory</u>	<u>3</u>
<u>ENGR 351</u>	<u>Microelectronics I</u>	<u>3</u>
<u>ENGR 352</u>	<u>Microelectronics II</u>	<u>3</u>
<u>ENGR 353</u>	<u>Semiconductor Devices</u>	<u>3</u>
<u>ENGR 359</u>	<u>Microcomputer Engineering</u>	<u>3</u>
<u>ENGR 360</u>	<u>Engineering Probability and Statistics</u>	<u>3</u>
<u>ENGR 362</u>	<u>Digital Signal Processing I</u>	<u>3</u>
<u>ENGR 378</u>	<u>Electromagnetics for Engineers</u>	<u>3</u>
	<u>Total Credits</u>	<u>36</u>
<u>Year Four Electrical Engineering</u>		<u>Credits</u>
<u>ENGR 413</u>	<u>Law and Ethics for Engineers</u>	<u>3</u>
<u>ENGR 499</u>	<u>Engineering Capstone Design Project</u>	<u>6</u>
	<u>Humanities Elective²</u>	<u>3</u>
	<u>Design Electives³</u>	<u>12</u>
	<u>Technical Electives⁴</u>	<u>12</u>
	<u>Total Credits</u>	<u>36</u>
¹ Seats available in MANF 386 are limited, with priority given to <u>Manufacturing Engineering students and students in the Mechatronics Option. Students in the Mechatronics Option must take MANF 386.</u>		
² <u>In general, scientific geography courses, statistical courses, and studio/performance courses in fine arts, music, and theatre will not satisfy this requirement. Courses that teach language skills are not acceptable. See Complementary Studies Courses.</u>		



3 To be chosen from a list of Electrical Engineering design elective courses from the advising sheet provided by the School of Engineering.

4 To be chosen from a list of technical elective courses provided by the School of Engineering. Up to two third or fourth year courses offered outside the School of Engineering may qualify as technical electives with permission from the Electrical Program Chair.



Curriculum Proposal Form

New Program Option – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: 2022.03.23 Effective Session: 2022W	Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Program Option	
Rationale: The School of Engineering has the core faculty expertise and currently offers courses related to Environmental Engineering (EE) in the Civil Engineering program, which puts us in a unique position to introduce a specialization option of Environmental Engineering. This option will provide students with skills and training from core environmental engineering courses to emerging aspects of engineering practice such as sustainable development, microbiology, and Smart Cities. The EE option includes interdisciplinary electives to promote more well-rounded and holistic environmental-focused training for engineers.	
Proposed Academic Calendar Entry: Civil Engineering <u>[...]</u> <u>Environmental Engineering Option</u> <u>Available to civil engineering students, the</u> <u>Environmental Engineering Option will equip</u> <u>engineering students with skills and training from core</u> <u>environmental engineering courses to emerging aspects</u> <u>of engineering practice such as sustainable</u> <u>development, microbiology and Smart Cities.</u> <u>Application to the Environmental Engineering Option is</u> <u>open to civil engineering students in year 3 and above in</u> <u>the Bachelor of Applied Science program specializing in</u> <u>Civil Engineering.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,317,989,1380 Present Academic Calendar Entry: Civil Engineering



Applications for admission must be made through the Engineering Advising Office by May 31st. Enrolment in this option is limited so admission is competitive based on GPA.

The option consists of a typical third year, followed by a set of prescribed fourth year courses.

The Environmental Engineering Option under Civil Engineering requires the following courses:

- Required 4th year courses (as listed above)
- Students must select three design elective courses from the following list:
 - ENGR 441 Advanced Water Treatment
 - ENGR 444 Solid Waste Management
 - ENGR 445 Design of Water and Wastewater Conveyance Systems
 - ENGR 446 Biological Treatment
- Students must select at least two Environmental Engineering technical elective courses from the advising sheet provided by the School of Engineering.

Note that it is the student's responsibility to ensure that the electives chosen meet the program requirements for design and technical elective graduation requirements.



Entry into and continuation in the Option requires that the student remains in Good Standing. Upon successful completion of the option, the notation “Environmental Engineering Option” will be added on the student’s transcript.



Curriculum Proposal Form

New Course Code – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2022.01.25 Effective Session: 2022W	Date: 2021.10.06 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: Cross listing courses/new course code	
Rationale: The School of Engineering is requesting to cross list ENGR 361 Signals and Communication Systems with APSC 270 Signals and Communication Systems to accommodate the Electrical Engineering 3 year gradual program change. Electrical students who entered the program in 2020W will continue to finish their program with the old course of ENGR 361. Students who entered the program in 2021W and forward will be on a new program path that has them completing ENGR 361 in second year called APSC 270. These courses have identical content and will be taught at the together.	
Proposed Academic Calendar Entry: <u>APSC 270 (3) Signals and Communication Systems</u> <u>Fourier series and Fourier transform analysis of signals; sampling theorem; amplitude; phase; and frequency modulation; baseband digital transmission; pulse code modulation and quantization; Nyquist pulses; inter-symbol interference. Credit will be granted for only one of APSC 270 or ENGR 361. [3-2*-0]</u> <u>Prerequisite: APSC 246.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p/roof/edit/courses.cfm?go=name&code=APSC Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course Code – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2022.01.25 Effective Session: 2022W	Date: 2021.10.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course Code / Cross listing	
Rationale: The School of Engineering is requesting to cross list ENGR 365 Engineering Electromagnetics with APSC 278 Electric and Magnetic Fields to accommodate the proposed Electrical Engineering curriculum change. Electrical students who entered the program in 2020W and prior will finish their program with the existing ENGR 365. Students who entered the program in 2021W and after will be on a new program path that has them completing ENGR 365 in second year called APSC 278. These courses have identical content and will be taught at the together.	
Proposed Academic Calendar Entry: <u>APSC 278 (3) Electric and Magnetic Fields</u> <u>Review of vector calculus and coordinate systems; electrostatic fields; electric dipoles and polarization; magnetostatics fields; magnetic dipoles and magnetization; boundary conditions; electromagnetic induction; Maxwell's equations. Credit will be granted for only one of APSC 278 or ENGR 365. [3-0-1]</u> <u>Prerequisites: All of APSC 178, APSC 248.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p/roof/edit/courses.cfm?go=name&code=APSC Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course Code – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2022.01.25 Effective Session: 2022W	Date: 2021.10.06 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course Code	
Rationale: The School of Engineering is requesting to cross list ENGR 451 Microelectronics II with a new course code ENGR 352 Microelectronics II to accommodate the Electrical Engineering 3 year gradual program change. Electrical students who entered the program in 2020W and prior will continue to finish their program with ENGR 451. Students who entered the program in 2021W and after will be on a new program path that will have them completing ENGR 451 in third year called ENGR 352. These courses have identical content and will be taught at the together.	
Proposed Academic Calendar Entry: <u>ENGR 352 (3) Microelectronics II</u> <u>Building blocks of integrated-circuit amplifiers; differential multistage amplifiers; frequency response; feedback; output stages and power amplifiers; and operational amplifier circuitry. Credit will be granted for only one of ENGR 352 or ENGR 451. [3-2*-0]</u> <u>Prerequisite: ENGR 351.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=ENGR Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2022.01.25 Effective Session: 2022W	Date: 2021.10.06 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: The School of Engineering is requesting a new third year course to provide the applied electromagnetics background content required for many of our fourth-year electives. More specifically, this will remove the overlap between ENGR 459 Advanced Electromagnetics, ENGR 470 Microwave Engineering, ENGR 471 Radio Frequency Integrated Circuits, ENGR 472 Fiber Optics and Photonics, ENGR 473 Antennas and Propagation, and ENGR 474 Analog Integrated Circuits.	
Proposed Academic Calendar Entry: <u>ENGR 378 (3) Electromagnetics for Engineers</u> <u>Maxwell's equations, time harmonic fields, plane waves in media, polarization, Fresnel equations, transmission lines, scattering parameters, the Smith Chart, and waveguides. [3-0-1]</u> <u>Prerequisite: APSC 278</u>	Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
Rationale: Biomechanics and rehabilitation engineering are staple courses of biomedical engineering programs worldwide. Rehabilitation engineering is the application of engineering analysis and design expertise to overcome disabilities and improve quality of life with assistive technologies. This course will be an elective course as part of the biomedical engineering option, but may also appeal to mechanical engineering students who are not in the BME option.	
Proposed Academic Calendar Entry: <u>ENGR 404 (3) Biomechanics and Rehabilitation Engineering</u> <u>Biomechanics and motor control of human movement; kinematic, anthropometry, and kinetic analysis; fundamentals of injury biomechanics; rehabilitation engineering with a focus on wheeled mobility, prosthetics, and orthotic design. [3-0-0]</u> <u>Prerequisite: All of APSC 181 and fourth-year B.A.Sc. standing.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=ENGR Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: This proposal is for an upper level (400-level) course in Inclusive Design. It will fill a gap in course complement for Biomedical Engineering at the School of Engineering related to ergonomic and accessibility considerations in engineering design.</p> <p>As of 2019, approximately 44% of Canadians over the age of 20 were living with at least one of the ten most common chronic conditions (Public Health Agency of Canada, 2019), and over 20% of Canadians over the age of 15 identify as having a disability (Canadian Survey on Disability, 2017). The prevalence of chronic illness and disability is expected to increase with many experiencing long-term complications due to COVID-19. However, many aspects of technology and built environment design are based on data from ‘healthy’ individuals (e.g., anthropometric databases for vehicle design derived from the military or Kinesiology graduate students), and may not address the needs of a large segment of our population. In this course, students will gain insights on a range of opportunities to address inclusion in design, including:</p> <ul style="list-style-type: none"> The meaning of “accessibility”, “equity” and “inclusion” in the context of our society and interest groups in engineering design efforts Strategies for engaging equity-deserving groups in design Equity challenges in engineering design, including: sex/gender, race/ethnicity, age, language, and disability (including physical disabilities, ‘invisible’ disabilities, cognitive impairment, and implications of chronic disease) Decision making processes that affect equity in design, including clinical, economic, and ethical factors Translating knowledge of inclusion in design into practice via the use and development of commercial products, best practices, work tasks, building codes, accessibility standards, product design guidelines, and civic engagement. 	
<p>Proposed Academic Calendar Entry:</p> <p><u>ENGR 407 (3) Inclusive Design</u></p> <p><u>Design and prototyping of devices from different perspectives of inclusion, with an emphasis on disability, chronic illness, and population diversity; analysis of existing technologies and practices, including built environments, portable devices, user interfaces, sports, and occupational task and process design. [3-2*-0].</u></p> <p><u>Prerequisite: APSC 193 and fourth year B.A.Sc. standing.</u></p>	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=ENGR</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Date: 2022.03.15 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
Rationale: This new course adds a 4 th year technical elective to for the Civil program at the School of Engineering, Faculty of Applied Science. It will fill a critical hole in the newly created Environmental Engineering option, providing both fundamental knowledge and hands-on experience in the fields of environmental microbiology, bioremediation, bio-processes and bioinformatics. It will focus on new developments in the field of DNA sequencing, microbial detection, microbial community engineering for bioprocesses and bioremediation, and provide experiential learning in the area of bioinformatics. Bioinformatics, the computational analysis of microbial, plant and animal genomics, is a significantly growing field with broad applications, from environmental, to various bio-processes and engineered systems for water treatment, waste management, pathogen surveillance and the healthy built environment. The knowledge and skills provided in the course are aimed at engineers with little background knowledge in microbiology, but will also be accessible to students across campus interested in bioinformatics and environmental microbiology, provide interactions with students from other disciplines.	
Proposed Academic Calendar Entry: <u>ENGR 460 (3) Tools and Applications in Environmental and Engineering Microbiology</u> Fundamentals of environmental microbiology and DNA sequencing technologies including microbial detection with molecular methods, bioinformatics and computational analysis [3-0-0] <u>Prerequisites: Third-year B.A.Sc. or B.Sc. Standing, and either (a) APSC 182 and APSC 183 or (b) CHEM 111 and CHEM 113.</u>	Draft Academic Calendar URL: URL NA Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: This course of Construction Supply Chain Digitalization and Informatics (ENGR 409) is filling the gap in the current undergraduate curriculum at the School of Engineering. Dr. Qian Chen is a newly recruited faculty member bringing expertise in construction digitalization and construction supply chain integration. ENGR 409 is designed not only for civil engineering students but also for students with other engineering backgrounds. Students with a manufacturing background are also encouraged to participate in the course as digitalization methods and informatics, in general, will be applicable to manufacturing practices. For example, information communication technologies, lean production concepts and production optimization methods are applicable and useful for both the manufacturing and construction assembly processes.</p> <p>Why is this course important?</p> <p>By looking at the existing SOE curriculum, there has been lack of course focus on construction integration using digital modeling tools and supply chain integration methods. On the Vancouver campus, they have the virtual design and construction course, however, this knowledge is not yet available to students at Okanagan campus. ENGR 409 provides the opportunities for undergraduate students to understand the rationale of construction digitalization and keep themselves updated with the cutting-edge technologies and new construction production methods. ENGR 409 should be a complementing element and an integral part of the undergraduate education programs at SOE.</p> <p>How will this course be delivered?</p> <p>The material is taught from a managerial and technical perspective, with an emphasis on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain in construction projects. This course will place a strong emphasis on the development and use of fundamental computational and mathematical models to illustrate the underlying concepts about design-to-construction operations. While the main objective is to develop and use models to help us analyze these situations, the course will make heavy use of examples from industry to provide illustrations of the concepts in practice.</p>	
<p>Continual Improvement: This course will introduce and enhance the training on the digital transformation of the construction sector. Faced with the challenges around project efficiencies and productivity levels, the construction industry starts adopting new technologies to tackle those challenges. The digitalization of the construction industry</p>	



will enable its continuous profitable growth by addressing the lack of organized site management and miscommunications between the field and regional office. Transforming construction will ripple through and improve interrelated processes. The integration of digital modeling techniques and supply chain management will add a related curriculum to the School of Engineering, which will benefit training the engineers for the transformation.

<p>Proposed Academic Calendar Entry:</p> <p><u>ENGR 409 Construction Supply Chain Digitalization and Informatics</u></p> <p><u>Lean construction; logistics optimization; n-dimensional Building Information Modeling (nD BIM); Internet of Things and Construction 4.0 technologies; new business models; digital fabrication and platform-based construction. Credit will be granted for only one of ENGR 409 or APSC 509. [3-0-0] Prerequisite: One of ENGR 303 or MANF 470</u></p>	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=ENGR</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
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Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: This course of Construction Supply Chain Digitalization and Informatics (APSC 509) is filling the gap in the current master study curriculum at the School of Engineering. Dr. Qian Chen is a newly recruited faculty member bringing expertise in construction digitalization and construction supply chain integration. APSC 509 is designed not only for civil engineering students but also for students with other engineering backgrounds. Graduate students with a manufacturing background are also encouraged to participate in the course as digitalization methods and informatics, in general, will be applicable to manufacturing practices. For example, information communication technologies, lean production concepts and production optimization methods are applicable and useful for both the manufacturing and construction assembly processes.</p> <p>Why is this course important for graduate students?</p> <p>By looking at the existing SOE curriculum, there has been lack of course focus on construction integration using digital modeling tools and supply chain integration methods. On the Vancouver campus, they have the virtual design and construction course, however, this knowledge is not yet available to students at Okanagan campus. APSC 509 provides the opportunities for graduate students to understand the rationale of construction digitalization and keep themselves updated with the cutting-edge technologies and new construction production methods. This is particularly essential for graduate students to understand the importance of digital transformation after gaining some initial intern or working experiences from the construction industry.</p> <p>How will this course be delivered?</p> <p>The material is taught from a managerial and technical perspective, with an emphasis on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain in construction projects. This course will place a strong emphasis on the development and use of fundamental computational and mathematical models to illustrate the underlying concepts about design-to-construction operations. While the main objective is to develop and use models to help us analyze these situations, the course will make heavy use of examples from industry to provide illustrations of the concepts in practice. At the graduate learning level, the graduate students are required to build mathematical models to solve practical problems of supply chain planning in construction. Unlike the undergraduate learning requirements, graduate students are asked to complete two additional assignments:</p>	



- Tutorial assignment #3: A linear optimization model developed for optimal construction material delivery solutions
- Tutorial assignment #4: Entity-relationship mapping for coordinating the digital design and construction information

Proposed Academic Calendar Entry:

APSC 509 (3) Construction Supply Chain Digitalization and Informatics

Lean construction; n-dimensional Building Information Modeling; Internet of Things; digital business models; digital fabrication and platforms. Credit will be granted for only one of APSC 509 or ENGR 409.

Prerequisite: ENGR 303 or MANF 470

Draft Academic Calendar URL:

<https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=APSC>

Present Academic Calendar Entry:

N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: This course is fulfilling a gap in the analysis and design of precast concrete structures. Precast concrete is used both in bridges and buildings. However, there is no precast concrete analysis course in either Vancouver or Okanagan. Furthermore, engineering consultants have indicated that graduates are currently untrained in specific issues related to precast concrete structures, such as effects of temperature changes.</p> <p>Hence, this course is fulfilling a significant industry need that is not being fulfilled in any other civil program in the province.</p> <p>Consequently, the precast concrete industry is a supporter and advocate of education in this field. For example, the Canadian Precast Concrete Institute (CPCI) has agreed to donate materials, expertise time, and practical support for a minimum of 3 years, with the option to extend.</p> <p>This course will be cross listed with APSC 514.</p>	
<p>Proposed Academic Calendar Entry:</p> <p><u>ENGR 414 (3) – Precast Concrete Structures</u></p> <p><u>Means and methods of precast concrete construction; advanced design of precast concrete structures; analysis of experimental data of precast concrete components; innovations in precast concrete construction. Credit will be granted for only one of ENGR 414 or APSC 514 [3-2*-0].</u></p> <p><u>Pre-requisites: ENGR 325 and ENGR 327</u></p>	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=ENGR</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: This course is fulfilling a gap in the analysis and design of precast concrete structures. Precast concrete is used both in bridges and buildings. However, there is no precast concrete analysis course in either Vancouver or Okanagan. Furthermore, engineering consultants have indicated that graduates are currently untrained in specific issues related to precast concrete structures, such as effects of temperature changes.</p> <p>Hence, this course is fulfilling a significant industry need that is not being fulfilled in any other civil program in the province.</p> <p>Consequently, the precast concrete industry is a supporter and advocate of education in this field. For example, the Canadian Precast Concrete Institute (CPCI) has agreed to donate materials, expertise time, and practical support for a minimum of 3 years, with the option to extend.</p> <p>This course will be cross listed with ENGR 414.</p>	
Proposed Academic Calendar Entry: <u>APSC 514 (3) Precast Concrete Structures</u> <u>Means and methods of precast concrete construction; advanced design of precast concrete structures; analysis of experimental data of precast concrete components; innovations in precast concrete construction.</u> <u>Credit will be granted for only one of APSC 514 or ENGR 414.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course Code – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty Council Approval Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course Code	
Rationale: CREATE at UBCO is a new certificate based, multi department specialized training program (funded by NSERC) and led by Engineering. We are requesting a new course code (IMTC) be created for these courses. The courses are open to all graduate students across both campuses and will go towards their Master's or PhD program in their home department – provided they have been accepted in to the IMTC internally through nomination of their supervisor and approval of the program management committee.	
Proposed Academic Calendar Entry: Courses by Subject Name ASTR Astronomy BIOC Biochemistry BIOL Biology CHEM Chemistry CHIN Chinese <u>IMTC Immersive Technologies</u> CORH Communications and Rhetoric COSC Computer Science COOP Cooperative Education CRWR Creative Writing CCS Creative and Critical Studies CULT Cultural Studies CUST Curriculum Studies DATA Data Science [...]	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code Present Academic Calendar Entry: Courses by Subject Name ASTR Astronomy BIOC Biochemistry BIOL Biology CHEM Chemistry CHIN Chinese CORH Communications and Rhetoric COSC Computer Science COOP Cooperative Education CRWR Creative Writing CCS Creative and Critical Studies CULT Cultural Studies CUST Curriculum Studies DATA Data Science [...]



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Abbas Milani Phone: 250.807.9652 Email: abbas.milani@ubc.ca
Type of Action: New Course	
<p>Rationale: This new course will be offered as part of the NSERC CREATE in Immersive Technologies, awarded to UBCO in 2021. It will be a required course for the cohort of graduate students admitted to the program from across the campus. The course will introduce students to the history and concepts surrounding immersive technology. Specifically, the course will cover topics that include immersive platforms (e.g., AR/MR/VR technology), interaction techniques (e.g., manipulation, gestures), and 3D user interfaces (e.g., Spatial and customizable interfaces). Students will use software (e.g., Unity 3D) to design and build interactive, immersive environments and deploy them on mobile and wearable devices. In addition, they will be introduced to popular research and industry-relevant topics within Immersive Technologies.</p> <p><u>Note:</u> Given that the NSERC CREATE at UBCO is a multi-departmental specialized training program, we are requesting that a new course code (IMTC) is created for CREATE courses. The course is open to all graduate students across campus.</p>	
Proposed Academic Calendar Entry: <u>IMTC 505 (3) Fundamentals of Immersive Technologies</u> <u>Immersive technology principles; design of AR/MR/VR platforms; immersive interaction techniques; 3D user interfaces; custom XR app design; applications to mobile and wearable devices.</u>	



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.03.01 Contact Person: Dr. Abbas Milani Phone: 250.807.9652 Email: abbas.milani@ubc.ca
Type of Action: New Course	
<p>Rationale: This new course will be offered as part of the NSERC CREATE in Immersive Technologies awarded to UBCO in 2021. It will be a required course for the cohort of graduate students admitted to the program. This course provides an overview of user-centered design workflow and provides an opportunity for graduate-level students to work in teams with an industry or community partner to develop a MITACS project proposal on the application of immersive technologies. This course supports the students as they conceptualize projects with stakeholders that are intended to become the topic of their thesis research.</p> <p><u>Note:</u> Given that the NSERC CREATE at UBCO is a multi-departmental specialized training program, we are requesting that a new course code (IMTC) is created for CREATE courses. The course is open to all graduate students across campus.</p>	
Proposed Academic Calendar Entry: <u>IMTC 506 (3) User-Centered Immersive Design</u> <u>Immersive design; user-centered and customer-oriented design; project-based learning; project conceptualization; industry- and community-sourced applications of immersive technologies.</u>	



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty Council Date: 2022.03.23 Effective Session: 2022W	Committee Date: 2022.01.31 Contact Person: Dr. Abbas Milani Phone: 250.807.9652 Email: abbas.milani@ubc.ca
Type of Action: New Course	
<p>Rationale: This new course will be offered as part of the NSERC CREATE in Immersive Technologies awarded to UBCO in 2021. It will be a required course for the cohort of graduate students admitted to the program. Students will take this course after completing the two first courses of the program which are Fundamentals of Immersive Technologies and User-Centered Immersive Design. This graduate level studio course explores immersive technologies as a creative practice that blurs the line between and among both physical and virtual environments. This course is a studio project-based class that will cover the core principles of immersive technology design and production. The course is designed to provide hands-on opportunity for students to develop their interdisciplinary immersive technology projects from project conceptualization, to production, reflection, and critical evaluation. The course enables students to explore a wide range of possibilities for contemporary immersive technology production and to develop mobility among physical and digital media, which is critical for innovative and socially relevant work.</p> <p><u>Note:</u> Given that the NSERC CREATE at UBCO is a multi-departmental specialized training program, we are requesting that a new course code (IMTC) is created for CREATE courses. The course is open to all graduate students across campus.</p>	
Proposed Academic Calendar Entry: <u>IMTC 507 (3) Immersive Technology Design Studio</u> <u>Application of immersive technologies design skills; interactive immersive technology production; reflection on practice and critical thinking; art in contemporary XR production.</u> <u>Prerequisite: All of IMTC 505 and IMTC 506</u>	



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Faculty of Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: 2022.03.15 Effective Session: 2022W	Date: 2022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New course	
Rationale: Modern manufacturing facilities require factory-scale automation systems to shorten reaction times, improve quality, adapt to changing consumer needs, and adopt new technology. In this course students will learn the automation technology and strategies needed to design and build such a system. The School of Engineering has purchased a state-of-the-art cyber-physical lab system that now allows students to gain hands-on experience in factory planning. The course will serve both the MEng and MASc programs within the School of Engineering.	
Proposed Academic Calendar Entry: <u>MANF 555 (3) Factory Planning</u> <u>Factory-scale automation for production planning and control, manufacturing execution systems, industrial communication, product tracking, database management; hands-on training on cyber-physical manufacturing systems in a laboratory scale, virtual manufacturing environments. Credit will be granted for only one of MANF 555 or MANF 455.</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2022.03.23 Effective Session: 2022W	Date: 022.03.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: There is a need to offer a graduate level course in the area of supply chain tactics and strategies. Supply chains are increasingly becoming complex and an important field of study for engineers in a broad range of disciplines. Dr. Tosarkani, a new faculty member in the Manufacturing Engineering program, brings the expertise to design and deliver this course at the graduate level. MANF 560 includes two main projects to consider the design aspects of supply chain configuration, including: (i) The adoption of Data Envelopment Analysis (DEA) to improve the performance of supply chains, (ii) The application of a multi-objective optimization model to design a sustainable supply chain network. The course will serve both the MEng and MASc programs within the School of Engineering.	
Proposed Academic Calendar Entry: <u>MANF 560 (3) Supply Chain Tactics and Strategies</u> <u>Key concepts and techniques to analyze, manage and improve supply chain processes for different industries and markets; focus on the assessment of supply chain performance and identify key factors to be considered when designing a distribution network; understand the role of cycle inventory and determine the optimal lot size in a supply chain. Credit will be granted for only one of MANF 560 or MANF 460.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS Dept./Unit: EPP Faculty/School Approval Date: 20220218 Effective Session: 2022W	Date: 20220110 Contact Person: Dr. Noriko Ozawa Phone: Email: Noriko.ozawa@ubc.ca
Type of Action: New Course	
Rationale: This course is the first health-related economics course, which fills a gap in the current course calendar. This course provides students with the opportunity to learn major topics in modern health economics, with a focus on empirical relationships and facts. This course also introduces the most generally used Canadian health survey and administrative data sets, with an emphasis on public policy on health outcomes, and intends to expand the thesis research topics for those students who are interested in health and healthcare.	
Proposed Academic Calendar Entry: <u>ECON 363 (3) Health Economics</u> <u>The role of economics in health,</u> <u>healthcare, and health policy. Topics</u> <u>include economic determinants of health,</u> <u>minority health and health equity, health</u> <u>economic evaluation, demand for</u> <u>healthcare and health insurance, health</u> <u>risk behaviours, and public policy and</u> <u>health outcomes. Credit will be granted</u> <u>for only one of ECON 363 or ECON 391V.</u> <u>[3-0-0]</u> <u>Prerequisite: All of ECON 101, ECON 225.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS Dept./Unit: CCGS / Geography Faculty/School Approval Date: 20220318 Effective Session: 2022W	Date: 2022/01/21 Contact Person: Jon Corbett Phone: Email: jon.corbett@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>Maps are ubiquitous and increasingly offer more functionality than simple navigation. They are on our phones and personal computers - we use them routinely every day, they guide how we interact with the spaces around us. Yet the public is unfamiliar about the nature of the information that is displayed (how decisions are made to show some features but exclude others) and the data sets that are used to build these maps. Furthermore, the public are often uncritical of the design choices and map types that are used to represent spatial data.</p> <p>It is an opportune time to create a course that critically examines the foundational tools and processes of both historical and contemporary cartography and mapmaking, as well as guide students through the choices made when designing maps and skills required to create maps themselves.</p> <p>This proposed course is fundamentally different from the existing course <i>GEOG 272: Cartography and Remote Sensing</i>. The new course will be based in FASS and is designed to provide the cartographic knowledge, skills and methods required by Arts and Social Science students. The focus of the course will be less on the science of geodesy, surveying, and remote sensing aspects of cartography (which is currently well covered in GEOG 272), and more towards critical and contemporary applications, as well as on-going academic dialogues within human geography. The textbook choice reflects these directions (John Krygier and Denis Wood (2016) <i>Making Maps: A Visual Guide to Map Design for GIS</i>. The Guildford Press, New York).</p> <p>The proposed course will instruct students on thematic map design software, challenges, techniques and practice; innovative applications of the geospatial web (aligning the course with human geography professors Cinnamon and Corbett expertise in this area); as well as aspects of historical and critical cartographies (including recognizing and reading the embedded power dimensions inherent within a map's sub-text).</p> <p>The proposed course will directly complement GEOG 272 and will cover areas of cartography and map making currently not included in the most recent syllabus. Together they will provide a comprehensive set of foundational cartographic skills, methods and theories that will benefit students in both the Arts and Sciences, those enrolled in the new minor in GIS, and the new Bachelors in Sustainability. The course will be of interest to undergraduate students from a wide range of faculties, departments, and programs.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>GEOG 270 (3) Introduction to Cartography and Mapmaking</u> <u>The theory and practice of cartography and map making; thematic map design techniques; cartographic conventions; spatial data acquisition; cartographic communication; critical cartographies; historical and Indigenous mapping; participatory and cognitive mapping. [3-3-0]</u> <u>Prerequisite: One of GEOG 108, 109, 128, 129.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=GEOG</p> <p>Present Academic Calendar Entry:</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences (FASS) Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20220318 Effective Session: 2022W	Date: 2022-02-17 Contact Person: Dr. Adeniyi Asiyanbi Phone: 250.807. 8194 Email: a.asiyanbi@ubc.ca
Type of Action: New Course	
Rationale: <p>This new 4th year geography course has been developed to: 1) fill a gap in the range of course offerings in human geography; 2) build on research and teaching expertise in this important area; 3) develop teaching synergy and interdisciplinarity between geography and anthropology in order to expand student access to political ecology offerings across the Faculty of Arts and Social Sciences, and beyond. The course will be cross-listed with ANTH 445 and will be delivered alternately, with coordination across geography and anthropology, as part of initial steps toward building further teaching and research synergies across both programs.</p> <p>The course takes a critical, interdisciplinary approach to human – non-human – environment interactions, combining insights across geography, anthropology, sociology, development studies and history. It emphasizes power, marginality, conflict and social justice in understanding uneven patterns of environmental change across scales. It asks how unequal access to resources, uneven patterns of environmental change, and the dominance of particular environmental ideas and practices are all linked to political-economic structures and the struggles over knowledge, meaning and representations. It engages with theoretical foundations and political debates covering topics such as conservation, disasters, indigenous environments, resource conflicts, climate change, and the non-human species. The course draws on empirical cases across the Global South and North to equip students with the critical tools and skills for critically engaging with sustainability challenges and environmental issues from the local to the global scale.</p> <p>The course also aligns with the UBC's Climate Emergency Engagement and the Ministry's mandate on CleanBC and Sustainable Futures.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>GEOG 445 (3) Political Ecology</u> <u>Critical, interdisciplinary approach to</u> <u>human–environment relations,</u> <u>development and environmental change.</u> <u>Theoretical insights across geography</u> <u>and anthropology with empirical</u> <u>insights from the Global South and</u> <u>Global North. Power, political economy,</u> <u>struggle over meaning, marginality,</u> <u>conflict and social justice in</u> <u>understanding environmental change</u> <u>across scales [1.5-0-1.5] Credit will be</u> <u>granted for only one of GEOG 445 or</u> <u>ANTH 445.</u></p> <p><u>Prerequisite: One of GEOG 128, GEOG</u> <u>129 or ANTH 100. Third-year standing.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS Dept./Unit: CCGS / Geography Faculty/School Approval Date: 20220318 Effective Session: 2022W	Date: 2022/02/07 Contact Person: Mary Stockdale Phone: Email: mary.stockdale@ubc.ca
Type of Action: New Course	
<p>Rationale: The Okanagan region, as elsewhere, faces a crisis of sustainability. Addressing it involves a complex interplay of values, players and processes taking place behind actions such as long-range planning, scientific input, governance, public engagement and political debate. Students often lack an appreciation of this complexity, and yet an understanding of it is essential for making effective progress in regional sustainability. This course has been taught three times in the past twelve years as a GEOG 491 selected topics course. The development of the new Bachelors in Sustainability degree presents an opportune time to regularize this course. Topics covered in this course include critically examining the realities of sustainability planning and politics at the local and regional government level, exploring a range of locally relevant themes (e.g. climate change, biodiversity, waste, food, water, etc.), and providing students the necessary tools for effectively engaging with these complex issues. The course will be of interest to undergraduate students from a wide range of Faculties, departments, and programs and especially those in the GEOG major and/or minor, and the Bachelors in Sustainability.</p>	
Proposed Academic Calendar Entry: <u>GEOG 461 (3) Sustainability in the Okanagan: Planning and Political Processes</u> <u>Sustainability in the Okanagan, including water, energy, waste, food and other relevant themes. The role of science, governance, public engagement and the political process in sustainability planning. [3-0-0]</u> <u>Prerequisite: All of GEOG 128, 129 and third-year standing.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS/FCCS Dept./Unit: Faculty/School Approval Date: 20220401 Effective Session: 2022W	Date: 2022-02-14 Contact Person: Bernard Momer/Jordan Stouck Phone: Email: fasscurriculum.ubco@ubc.ca
Type of Action: Update Program Requirements	
Rationale: New courses to meet the Foundational/Distribution categories	
Proposed Academic Calendar Entry: <p style="color: #8B873E;">Degree Requirements for students entering the program in 2021/2022 or later</p> <p>[...]</p> <p style="color: #8B873E;">[19737] Communication</p> <p>[19738] Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by increasing intercultural understanding and competence.</p> <p>Students must complete:</p>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1480 Present Academic Calendar Entry: <p style="color: #8B873E;">Degree Requirements for students entering the program in 2021/2022 or later</p> <p>[...]</p> <p style="color: #8B873E;">[19737] Communication</p> <p>[19738] Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by increasing intercultural understanding and competence.</p> <p>Students must complete:</p>

**[19739]**

- 3 credits from any of the following:
DIHU 155²
ENGL 109¹, 112, 114, 150, 151, 153,
154, 155², 156
- 3 credits from any of the following:
CORH 203, 204, 205, 206, 216, 321, 331
CULT 230², **250²**
DIHU 220
ENGL 203, 212, 213, 222, 224², 226,
231, 233, 234, 270, 294B, 297
GWST 240
- 6 credits of language acquisition or
language/linguistic appreciation requirement from
any of the following:
ANTH 170, 270, 277, 370, 377
CHIN 100, 101
ENGL 340
FREN 101, 102, 103, 104, 122, 123, 215,
222, 344, 345
GERM 100, 110, 200, 210
JPST 100, 101, 200, 201
KORN 100, 101
SPAN 101, 102, 201, 202, 301, 302
WRLD 150, 151, 152, 153, 154, 155,
156, 157, 158, 382

[20218] 'Although a six-credit course, ENGL 109 satisfies only 3 credits of the Communication requirement. All six credits, however, count towards the completion of the B.A. degree's 120 credits.

[...]

[19739]

- 3 credits from any of the following:
DIHU 155²
ENGL 109¹, 112, 114, 150, 151, 153,
154, 155², 156
- 3 credits from any of the following:
CORH 203, 204, 205, 206, 216, 321, 331
CULT 230²
DIHU 220
ENGL 203, 212, 213, 222, 224², 226,
231, 233, 234, 270, 294B, 297
GWST 240
- 6 credits of language acquisition or
language/linguistic appreciation requirement from
any of the following:
ANTH 170, 270, 277, 370, 377
CHIN 100, 101
ENGL 340
FREN 101, 102, 103, 104, 122, 123, 215,
222, 344, 345
GERM 100, 110, 200, 210
JPST 100, 101, 200, 201
KORN 100, 101
SPAN 101, 102, 201, 202, 301, 302
WRLD 150, 151, 152, 153, 154, 155,
156, 157, 158, 382

[20218] 'Although a six-credit course, ENGL 109 satisfies only 3 credits of the Communication requirement. All six credits, however, count towards the completion of the B.A. degree's 120 credits.

[...]



[19741] Critical Thinking

[19742] Critical thinking is the ability to engage in reflective and independent thinking; it is at the root of a democratic society. This requirement provides students with the skills they need to separate facts from opinions, to examine issues from all sides, and to think independently. Critical thinking is essential to make connections across disciplines and understand content on a deeper level. It therefore enhances overall academic performance.

[19743] Students must complete 3 credits chosen from:

[19744]

CULT 100, 101, 215

PHIL 120, 121, **240**

POLI 223

PSYO 270

SOCI 209

[19745] Indigenous Content

[19746] In its commitment to think beyond the inherited thought processes replicating colonial assumptions of past practices and honour the knowledge, political, and social systems of Indigenous communities, UBC Okanagan requires that students develop a competence in understanding Indigenous ways of knowing.

[19747] Students must complete 3 credits chosen from:

[19748]

INDG 100

ENGL 114

CORH 206

[...]

[19765] Power, Diversity, and Cultures

[19766] The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the inclusion of all those who have been excluded

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CULT 100, 101, 215

PHIL 120, 121

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[19747] Students must complete 3 credits chosen from:

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INDG 100

ENGL 114

[...]

[19765] Power, Diversity, and Cultures

[19766] The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the



historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

[19767] Students must complete 3 credits chosen from:

[19768]

ANTH 100, 218
ARTH 309², 370², 375²
CULT 100, 101, 215, 230², 340², 346², 380², 480²
DIHU 370², 375²
ENGL 224², 379², 384²
GEOG 255
GWST 100, 110, 215
HIST 317
POLI 100
SOCI 121, 429
THTR 304², 309², 411²
WRDL 100, 304², 310, 330, 331, 332, 340 360, 370², 375², 382, 388, 480, 482

[19769] Sustainability

[19770] This requirement will provide students with the knowledge needed to explore the complexities of sustainability and empower them to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations while respecting social and cultural diversity. Sustainability education is holistic and transformational.

[19771] Students must complete 3 credits chosen from:

inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

[19767] Students must complete 3 credits chosen from:

[19768]

ANTH 100, 218
ARTH 309², 370², 375²
CULT 100, 101, 215, 230², 340², 346², 380², 480²
DIHU 370², 375²
ENGL 224², 379², 384²
GEOG 255
GWST 100, 110, 215
HIST 317
POLI 100
SOCI 121, 429
THTR 304², 309², 411²
WRDL 100, 304², 310, 330, 331, 332, 340 360, 370², 375², 382, 388, 480, 482

[19769] Sustainability

[19770] This requirement will provide students with the knowledge needed to explore the complexities of sustainability and empower them to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations while respecting social and cultural diversity. Sustainability education is holistic and transformational.

[19771] Students must complete 3 credits chosen from:

**[19772]**

EESC 101

GEOG 129, 201, **460****PHIL 435**

SOCI 228

SUST 100, 204²THTR 204²**[19772]**

EESC 101

GEOG 129, 201

SOCI 228

SUST 100, 204²THTR 204²



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS/FCCS Dept./Unit: Faculty/School Approval Date: 20220401 Effective Session: 2022W	Date: 20220105 Contact Person: Bernard Momer/Jordan Stouck Phone: Email: fasscurriculum.ubco@ubc.ca
Type of Action: Add “Second Degree Studies” program requirements	
Rationale: The Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies do not currently have their own policy applying to students who wish to pursue a second degree. The language used in the generic campus policy (see here) is vague, resulting in much ambiguity when advising and assessing individual program needs. The campus-wide policy and regulations allow faculties to have additional policies and regulations (see here). FASS proposes the following calendar entry that was adapted from the Faculty of Arts in Vancouver.	
Proposed Academic Calendar Entry: <u>Requirements of an Annotation of a Second or Subsequent Major or Honours Designation on a Baccalaureate Degree Previously Conferred at UBCO</u> <u>Students who have previously been granted a UBC Okanagan campus B.A. or B.Sc. may subsequently return and complete the requirements for a first or an additional major or honours designation relevant to and within the same baccalaureate degree. The student will then be issued an updated parchment of the baccalaureate degree if the major or honours program requirements have been fully met. The</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



updated degree parchment will include an annotation specific to the majors or honours designation. The student will be required to surrender the degree parchment previously conferred upon the issuance of the updated parchment for the baccalaureate degree. The official transcript of the student will be updated to indicate that the requirements of a subsequent major or honours have been met.

Returning students must receive the approval of the relevant department head before the student may enter either the second major or the honours program. The department head will ensure that the student's prior work is sufficiently current to progress within the proposed program of study.

Second Degree Studies

Students with a recognized undergraduate degree from a postsecondary institution may apply to pursue a Bachelor of Arts as a second degree. Applications are evaluated in accordance with the requirements for [Admission from a Post-Secondary Institution](#).

Admitted students are given Year 3 standing, and should be prepared to choose a [degree program option](#) prior to registration. No transfer credit is granted to students who have already completed a recognized undergraduate degree. Instead, Second Degree students are advised to consult with Academic Advising, as well as Departmental Advisors, regarding possible exemptions from degree and specialization-specific requirements based on prior study. Students whose previous study was in an Arts discipline can only earn a second



B.A. degree in a different or unrelated discipline than their first major. Students planning to take courses prerequisite to another degree or program should consult that program for admission requirements, and may wish to consider [Unclassified Studies](#).

Credits

Second degree students must complete a minimum of 60 UBC credits. These must include no fewer than 48 upper-level credits, all of which must be taken while registered in the Bachelor of Arts degree program.

Degree Requirements

Second degree students must fulfill the [B.A. degree requirements](#), with the exception of electives. Courses completed through prior study may exempt the student from degree requirements or lower-level course requirements for the second degree, but cannot reduce the minimum 60 credit requirement.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS/FCCS Dept./Unit: Faculty/School Approval Date: 20220401 Effective Session: 2022W	Date: 20220105 Contact Person: Bernard Momer/ Jordan Stouck Phone: Email: fasscurriculum.ubco@ubc.ca
Type of Action: Add “Second Degree Studies” section to BA contents page	
Rationale: The Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies do not currently have their own policy pertaining to students who wish to pursue a second degree. The language used in the generic campus policy (see here) is too vague, resulting in much ambiguity when advising and assessing individual program needs. The campus-wide policy and regulations allow faculties to have additional policies and regulations (see here). We propose the following calendar entry that was adapted from the Faculty of Arts in Vancouver.	
Proposed Academic Calendar Entry: Bachelor of Arts Programs Contents <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 80%;"> Program Overview Admission Requirements Academic Regulations Degree Requirements for students who entered the program in 2020/2021 or earlier Degree Requirements for students entering the program in 2021/2022 or later Program Requirements Co-operative Education Program Dual Degree Program Option: Bachelor of Arts and Master of Management Second Degree, Major or Honours Anthropology [...] </div> <div style="width: 10%; text-align: center;"> → → → → → → → → → → </div> </div>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proo/f/edit/index.cfm?tree=18,282,857,0 Present Academic Calendar Entry: Bachelor of Arts Programs Contents <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 80%;"> Program Overview Admission Requirements Academic Regulations Degree Requirements for students who entered the program in 2020/2021 or earlier Degree Requirements for students entering the program in 2021/2022 or later Program Requirements Co-operative Education Program Dual Degree Program Option: Bachelor of Arts and Master of Management Anthropology [...] </div> <div style="width: 10%; text-align: center;"> → → → → → → → → → → </div> </div>



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 2	
Faculty/School: FASS Dept./Unit: Faculty/School Approval Date: 20220401 Effective Session: 2022W	Date: 20220323 Contact Person: Bernard Momer Phone: Email: fasscurriculum.ubco@ubc.ca
Type of Action: Moving page information	
Rationale: <p>Policy information concerning “Requirements of an Annotation of a Second or Subsequent Major or Honours Designation on a Baccalaureate Degree Previously Conferred” is better situated on the newly-created BA Second Degree calendar page.</p>	
Proposed Academic Calendar Entry: Introduction [12442] Faculty of Arts and Social Sciences [...]	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,282,900,0 Present Academic Calendar Entry: Introduction [12442] Faculty of Arts and Social Sciences [...] [20147] Requirements of an Annotation of a Second or Subsequent Major or Honours Designation on a Baccalaureate Degree Previously Conferred [20148] Students who have previously been granted a UBC Okanagan campus B.A. or B.Sc. may subsequently return and complete the requirements for a first or an additional major or honours designation relevant to and within the same baccalaureate degree. The student will then be issued an updated parchment of the baccalaureate degree if the major or honours



	<p>program requirements have been fully met. The updated degree parchment will include an annotation specific to the majors or honours designation. The student will be required to surrender the degree parchment previously conferred upon the issuance of the updated parchment for the baccalaureate degree. The official transcript of the student will be updated to indicate that the requirements of a subsequent major or honours have been met.</p> <p>[20149] Returning students must receive the approval of the relevant department head before the student may enter either the second major or the honours program. The department head will ensure that the student's prior work is sufficiently current to progress within the proposed program of study.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: LWL Faculty/School Approval Date: 2022 03 14 Effective Session: 2023W	Date: 2022/03/04 Contact: Dr. Francisco Peña Fernández Phone: 250.807.8044 Email: francisco.pena@ubc.ca
Type of Action: World Literatures and Intercultural Communication Major – program revisions as a response to DQAB.	
<p>Rationale: The Okanagan Senate approved the World Literatures and Intercultural Communication Major in December 2020. Following this approval and the approval of the Board of Governors, the Major was submitted to the Degree Quality Assurance Board (DQAB), as per Ministry requirements.</p> <p>DQAB provided feedback and suggested introducing structure to the curriculum to address and highlight two fundamental areas: connections to career outcomes and intentional efforts to support and advance the TRC commitments.</p> <p>Since then, the WRLD Committee has worked closely with the Centre for Teaching and Learning, the Provost's Office, and other programs (EDUC, INDG, LLED, MGMT, THTR) strategically selected to introduce the below proposed changes to the Major while meeting the recommendations from DQAB. The program learning outcomes were also revised to ensure curriculum changes are pedagogically sound.</p> <ol style="list-style-type: none"> 1. Connections to career outcomes: A market research and analysis report provided by the Provost's Office identified two main occupations that align well with the intentions of this Major: Authors and Writers, and Professional Occupations in Advertising, Marketing, and Public Relations. Thus, specific employable skills associated with these occupations in BC were mapped throughout the revised curriculum to ensure they are intentionally targeted at various year levels. Specifically, WRLD Major graduates will be able to demonstrate: active listening, critical thinking, complex problem solving, coordination, and time management. <p>Additionally, all students will now be required to take an applied course at the end of their Major (one of WRLD 497, 498, 499). This is an opportunity for all students to choose an environment where they can apply the knowledge, skills and attitudes they have acquired throughout their degree in a systematic manner, while at the same time gaining relevant experience for jobs and careers. MGMT</p>	



110 (Introduction to Management Thought and Social Responsibility) will support students in developing team-work, communication, planning, and collaboration skills from their first year onward. As a corequisite for several second-year MGMT courses, it will also open the door for students who may choose to pursue a [Minor in Management](#) or a [Dual Degree Master of Management](#) (MM). Complementing MGMT 110 from a Sustainability perspective, THTR 204 (Creative Communication and Engagement) will give students the opportunity to engage in experiential and collaborative learning to develop their communication skills, leadership, and problem-solving.

A suite of Education courses (LLED) has also been made available to students in this Major towards the optional completion of the 12-credit [TEAL Post-Baccalaureate Certificate](#) (Teaching English and Additional Languages). Students will now be required to take one of LLED 494, 495, 496, 497. EDUC 300 (Inquiry in Education) will also be required so as to further enhance the educational experience by providing students with core concepts and methods of scholarly inquiry.

2. Support and advancement of the TRC Calls to Action:

Two INDG courses have now been included in the requirements in years 1 and 4. INDG 100 (Introduction to Decolonization: Indigenous Studies) and INDG 404 (Indigenous Peoples United Nations and Global Issues) will enable students to achieve the program learning outcomes related to Indigenous history, cultures, knowledge, and action towards reconciliation.

Revised program learning outcomes:

Upon successful completion of this program, graduates will be able to:

1. Incorporate a decentered, plurilingual and pluricultural perspective into analyses of a range of transnational literary texts;
2. Demonstrate an appreciation for texts from an unfamiliar culture with flexibility, curiosity and confidence;
3. Engage in a variety of styles of textual analysis with a critical awareness of other cultures, and critical self-awareness with respect to their own culture;
4. Contextualize specific texts using a range of social, cultural, geopolitical and historical frameworks or perspectives;
5. Evaluate and select the most appropriate critical, theoretical, and methodological approaches to answer a specific research question about cultural texts, both historical and contemporary;
6. Demonstrate effective communication skills in writing for professional and academic audiences with knowledge and awareness of cultural context;
7. Evaluate and select an appropriate methodology to produce critical writing about a translated text, demonstrating an understanding that translated texts behave differently at home and abroad, and change over time;
8. Identify and explain the implications of translation in the consumption and interpretation of cultural texts;



<p>9. Demonstrate an increased capacity to communicate across cultural differences;</p> <p>10. Recognize and explain the importance of local territory, demonstrate perspective of positionality;</p> <p>11. Identify and explain the aesthetics of power and conflict in texts, orally and in short writing, using citations from the texts;</p> <p>12. Recognize local Indigenous ways of knowing as a significant contributor to the pluricultural perspective of World Literatures and apply this knowledge appropriately;</p> <p>13. Recognize and explain the importance of local territory, positionality and privilege in taking action towards reconciliation;</p> <p>14. Interrogate and challenge the relationship between national literatures and the construction of national identities;</p> <p>15. Analyze the multi-directional flow of cultural and literary texts, Indigenous and non-Indigenous, local and global, and the importance of this flow for the creation, consumption, translation, interpretation and positionality of those texts.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>World Literatures and Intercultural Communication</p> <p>This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</p> <p>[19874] This program is pending final approval by the Ministry of Advanced Education and Skills Training.</p> <p>[19858] Major in World Literatures and Intercultural Communication</p> <p><u>[19859] World Literature is a vibrant and vital field of study encompassing a spectrum of literatures, historical periods, and cultural phenomena through the ages and across the globe. The intercultural learning and international awareness fostered by the study of literature in global perspective prepare students to flourish academically and professionally in an increasingly interconnected world.</u></p> <p><u>EDUC, LLED, MGMT, and THTR courses have been selected to provide students with employable skills at the end of their degree, thereby opening the door to careers in teaching,</u></p>	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,283,902,1486</p> <p>Present Academic Calendar Entry:</p> <p>World Literatures and Intercultural Communication</p> <p>This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</p> <p>[19874] This program is pending final approval by the Ministry of Advanced Education and Skills Training.</p> <p>[19858] Major in World Literatures and Intercultural Communication</p> <p>[19859] To complete the Major in World Literatures and Intercultural Communication, students must complete at least 48 credits in WRLD, with a minimum of 30 credits at the 300/400 level.</p> <p>[19860] All students are required to take at least 6 credits of intercultural communication coursework from the following: WRLD 150-158, WRLD 382. These credits may also count towards the 48 total credits required for the degree, appropriate to their year/level. Students must also complete a standardized Intercultural Development Inventory assessment. The fee for the assessment is included with the program mandatory fees (up to \$40).</p>



<p><u>writing, editing, translation, advertising, marketing, and public relations, among others.</u></p> <p><u>To complete the Major in World Literatures and Intercultural Communication, students must complete at least 30 credits in WRLD, with a minimum of 21 credits at the 300/400 level and 18 additional credits in EDUC, INDG, LLED, MGMT, and THTR courses, as described below.</u></p> <p>[19861] In addition to the B.A. requirements, students must complete the following:</p> <p>[19862] First and Second Years</p> <p>[19863] (18 credits)</p> <ul style="list-style-type: none"> - <u>WRLD 150</u> - <u>One of WRLD 151, 152, 153, 154, 155, 156, 157, 158</u> - <u>WRLD 200</u> - <u>INDG 100 (Introduction to Decolonization: Indigenous Studies)</u> - <u>MGMT 110 (Introduction to Management Thought and Social Responsibility)*</u> - <u>THTR 204 (Creative Communication and Engagement)</u> <p><u>*Students may choose to complete MGMT 100 towards a Minor in Management or a Dual Degree Master of Management.</u></p> <p>[19864] Third and Fourth Years</p> <p>[19865] (30 credits)</p> <ul style="list-style-type: none"> - <u>WRLD 382</u> - <u>WRLD 404</u> - <u>One of WRLD 497, 498, 499</u> - <u>12 additional WRLD credits at the 300- and 400- level.</u> - <u>EDUC 300</u> - <u>INDG 404 (Indigenous Peoples United Nations and Global Issues)</u> - <u>One of LLED 494, 495, 496, 497*</u> <p><u>*Students may choose to take more LLED courses towards the completion of the Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate.</u></p> <p>Students must also complete a standardized Intercultural Development Inventory assessment. The fee for the assessment is included with the program mandatory fees (up to \$40).</p> <p>[19866] Minor in World Literatures and Intercultural Communication</p> <p><u>[19867] To complete a Minor in World Literatures and Intercultural Communication, students must</u></p>	<p>[19861] In addition to the B.A. requirements, students must complete the following:</p> <p>[19862] First and Second Years</p> <p>[19863] 12 credits of 100- or 200-level WRLD courses.</p> <p>[19897] *With permission from the department, language classes from the Department of Languages and World Literatures may be substituted for a combined maximum total of 12 non-WRLD credits for all years.</p> <p>[19864] Third and Fourth Years</p> <p>[19865] 36 additional credits of WRLD courses where at least 30 credits are at the 300- or 400-level, and a maximum of 6 credits may be at any level.</p> <p>[19898] *With permission from the program advisor, up to 6 credits of relevant 300/400-level courses from other faculties or programs may be substituted for a combined maximum total of 12 non-WRLD credits for all years.</p> <p>[19866] Minor in World Literatures and Intercultural Communication</p> <p>[19867] To complete a Minor in World Literatures and Intercultural Communication, students must</p>
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<p><u>complete at least 30 credits in WRLD out of the 120 credits required for the B.A. degree, including:</u></p> <ul style="list-style-type: none"> - <u>One of WRLD 150, 151, 152, 153, 154, 155, 156, 157</u> - <u>WRLD 200</u> - <u>WRLD 382</u> <p><u>[19868] At least 18 credits of 300- or 400- level WRLD courses.</u></p>	<p>complete at least 30 credits in WRLD out of the 120 credits required for the B.A. degree, including at least 3 credits of intercultural communication courses (any of WRLD 150-158, WRLD 382).</p> <p>[19868] At least 18 of these credits must be numbered 300 or above.</p> <p>[19869] In addition to the B.A. requirements, students must complete the following:</p> <p>[19870] First and Second Years</p> <p>[19871] 12 credits of 100- or 200-level WRLD courses.</p> <p>[19872] Third and Fourth Years</p> <p>[19873] At least 18 credits of 300- or 400-level WRLD courses</p> <p>[19896] *With permission from the program advisor, up to 12 credits of language classes from the Department of Languages and World Literatures may be substituted.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Languages and World Literatures Faculty/School Approval Date: 2022 03 14 Effective Session: 2023S	Date: 2022/03/04 Contact Person: Dr. Virginie Magnat Phone: Email: Virginie.Magnat@ubc.ca
Type of Action: New course	
Rationale: This course will complement the curriculum of the B.A. Major in World Literatures and Intercultural Communication ensuring students are able to demonstrate the ability to undertake a research project individually or under supervision using qualitative research methods relevant to the humanities and social sciences.	
Proposed Academic Calendar Entry: <u>WRLD 404 (3) : Qualitative Research</u> <u>Qualitative research methods, designs, and analyses related to the methodologies of history, case study, ethnography, autoethnography, narrative, life histories, emancipatory discourses, feminist perspectives, Indigenous studies, and African American inquiry (3-0-0). Prerequisite: Third-year standing.</u>	Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/NRSG Dept./Unit: School of Nursing Faculty/School Approval Date: 20220117 Effective Session: 2022W (Cannot be the current session)	Date: 20211130 Contact Person: Dr. Kathy Rush Phone 250.807. 9561 Email: Kathy.rush@ubc.ca
Type of Action: [delete other choices] Revision to Calendar Description	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties]	
Update Calendar Description for course-based MSN program to reflect changes with proposed new required core course (NRSG 502). This new course will replace the 3 credits of elective coursework currently undertaken by course-based MSN students, to keep the total credits course-based MSN students take at 30. We would also like to make changes to adequately describe the flexibility the MSN program has always had in what they accept for “focus” courses for course-based students – students are encouraged to take NRSG 522/523 (Education stream) and NRSG 542/543 (Leadership stream), but with case-by-case permission from the Graduate Program Coordinator can take other courses that better fit their area of interest, either at UBCO, UBCV or through another institution via the WDA. In line with the College of Graduate Studies Policy 7.3, we are also clarifying that we accept up to 6 credits of undergraduate upper-level (300/400) coursework to be used towards focus requirement.	

**Proposed Academic Calendar Entry:***[18611] MSN Program Streams*

Research-Based Stream	Course-Based Stream
3 Required Core Courses (9 credits)	3 Required Core Courses (9 credits)
2 Core Research Courses (6 credits)	1 Course-Based Core Research Course (3 credits)
1 Focus Course (3 credits)	4 Focus Courses (12 credits)
Thesis (12 credits)	Capstone Course (6 credits)
Total: 30 credits	Total: 30 credits

[18612] Master level coursework is normally taken at the 500-level. **Six** credits of **upper-level** Undergraduate level coursework (300-499) may be taken with the approval of the School of Nursing Graduate Program Coordinator.

*[18613] **Required** Core Courses for both streams 9 credits:*

NRS 500	Nursing Knowledge (3)
NRS 504	Finding and Integrating Knowledge Evidence-Informed Practice (3)
NRS 505	Healthcare Policy (3)

*[18615] **Required** Additional Courses for Course-Based Stream **12** credits:*

NRS 597	Capstone Practicum (6)
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Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,986,1422>

Present Academic Calendar Entry:*[18611] MSN Program Streams*

Research-Based Stream	Course-Based Stream
3 Common Core Courses (9 credits)	3 Common Core Courses (9 credits)
2 Core Research Courses (6 credits)	1 Elective (3 credits)
1 Focus Course (3 credits)	4 Focus Courses (12 credits)
Thesis (12 credits)	Capstone Course (6 credits)
Total: 30 credits	Total: 30 credits

[18612] Master level coursework is normally taken at the 500-level. **Three** credits of Undergraduate level coursework (300-499) may be taken with the approval of the School of Nursing Graduate Program Coordinator.

*[18613] Core Courses (**Required**) for both streams 9 credits:*

NRS 500	Nursing Knowledge (3)
NRS 504	Finding and Integrating Knowledge Evidence-Informed Practice (3)
NRS 505	Healthcare Policy (3)

*[18615] Additional Courses (**Required**) for Course-Based Stream 6 credits:*

NRS 597	Capstone Practicum (6)
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<p><u>NRSG 502</u> <u>Course-Based Core Research Course (3)</u></p> <p><i>[18616] <u>Required</u> Additional Courses for Research-Based Stream 18 credits:</i></p> <table> <tr> <td>Nursing 506</td> <td>Qualitative Research (3)</td> </tr> <tr> <td>Nursing 507</td> <td>Quantitative Research (3)</td> </tr> <tr> <td>Nursing 599</td> <td>Research Thesis (12)</td> </tr> </table> <p><i>[18617] Focus Courses (12 credits required for <u>Course-Based</u> stream; 3 credits required for <u>Research-Based</u> stream):</i></p> <p>The composition of Focus Courses is aimed at advancing appropriate knowledge and expertise in the learner's chosen domain of practice. <u>Course-based students choose their Focus Courses from either the Nursing Education (NRSG 522, NRSG 523) or Leadership and Management (NRSG 542, 543) themes, however other Focus Course options may be available with approval from the Graduate Program Coordinator. Focus courses are to be taken at the graduate-level (500+ at UBC), but upper-level undergraduate courses may be taken in exceptional circumstances with approval of the Graduate Program Coordinator.</u></p> <table> <tr> <td colspan="2">Nursing Education <u>Stream</u></td></tr> <tr> <td>NRSG 522</td><td>Introduction to Nursing Education (3)</td></tr> <tr> <td>NRSG 523</td><td>Teaching and Learning in Nursing Practice (3)</td></tr> <tr> <td colspan="2">Nursing Leadership and Management <u>Stream</u></td></tr> <tr> <td>NRSG 542</td><td>Introduction to Nursing Leadership and Management (3)</td></tr> <tr> <td>NRSG 543</td><td>Nursing Leadership and Management in Practice (3)</td></tr> </table>	Nursing 506	Qualitative Research (3)	Nursing 507	Quantitative Research (3)	Nursing 599	Research Thesis (12)	Nursing Education <u>Stream</u>		NRSG 522	Introduction to Nursing Education (3)	NRSG 523	Teaching and Learning in Nursing Practice (3)	Nursing Leadership and Management <u>Stream</u>		NRSG 542	Introduction to Nursing Leadership and Management (3)	NRSG 543	Nursing Leadership and Management in Practice (3)	<p><i>[18616] Additional Courses (Required) for Research-Based Stream 18 credits:</i></p> <table> <tr> <td>Nursing 506</td> <td>Qualitative Research (3)</td> </tr> <tr> <td>Nursing 507</td> <td>Quantitative Research (3)</td> </tr> <tr> <td>Nursing 599</td> <td>Research Thesis (12)</td> </tr> </table> <p><i>[18617] Focus Courses (12 credits required for course-based stream; 3 credits required for research-based stream):</i></p> <p>The composition of Focus Courses is aimed at advancing appropriate knowledge and expertise in the learner's chosen domain of practice. Students have the opportunity to choose from the following courses.</p> <table> <tr> <td colspan="2">Nursing Education -</td></tr> <tr> <td>NRSG 522</td><td>Introduction to Nursing Education (3)</td></tr> <tr> <td>NRSG 523</td><td>Teaching and Learning in Nursing Practice (3)</td></tr> <tr> <td colspan="2">Family Nursing -</td></tr> <tr> <td>NRSG 530</td><td>Families in Health and Illness (3)</td></tr> <tr> <td>NRSG 534</td><td>Advanced Family-Centred Nursing Practice (3)</td></tr> <tr> <td colspan="2">Nursing Leadership and Management -</td></tr> <tr> <td>NRSG 542</td><td>Introduction to Nursing Leadership and Management (3)</td></tr> <tr> <td>NRSG 543</td><td>Nursing Leadership and Management in Practice (3)</td></tr> </table> <p><i>[18618] Electives (Possible substitutions for focus courses with approval of School of Nursing Graduate Program Coordinator.)</i></p> <p>Elective Courses that are relevant to the learner's chosen domain of practice may be used in fulfilling focus course requirements. Elective courses being substituted for focus courses require the approval of the</p>	Nursing 506	Qualitative Research (3)	Nursing 507	Quantitative Research (3)	Nursing 599	Research Thesis (12)	Nursing Education -		NRSG 522	Introduction to Nursing Education (3)	NRSG 523	Teaching and Learning in Nursing Practice (3)	Family Nursing -		NRSG 530	Families in Health and Illness (3)	NRSG 534	Advanced Family-Centred Nursing Practice (3)	Nursing Leadership and Management -		NRSG 542	Introduction to Nursing Leadership and Management (3)	NRSG 543	Nursing Leadership and Management in Practice (3)
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NRSG 543	Nursing Leadership and Management in Practice (3)																																										



	<p>Graduate Program Coordinator, School of Nursing. Students may choose from the following Nursing (NRSG) or Health-Interprofessional (HINT) electives. Please check Course Schedule for current course offerings; courses with asterisks are regularly offered.</p> <p>NRSG 512* Directed Studies in Nursing (3/6 d)*</p> <p>NRSG 530 Families in Health and Illness (3)</p> <p>NRSG 531 Advanced Family-Centred Nursing Practice (3)</p> <p>NRSG 550 Healthcare Ethics (3)</p> <p>HINT 503 Psychosocial Oncology (3)</p> <p>HINT 506 Participatory Inquiry through Action Research (3)</p> <p>HINT 508* Cultural Safety in Health: Indigenous Perspectives (3)</p> <p>HINT 511 Special Topics in Interdisciplinary Health Research (3)</p> <p>HINT 512 Special Topics in Interprofessional Practice (3)</p> <p>HINT 521 Interprofessional Collaboration (3)</p> <p>HINT 522 Leadership in Human Service Organizations (3)</p> <p>HINT 523 Professional Ethics (3)</p> <p>HINT 524 Interprofessional Practice Issues in Healthy Aging (3)</p> <p>HINT 525 Disabilities Studies and Interprofessional Health Care (3)</p> <p>HINT 526 Global Health (3)</p> <p>* Students may take a maximum of 6 credits of directed studies within the M.S.N. program.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/NRSG Dept./Unit: School of Nursing Faculty/School Approval Date: 20220117 Effective Session: 2022W (Cannot be the current session)	Date: 20211021 Contact Person: Dr. Kathy Rush Phone 250.807. 9561 Email: Kathy.rush@ubc.ca
Type of Action: [delete other choices] New Course	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties] This course will become a required course for course-based MSN students, to provide a foundational understanding of research methods in the context of Nursing, which is currently not provided in the course-based MSN program.	
Proposed Academic Calendar Entry: <u>NRSG 502 (3) Research and Inquiry for Evidence-Based Nursing and Healthcare</u> <u>Examine quantitative and qualitative research methods and designs relative to each method to provide a basis for critical evaluation of research in nursing and health, and supporting research-related activities. [3-0-0]</u> <u>Prerequisite: Undergraduate nursing research course; undergraduate statistics course or equivalent.</u>	Present Academic Calendar Entry: none



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: Social and Economic Change Lab (SE-Change) Faculty/School Approval Date: 20220118 Effective Session: 2022W	Date: 2022Jan18 Contact Person: Dr. Roger Sugden and Kristi Carter Phone: 250.807.9138 Email: Roger.sugden@ubc.ca and kristi.carter@ubc.ca
Type of Action: New Course Code	
<p>Rationale: The new course code SECH will be used to create and deliver courses associated with the Social and Economic Change Laboratory (SE-Change) and differentiate them from the pre-existing course codes affiliated with particular Faculties.</p> <p>The vision of SE-Change is to provide space and resource for faculty from across campus to be innovative in programming in the field of social and economic change, including an approach to management that is rooted in multiple disciplines and subjects in faculties across campus. SE-Change has already developed the dual degree Master of Management (MM), which came through Senate in 2021. Other programs and courses are in development and will be brought to Senate in due course. We hope that courses under the SECH code will be known amongst students in all faculties as innovative, insightful for the ways that they cross disciplines and subjects, and relevant to social and economic change in practice.</p> <p>The first course proposed with the SECH course code is <i>Applied Health Economics</i> (SECH 400/500). That course will be available to all undergraduate and graduate students, and its development is based on research and expertise that bridges across faculties at both UBC campuses.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>SECH – Social and Economic Change</u></p>	<p>Draft Academic Calendar URL: Create a new page for SECH courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, etc)</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>														
<p>Proposed Academic Calendar Entry:</p> <p>Courses by Subject Name</p> <p>[...]</p> <table> <tr> <td>POLI</td> <td>Political Science</td> </tr> <tr> <td>PSYO</td> <td>Psychology</td> </tr> <tr> <td><u>SECH</u></td> <td><u>Social and Economic Change</u></td> </tr> <tr> <td>SOCW</td> <td>Social Work</td> </tr> </table> <p>[...]</p>	POLI	Political Science	PSYO	Psychology	<u>SECH</u>	<u>Social and Economic Change</u>	SOCW	Social Work	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/Okanagan/prof/edit/courses.cfm?go=name</p> <p>Present Academic Calendar Entry:</p> <p>Courses by Subject Name</p> <p>[...]</p> <table> <tr> <td><u>POLI</u></td> <td>Political Science</td> </tr> <tr> <td><u>PSYO</u></td> <td>Psychology</td> </tr> <tr> <td>SOCW</td> <td>Social Work</td> </tr> </table> <p>[...]</p>	<u>POLI</u>	Political Science	<u>PSYO</u>	Psychology	SOCW	Social Work
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<u>SECH</u>	<u>Social and Economic Change</u>														
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<p>Proposed Academic Calendar Entry:</p> <p>Courses by Subject Code</p> <p>[...]</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/Okanagan/prof/edit/courses.cfm?go=code</p> <p>Present Academic Calendar Entry:</p> <p>Courses by Subject Code</p> <p>[...]</p>														



POLI	Political Science	POLI	Political Science
PSYO	Psychology	PSYO	Psychology
<u>SECH</u>	<u>Social and Economic Change</u>		
SOCI	Sociology	SOCI	Sociology
[...]		[...]	
Proposed Academic Calendar Entry:		Draft Academic Calendar URL: https://www.calendar.ubc.ca/Okanagan/prof/edit/courses.cfm?go=code	
Course Descriptions: Faculty of Management [...]		Present Academic Calendar Entry: Course Descriptions: Faculty of Management [...]	
COOP	Cooperative Education	COOP	Cooperative Education
<u>MGCO</u>	Management Co-Op	<u>MGCO</u>	Management Co-Op
<u>MGMT</u>	Management	<u>MGMT</u>	Management
<u>SECH</u>	<u>Social and Economic Change</u>	[...]	
[...]			



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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Management Dept./Unit: Social & Economic Change Laboratory Faculty/School Approval Date: 20220118 Effective Session: 2022W	Date: 20220118 Contact Person: Dr. Jennifer Davis Phone: 250.572.5588 Email: jennifer.davis@ubc.ca
Type of Action: New Course	
Rationale: <p>To support the existing demand on campus for applied health economics training at the undergraduate level across faculties on campus.</p> <p>To support campus-wide graduate course offerings and graduate program development, this new course is the first applied health economics course accessible to graduate students across campus.</p> <p>Applied health economics is an essential component of research, program evaluation and scholarship that addresses issues of: economic evaluation, cost-analyses, patient/person-oriented approaches, health policy decision-making, and pragmatic approaches. Course development is based on research and expertise that bridges faculties across campus.</p> <p>The vision of SE-Change is to provide space and resource for faculty from across campus to be innovative in programming in the field of social and economic change, including an approach to management that is rooted in multiple disciplines and subjects in faculties across campus.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>SECH 400 (3) Applied Health Economics</u></p> <p><u>Methods to assess efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of SECH 400 or 500.</u></p> <p><u>Prerequisite: Third-year standing.</u></p> <p><u>SECH 500 (3) Applied Health Economics</u></p> <p><u>Methods to assess the efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of SECH 400 or 500.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry:</p> <p>None</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Science Dept./Unit: Biology Faculty/School Approval Date: 20220325 Effective Session: 2022W	Date: 20220117 Contact Person: Dr. Michael Deyholos & Dr. Karen Hodges Phone: 250.807.8541 Email: michael.deyholos@ubc.ca
Type of Action: Changes to program and name	
Rationale: <p>(1) The College of Applied Biology (CAB) has changed its program accreditation requirements for students to be Biologists in Training <i>en route</i> to becoming Registered Professional Biologists (RPBio); a number of our students are interested in this designation. Reworking the course requirements, particularly by requiring BIOL 422, would enable the major to be accredited by the CAB.</p> <p>(2) We have had a number of changes in both faculty and course offerings since this major was developed over a decade ago, so we have made minor changes to better reflect our current offerings and the content of the program.</p> <ul style="list-style-type: none"> • The number of required credits from among the organismal diversity courses (BIOL 204, 205, 209, 210, 228) has been increased from 6 to 9, so that students will be required to broaden their taxonomic knowledge to multiple biological kingdoms. • BIOL 301 (Evolutionary Principles and Methods) has been added as a required course, reflecting the central importance of this course's content to the major. • BIOL 422 (Conservation Biology) has been added as a required course, reflecting the central importance of this course's content to the major. • BIOL 311 (Biochemistry I) has been removed as a required course, because knowledge of metabolic processes is not germane to this major. • BIOL 354 (Cell Physiology) has been removed as a required course, and transferred to the list of electives, because it is not considered essential for students in this major. • BIOL 424 (Global Food Systems: Society, Ecology, Sustainability), and BIOL 477 (Bioinformatics) have been added to the list of approved electives, since these are relevant courses that have been developed since the major was last updated. • GEOG 307 (Advanced Biogeography) has been removed from the list of approved electives, as it is no longer offered. • No required courses have Physics as a pre-requisite, and knowledge of this subject is not relevant to the degree, therefore PHYS 111/112 and PHYS 102/121/11 have been removed as required courses in First Year. <p>(3) The proposed change to the program name more accurately reflects the content of the program and also highlights this as an opportunity for students interested in conservation science.</p>	



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<p>Proposed Academic Calendar Entry:</p> <p>[19151] Major in Ecology, <u>Evolution, and Conservation</u> Biology</p> <p>[19156]</p> <table> <tr> <th>First Year</th><th>Credits</th></tr> <tr> <td>BIOL 116, 125¹</td><td>6</td></tr> <tr> <td>CHEM 111 or 121</td><td>3</td></tr> <tr> <td>CHEM 113 or 123</td><td>3</td></tr> <tr> <td>ENGL 109, or two of ENGL 112², 113, 114, 150, 151, 153, 154, 155, or 156</td><td>6</td></tr> <tr> <td>MATH 100¹</td><td>3</td></tr> <tr> <td>MATH 101 or 103¹</td><td>3</td></tr> <tr> <td>Science electives</td><td>6</td></tr> <tr> <td>Total credits</td><td>30</td></tr> </table>	First Year	Credits	BIOL 116, 125 ¹	6	CHEM 111 or 121	3	CHEM 113 or 123	3	ENGL 109, or two of ENGL 112 ² , 113, 114, 150, 151, 153, 154, 155, or 156	6	MATH 100 ¹	3	MATH 101 or 103 ¹	3	Science electives	6	Total credits	30	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1450</p> <p>Present Academic Calendar Entry:</p> <p>[19151] Major in Ecology and Evolutionary Biology</p> <p>[19156]</p> <table> <tr> <th>First Year</th><th>Credits</th></tr> <tr> <td>BIOL 116, 125¹</td><td>6</td></tr> <tr> <td>CHEM 111 or 121</td><td>3</td></tr> <tr> <td>CHEM 113 or 123</td><td>3</td></tr> <tr> <td>ENGL 109, or two of ENGL 112², 113, 114, 150, 151, 153, 154, 155, or 156</td><td>6</td></tr> <tr> <td>MATH 100¹</td><td>3</td></tr> <tr> <td>MATH 101 or 103¹</td><td>3</td></tr> <tr> <td>PHYS 111 or 112</td><td>3</td></tr> <tr> <td>PHYS 102, 121 or 122</td><td>3</td></tr> <tr> <td>Total credits</td><td>30</td></tr> </table>	First Year	Credits	BIOL 116, 125 ¹	6	CHEM 111 or 121	3	CHEM 113 or 123	3	ENGL 109, or two of ENGL 112 ² , 113, 114, 150, 151, 153, 154, 155, or 156	6	MATH 100 ¹	3	MATH 101 or 103 ¹	3	PHYS 111 or 112	3	PHYS 102, 121 or 122	3	Total credits	30
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Third & Fourth Years	Credits	Third & Fourth Years	Credits
BIOL 308	3	BIOL 308	3
<u>BIOL 301</u>	3	BIOL 311	3
<u>BIOL 422</u>	3	BIOL 354	3
Ecology, Evolution, <u>and Conservation Biology</u> electives from the following courses: BIOL 306, 307, 309, 313, <u>354</u> , 357, 358, 370, 371, 372, 375, 381, 401, 410, 414, 417, 420 ³ , <u>424</u> , 444, 452 ³ , 459, 460, 468, <u>477</u> , GISC 380, 381	21	Ecology and Evolution electives from the following courses: BIOL 301 , 306, 307, 309, 313, 357, 358, 370, 371, 372, 375, 381, 401, 410, 414, 417, 420 ³ , <u>422</u> , 444, 452 ³ , 459, 460, 468, GEOG 307 , GISC 380, 381	21
Science electives numbered 300 or higher	6	Science electives numbered 300 or higher	6
Other electives numbered 300 or higher	6	Other electives numbered 300 or higher	6
Electives to satisfy B.Sc. credit requirements	18	Electives to satisfy B.Sc. credit requirements	18
Total credits	60	Total credits	60
Minimum credits for degree	120	Minimum credits for degree	120
[19159] ¹ BIOL 116, 125; CHEM 111, 113 or 121, 123; and MATH 100, 101 OR 103 should be taken in first year to ensure students have the prerequisites for second year.		[19159] ¹ BIOL 116, 125; CHEM 111, 113 or 121, 123; and MATH 100, 101 OR 103 should be taken in first year to ensure students have the prerequisites for second year.	
[19160] ² Strongly recommended.		[19160] ² Strongly recommended.	
[19161] ³ If approved by the program advisor as appropriate to Ecology, <u>Evolution, and Conservation</u> Biology.		[19161] ³ If approved by the program advisor as appropriate to Ecology and <u>Evolutionary</u> Biology.	
[19162] Ecology, <u>Evolution, and Conservation</u> and Evolutionary Biology Honours Program		[19162] Ecology and Evolutionary Biology Honours Program	



<p>[19163] The Honours in Ecology, <u>Evolution, and Conservation</u> Biology is an intensive program of study based on coursework and research experience. Students who complete this program will have the ability to work independently and with a high level of competency.</p> <p>[19164] The course requirements are the same as in the Major in Ecology, <u>Evolution, and Conservation</u> Biology, except that students must complete 6 credits of BIOL 440.</p> <p>[19165] Admission Requirements</p> <p>[19166]</p> <ul style="list-style-type: none"> • Fourth-year standing; • A minimum grade average of 75% over all courses completed; and • Enrolment in BIOL 440 with a research project and research supervisor approved by the department head as appropriate to Ecology, <u>Evolution, and Conservation</u> Biology. <p>[19167] Graduation Requirements</p> <p>[19168]</p> <ul style="list-style-type: none"> • Completion of the course requirements for the Major in Ecology, <u>Evolution, and Conservation</u> Biology. • A 75% overall grade average; and • BIOL 440 (6 credits), with a minimum grade of 75%. A written thesis is required, with a public presentation in the form of a poster session or a seminar. 	<p>[19163] The Honours in Ecology and Evolutionary Biology is an intensive program of study based on coursework and research experience. Students who complete this program will have the ability to work independently and with a high level of competency.</p> <p>[19164] The course requirements are the same as in the Major in Ecology and Evolutionary Biology, except that students must complete 6 credits of BIOL 440.</p> <p>[19165] Admission Requirements</p> <p>[19166]</p> <ul style="list-style-type: none"> • Fourth-year standing; • A minimum grade average of 75% over all courses completed; and • Enrolment in BIOL 440 with a research project and research supervisor approved by the department head as appropriate to Ecology and Evolutionary Biology. <p>[19167] Graduation Requirements</p> <p>[19168]</p> <ul style="list-style-type: none"> • Completion of the course requirements for the Major in Ecology and Evolutionary Biology; • A 75% overall grade average; and • BIOL 440 (6 credits), with a minimum grade of 75%. A written thesis is required, with a public presentation in the form of a poster session or a seminar. <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1445</p>
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<p>Proposed Academic Calendar Entry:</p> <p>[18937] Major in Biology</p> <p>[18938] Note: The UBC Okanagan campus also offers Majors in Ecology, <u>Evolution, and Conservation</u> Biology, Microbiology, and Zoology.</p>	<p>Present Academic Calendar Entry:</p> <p>[18937] Major in Biology</p> <p>[18938] Note: The UBC Okanagan campus also offers Majors in Ecology and <u>Evolutionary</u> Biology, Microbiology, and Zoology.</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1462</p>
<p>Proposed Academic Calendar Entry:</p> <p>[19377] Major in Zoology</p> <p>[19378] Note: The UBC Okanagan campus also offers Majors in Biology, Ecology, <u>Evolution, and Conservation</u> Biology, and Microbiology.</p>	<p>Present Academic Calendar Entry:</p> <p>[19377] Major in Zoology</p> <p>[19378] Note: The UBC Okanagan campus also offers Majors in Biology, Ecology and <u>Evolutionary</u> Biology, and Microbiology.</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1437</p>
<p>Proposed Academic Calendar Entry:</p> <p>[18940] B.Sc. Major Program</p> <p>[18941] The Faculty of Science currently offers Major programs in Biochemistry and Molecular Biology; Biology; Chemistry; Computer Science¹; Earth and Environmental Sciences; Ecology, <u>Evolution, and Conservation</u> Biology; Economics²; Environmental Chemistry; Freshwater Science; Mathematical Sciences; Mathematics³; Microbiology; Physics and Astronomy; Psychology⁴; Statistics; and, Zoology. Completion of a Major program prepares students for career-entry positions, graduate study, or admission to post-baccalaureate</p>	<p>Present Academic Calendar Entry:</p> <p>[18940] B.Sc. Major Program</p> <p>[18941] The Faculty of Science currently offers Major programs in Biochemistry and Molecular Biology; Biology; Chemistry; Computer Science¹; Earth and Environmental Sciences; Ecology and <u>Evolutionary</u> Biology; Economics²; Environmental Chemistry; Freshwater Science; Mathematical Sciences; Mathematics³; Microbiology; Physics and Astronomy; Psychology⁴; Statistics; and, Zoology. Completion of a Major program prepares students for career-entry positions, graduate study, or admission to post-baccalaureate professional programs.</p>



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<p>professional programs. Students entering a Major program should note the courses listed in years one, two, three, and four as indicated under each discipline.</p> <p>Proposed Academic Calendar Entry:</p> <p>[19263] Major in Microbiology</p> <p>[19264] Note: The UBC Okanagan campus also offers Majors in <u>Biology</u>, <u>Ecology</u>, <u>Evolution, and Conservation</u> Biology, and <u>Zoology</u>.</p>	<p>Students entering a Major program should note the courses listed in years one, two, three, and four as indicated under each discipline.</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1458</p> <p>Present Academic Calendar Entry:</p> <p>[19263] Major in Microbiology</p> <p>[19264] Note: The UBC Okanagan campus also offers Majors in <u>Biology</u>, <u>Ecology</u> and <u>Evolutionary</u> Biology, and <u>Zoology</u></p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 2																																																											
Faculty/School: Faculty of Science Dept./Unit: EEGS Faculty/School Approval Date: 20220315 Effective Session: 2022W	Date: 8 Feb 2022 Contact Person: Dr. David Scott Phone: 250.807.8755 Email: David.scott@ubc.ca																																																										
Type of Action: Addition of MATH 103 as an option to fulfill first year course requirements.																																																											
Rationale: MATH 103 is a new course in integral calculus that is equivalent to MATH 101. Adding MATH 103 allows for greater flexibility.																																																											
<p>Proposed Academic Calendar Entry:</p> <p>[19132]</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: left; padding: 5px;">First and Second Years¹</th> <th style="text-align: right; padding: 5px;">Credits</th> </tr> </thead> <tbody> <tr><td>Two of EESC 101, 111, 121</td><td style="text-align: right;">6</td></tr> <tr><td>Two of BIOL 116, 125, COSC 101, 111, 114, 121, DATA 101</td><td style="text-align: right;">6</td></tr> <tr><td>CHEM 111 or CHEM 121</td><td style="text-align: right;">3</td></tr> <tr><td>CHEM 113 or CHEM 123</td><td style="text-align: right;">3</td></tr> <tr><td>MATH 100</td><td style="text-align: right;">3</td></tr> <tr><td><u>MATH 101 or 103</u></td><td style="text-align: right;"><u>3</u></td></tr> <tr><td>PHYS 111 or 112</td><td style="text-align: right;">3</td></tr> <tr><td>PHYS 121 or 122</td><td style="text-align: right;">3</td></tr> <tr><td>Communication Requirement²</td><td style="text-align: right;">6</td></tr> <tr><td>One of BIOL 202; GEOG 271, STAT 121, 230</td><td style="text-align: right;">3</td></tr> <tr><td>EESC 200-level courses</td><td style="text-align: right;">9</td></tr> <tr><td>EESC or other Science 200-level courses³</td><td style="text-align: right;">6</td></tr> <tr><td>Non-Science electives</td><td style="text-align: right;">6</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">60</td></tr> </tbody> </table>	First and Second Years ¹	Credits	Two of EESC 101, 111, 121	6	Two of BIOL 116, 125, COSC 101, 111, 114, 121, DATA 101	6	CHEM 111 or CHEM 121	3	CHEM 113 or CHEM 123	3	MATH 100	3	<u>MATH 101 or 103</u>	<u>3</u>	PHYS 111 or 112	3	PHYS 121 or 122	3	Communication Requirement ²	6	One of BIOL 202; GEOG 271, STAT 121, 230	3	EESC 200-level courses	9	EESC or other Science 200-level courses ³	6	Non-Science electives	6	Total Credits	60	<p>Draft Academic Calendar URL: Earth and Environmental Sciences - Bachelor of Science Programs - Faculty of Science - Faculties, Schools, and Colleges - Okanagan Academic Calendar 2021/22 - UBC Student Services</p> <p>Present Academic Calendar Entry:</p> <p>[19132]</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: left; padding: 5px;">First and Second Years¹</th> <th style="text-align: right; padding: 5px;">Credits</th> </tr> </thead> <tbody> <tr><td>Two of EESC 101, 111, 121</td><td style="text-align: right;">6</td></tr> <tr><td>Two of BIOL 116, 125, COSC 101, 111, 114, 121, DATA 101</td><td style="text-align: right;">6</td></tr> <tr><td>CHEM 111 or CHEM 121</td><td style="text-align: right;">3</td></tr> <tr><td>CHEM 113 or CHEM 123</td><td style="text-align: right;">3</td></tr> <tr><td>MATH 100, 101</td><td style="text-align: right;">6</td></tr> <tr><td>PHYS 111 or 112</td><td style="text-align: right;">3</td></tr> <tr><td>PHYS 121 or 122</td><td style="text-align: right;">3</td></tr> <tr><td>Communication Requirement²</td><td style="text-align: right;">6</td></tr> <tr><td>One of BIOL 202; GEOG 271, STAT 121, 230</td><td style="text-align: right;">3</td></tr> <tr><td>EESC 200-level courses</td><td style="text-align: right;">9</td></tr> <tr><td>EESC or other Science 200-level courses³</td><td style="text-align: right;">6</td></tr> <tr><td>Non-Science electives</td><td style="text-align: right;">6</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">60</td></tr> </tbody> </table>	First and Second Years ¹	Credits	Two of EESC 101, 111, 121	6	Two of BIOL 116, 125, COSC 101, 111, 114, 121, DATA 101	6	CHEM 111 or CHEM 121	3	CHEM 113 or CHEM 123	3	MATH 100, 101	6	PHYS 111 or 112	3	PHYS 121 or 122	3	Communication Requirement ²	6	One of BIOL 202; GEOG 271, STAT 121, 230	3	EESC 200-level courses	9	EESC or other Science 200-level courses ³	6	Non-Science electives	6	Total Credits	60
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**Proposed Academic Calendar Entry:****Freshwater Science****[19207]**

First Year	Credits
BIOL 116, 125	6
CHEM 111 or CHEM 121	3
CHEM 113 or CHEM 123	3
EESC 101, 111	6
MATH 100	3
<u>MATH 101 or 103</u>	3
PHYS 111 or 112	3
PHYS 121 or 122	3
Total Credits	30

Draft Academic Calendar URL:

[Freshwater Science - Bachelor of Science Programs - Faculty of Science - Faculties, Schools, and Colleges - Okanagan Academic Calendar 2021/22 - UBC Student Services](#)

Present Academic Calendar Entry:**Freshwater Science****[19207]**

First Year	Credits
BIOL 116, 125	6
CHEM 111 or CHEM 121	3
CHEM 113 or CHEM 123	3
EESC 101, 111	6
MATH 100, 101	6
PHYS 111 or 112	3
PHYS 121 or 122	3
Total Credits	30



Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: CMPS Faculty/School Approval Date: 20220325 Effective Session: 2022W	Date: 2021/09/21 Contact Person: Dr. Irene Vrbik Phone: 250.807.8872 Email: irene.vrbik@ubc.ca
Type of Action: Revise the DATA minor and major	
<p>Rationale: The package contains a collection of proposed changes to the B.Sc. Major, Minor and Honours in Data Science. At the time of establishment (the B.Sc. Major began in September 2017), the undergraduate Data Science program borrowed and re-envisioned courses from Computer Science and Statistics. While these disciplines will naturally have some overlap, we are now positioned to differentiate these programs and in so doing, strengthen the undergraduate Data Science curriculum.</p> <p>This package is the first phase of an ongoing effort to continuously improve the Data Science program in an effort to remain at the forefront of data science. In this phase, we focus on cleaning up the existing program by:</p> <ul style="list-style-type: none"> incorporating new courses (both newly developed and already existing) deleting unnecessary program requirements differentiating between the neighboring discipline of Computer Science <p>From the student's perspective, this will facilitate a more comprehensive pathway through the program whilst alleviating some of the administrative challenges surrounding the current setup of the program.</p> <p>Changes to the DATA major can be summarized as follows:</p> <ol style="list-style-type: none"> Remove the CHEM 113 or 123 requirement - In accordance with changes to the BSc requirements for students entering the program after 2020/2021 and making space for DATA 101. Add the following courses: <ol style="list-style-type: none"> DATA 101 (existing) – We propose to make DATA 101 a required course for both the major and minor as it establishes a solid foundation in R (a statistical software used throughout the program) and introduces key concepts that will be built upon in upper-level courses. COSC 329 (existing) - Topics covered in this course are relevant to those pursuing an education in Data Science. As such it is included in the upper-level requirement: At most 6 credits from: COSC 303, 322, 329, 407, 445; MATH 307, 409; PHYS 420 Revision of Elective credits – Students entering the BSc program after 2020/2021 no longer need: <i>at least 18 of the 120 credits must be Arts course credits, including 6 credits of first-year English and at least 12 other credits in Arts courses that are recognized for credit toward the B.A. degree</i>; Now BSc students are only required to complete 12 credits outside of the sciences. The extra 6 arts elective credits have been absorbed into the general second-year elective category. Remove: COSC 360 (3). Now with more DATA courses available, we can be more selective as to what COSC courses count toward the major. We are removing this course because the topics are more related to Computer Science than Data Science. Remove: Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 413, GISC 380, 381, PHYS 331, 441, PSYO 372, 443 requirement. While originally included to encourage students to 	



take a breadth of courses where data science may be applied, these courses are restrictive to the program as many students do not have the prerequisites needed to enroll.

6. All other upper-level courses remain but are being reorganized for increased flexibility and to help create separation between Data Science and the neighboring discipline of Computer Science.

Changes to the DATA minor can be summarized as follows:

1. We are requiring 6 specific lower-level credits (Data 101 and Stat 230) plus up to 6 credits from MATH 100, 101, 142, 200, 221; COSC 111, 121, 221, 222; ECON 120; APSC 177; BIOL 202; PYSO 373; APSC 254 (12 lower-level credits total). This list comprises the collection of possible prerequisites to be used for the upper-level courses in the program.
2. To help create separation between Data Science and the neighboring discipline of Computer Science we have restricted the number of non-DATA courses permitted to count towards the minor to 3 credits of COSC and 6 credits of STAT.

In an effort to diverge the Data Science curriculum from that of Computer Science, we are naturally gearing more toward the statistical side of Data Science. While this helps to strengthen the COSC major and DATA minor combination, it presents a significant overlap with the STAT program. Consequently, the proposed wording of the minor prohibits students majoring in Statistics from pursuing a minor in Data Science.

Proposed Academic Calendar Entry:

[19106] Major in Data Science

[...]

[19110]

First Year	Credits
<u>DATA 101</u>	<u>3</u>
CHEM 111 or 121	<u>3</u>
MATH 100, 101	6
ENGL 109, or two of 112, 113, 114, 150, 151, 153, 154, 155, 156	6
PHYS 111 or 112	3
PHYS 121 or 122	3
COSC 111, 121	6
Total Credits	30

[19111]

Second Year	
MATH 200, 221 ¹	6
STAT 230	3
COSC 221, 222	6

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1448>

Present Academic Calendar Entry:

[19106] Major in Data Science

[...]

[19110]

First Year	Credits
CHEM 111 or 121; and CHEM 113 or 123	6
MATH 100, 101	6
ENGL 109, or two of ENGL 112, 113, 114, 150, 151, 153, 154, 155, or 156	6
PHYS 111 or 112	3
PHYS 121 or 122	3
COSC 111, 121	6
Total Credits	30

[19111]

Second Year	
MATH 200, 221 ¹	6
STAT 230	3
COSC 221, 222	6



Electives ²	<u>15</u>	Arts electives	6
Total Credits	30	Electives	9
		Total Credits	30
[19112]		[19112]	
Third and Fourth Years		Third and Fourth Years	
DATA 301	<u>3</u>	COSC 304, 322, 360, 407	12
DATA 311	<u>3</u>	DATA 301, 311, 410	9
COSC 304	<u>3</u>	PHIL 331	3
STAT 303	3	STAT 303	3
PHIL 331	3	Three of COSC 303, DATA 405, MATH 307, STAT 401, 403	9
27 credits from the following:		One of DATA 421, 407, PHYS 420	3
<u>upper-level DATA electives:</u>		Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 413, GISC 380, 381, PHYS 331, 441, PSYO 372, 443	6
• <u>a maximum of 6 credits from: STAT 400, 401, 403, 406;</u>		Science electives	9
• <u>a maximum of 6 credits from: COSC 303, 322, 329, 344, 407, 421; MATH 303, 307, 409; PHYS 420.</u>		Arts electives	3
<u>Upper-level electives</u>	<u>6</u>	Electives	3
Electives ²	<u>15</u>	Total Credits	60
Total Credits	60	Minimum credits for degree	120
Minimum credits for degree	120		
[19113] ¹ Math 221 may be taken in the second term of the first year.		[19113] ¹ Math 221 may be taken in the second term of the first year.	
<u>²Students must complete at least 12 credits of non-science designated courses. Students are strongly encouraged to take 3 credits of an Indigenous content course to partially fulfill this requirement. Students entering the B.Sc. in 2024 and later will have to successfully complete an Indigenous content course.</u>			
[19122] Minor in Data Science		[19122] Minor in Data Science	
[19123] The Minor in Data Science provides advanced numeracy skills to majors in disciplines where new discoveries rely increasingly on the creation, management, and understanding of large data sets such as biology, chemistry, economics, and psychology. The minor is open to all majors in the B.Sc. program <u>except Statistics. Due to the similarity of the content areas, students majoring in Statistics are not permitted to pursue a Minor in Data Science.</u>		[19123] The Minor in Data Science provides advanced numeracy skills to majors in disciplines where new discoveries rely increasingly on the creation, management, and understanding of large data sets such as biology, chemistry, economics, and psychology. The minor is open to all majors in the B.Sc. program.	
		[19124] Students may earn a minor in data science by completing 30 credits as follows:	
		[19125]	



[19124] Students may earn a minor in data science by completing 30 credits as follows:

[19125]

- 3 credits of DATA 101
- 3 credits of STAT 230
- Up to 6 credits from: MATH 100, 101, 200, 221; COSC 111, 121, 221, 222; ECON 102; APSC 177; BIOL 202; PSYO 373; APSC 254
- 3 credits of DATA 301
- 3 credits of DATA 311
- 12 upper-level credits from the following¹:
 - upper-level DATA courses;
 - a maximum of 3 credits from²: COSC 304, 322, 329, 344, 421;
 - a maximum of 6 credits from: STAT 303, 401.

[19126] 1. Students in a major/minor are permitted to double count a limited number of credits between the two fields of study (see Double Counting of Credits in Honours, Majors, and Minors).

2. Students majoring in Computer Science cannot count COSC courses towards the DATA minor.

- ~~Up to 12 credits from APSC 177, 254; BIOL 201, 202; COSC 111, 121, 123, 221, 222; ECON 101, 102, 204, 205; EESC 205, 212, 222; GEOG 108, 109, 271; MATH 100, 101, 200, 220, 221, 225; PHYS 111, 112, 231; PSYO 271; STAT 230.~~
- 3 credits of DATA 301
- ~~15 credits of elective courses, which must not include more than 9 credits from a single discipline and must be in the following two lists of courses:~~
- ~~At least 9 credits from COSC 303, 304, 320, 322, 360, 407, 4191; DATA 311, 405, 407, 410, 419, 421; STAT 303, 401, 403.~~
- Up to 6 credits from BIOL 308, 414, 444, 460, 468; ECON 321, 327, 328, 427; EESC 342, 413; GEOG 371, 377; GISC 380, 381; MATH 302, 303, 307, 319, 327, 340, 430, 441, 461; MGMT 350, 423, 460; PHYS 331, 441, 420; PSYO 372, 443.

[19126] ¹Only when COSC 419 is a special topic related to data science as approved by the data science minor program coordinator

[19127] ~~Double Counting of Credits~~ restrictions apply, see Program Requirements.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: Biology Faculty/School Approval Date: 20220315 Effective Session: 2022W	Date: 20220120 Contact Person: Dr. M. Deyholos Phone: 250.807.8541 Email: michael.deyholos@ubc.ca
Type of Action: New Course	
Rationale: The proposed course is a 500-level version of an existing course (BIOL 417), with additional assignments including an oral presentation and summaries of scientific articles.	
Proposed Academic Calendar Entry: BIOL 517 (3) Evolutionary Ecology Advanced survey of the field of evolutionary ecology: the study of the ecological basis for the evolution of life histories, sex, mating strategies, and foraging strategies. Credit will only be granted for one of BIOL 417 or BIOL 517. [3-0-0]	Draft Academic Calendar URL: BIOL - Biology - Courses - Okanagan Academic Calendar 2021/22 - UBC Student Services Present Academic Calendar Entry: [N/A]
BIOL 417 (3) Evolutionary Ecology Advanced survey of the field of evolutionary ecology: the study of the ecological basis for the evolution of life histories, sex, mating strategies, and foraging strategies. Credit will only be granted for one of BIOL 417 or BIOL 517. [3-0-0] Prerequisite: BIOL 308 and one of BIOL 202, STAT 230.	BIOL 417 (3) Evolutionary Ecology Advanced survey of the field of evolutionary ecology: the study of the ecological basis for the evolution of life histories, sex, mating strategies, and foraging strategies. [3-0-0] Prerequisite: BIOL 308 and one of BIOL 202, STAT 230.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: CMPS Faculty/School Approval Date: 20220315 Effective Session: 2022W	Date: 2021/09/21 Contact Person: Dr. Irene Vrbik Phone: 250.807. 8872 Email: irene.vrbik@ubc.ca
Type of Action: New Course	
Rationale: While students will have seen Linear regression in the prerequisite course DATA 311, the shallow coverage does not include important topics such as diagnostic checks, and theory involving the sum of squares. DATA 310 is being proposed to fill the gap and prepare students for the topics covered in DATA 410. Once the course has been offered regularly we will replace DATA 311 with DATA 310 in the prerequisites for DATA 410.	
Proposed Academic Calendar Entry: <u>DATA 310 (3) Applied Regression Analysis</u> <u>Theory and application of simple and multiple linear regression models, estimation, inference (confidence intervals, prediction intervals and hypothesis testing), polynomial regression, ANOVA and ANCOVA, variable selection, model adequacy and residual diagnostics. [3-1-0]</u> <u>Prerequisite: STAT 230 and MATH 221.</u>	Draft Academic Calendar URL: DATA - Data - Courses - Okanagan Academic Calendar 2021/22 - UBC Student Services Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: CMPS Faculty/School Approval Date: 20220315 Effective Session: 2022W	Date: 2022/01/20 Contact Person: Dr. Irene Vrbik Phone: 250.807.8872 Email: irene.vrbik@ubc.ca
Type of Action: Revision to Calendar Description and Prerequisites	
<p>Rationale: Currently, DATA 405/505 is cross-listed with COSC 405/505. This relationship is not optimal and we would like to separate the DATA from the COSC. This will allow DATA 405 to evolve towards a more Statistical-based approach and COSC 405 to evolve towards a more Computer science-based approach.</p> <p>In so doing, we have revised the DATA 405 course description to describe a more statistics focused course. This also necessitates the revision of the course prerequisites. We have proposed STAT 230 (3) Introductory Statistics. It should be noted that STAT 230 prerequisites include “one of DATA 101, COSC 221, ECON 102” which will help to ensure students have basic computer programming skills.</p> <p>The COSC 405 course description will remain unchanged with the exception of the removal of the equivalency statement. Given that the course content was identical in the past and will continue to overlap heavily credit will only be granted for one of COSC 405, DATA 405, COSC 505, or DATA 505. We intend to revisit these courses in a few years' time; if the courses diverge to an appropriate extent, we will remove the credit exclusion.</p>	


Proposed Academic Calendar Entry:

DATA 405 (3) Stochastic Modelling and Simulation
Pseudorandom number generation and testing. Simulation and modelling of univariate and multivariate data; stochastic models, including Poisson processes and Markov chains; MCMC simulation, hidden Markov models, and queuing systems.
Credit will be granted for only one of COSC 405, DATA 405, COSC 505, or DATA 505. [3-2-0]
Prerequisite: A score of 60% or higher in STAT 230.

Proposed Academic Calendar Entry:

COSC 405 (3) Modelling and Simulation
 Numeric dynamic systems models and emphasis on discrete stochastic systems. State description of models, common model components, entities. Common simulation language. Simulation using algebraic languages. Simulation methodology: data collection, model design, output analysis, optimization, validation. Elements of queuing theory, relationship to simulation. Applications to computer systems models. Credit will be granted for only one of COSC 405, DATA 405, COSC 505, or DATA 505. [3-2-0]
Prerequisite: All of COSC 221, COSC 222.

Draft Academic Calendar URL:

<https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=DATA>

Present Academic Calendar Entry:
DATA 405 (3) Modelling and Simulation

~~Numeric dynamic systems models and emphasis on discrete stochastic systems. State description of models, common model components, entities. Common simulation language. Simulation using algebraic languages. Simulation methodology: data collection, model design, output analysis, optimization, validation. Elements of queuing theory, relationship to simulation. Applications to computer systems models. Credit will be granted for only one of COSC 405, DATA 405, COSC 505, or DATA 505. [3-2-0]~~
~~*Prerequisite:* A score of 60% or higher in COSC 221 and a score of 60% or higher in COSC 222.~~

~~*Equivalency:* COSC 405.~~

Draft Academic Calendar URL:

<https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=COSC>

Present Academic Calendar Entry:
COSC 405 (3) Modelling and Simulation

Numeric dynamic systems models and emphasis on discrete stochastic systems. State description of models, common model components, entities. Common simulation language. Simulation using algebraic languages. Simulation methodology: data collection, model design, output analysis, optimization, validation. Elements of queuing theory, relationship to simulation. Applications to computer systems models. Credit will be granted for only one of COSC 405, DATA 405, COSC 505, or DATA 505. [3-2-0]
Prerequisite: All of COSC 221, COSC 222.
***Equivalency:* DATA 405.**



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: CMPS Faculty/School Approval Date: 20220315 Effective Session: 2022W	Date: 2022/01/20 Contact Person: Dr. Irene Vrbik Phone: 250.807.8872 Email: irene.vrbik@ubc.ca
Type of Action: New Course and discontinuation of a course	
<p>Rationale: In an effort to differentiate the Computer Science program from the Data Science program we wish to abolish this cross-listing of DATA/COSC 421 by deleting DATA 421. COSC 421 will continue to be offered by computer science.</p> <p>Since this course will be offered as a Computer Science course, the corresponding graduate course will be changed from DATA 521 to COSC 521.</p> <p>Once we can ensure that no active student has been enrolled in these deleted courses we will remove the credit exemptions.</p>	
Proposed Academic Calendar Entry:	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=DATA</p> <p>Present Academic Calendar Entry:</p> <p>DATA 421 (3) Network Science Graphs and complex networks in scientific research. Probabilistic and statistical models. Structures, patterns, and behaviors in networks. Algorithmic and statistical methods. (online/mobile) social networks and social media platforms. Social influence, information diffusion, and viral marketing. Sentiment analysis and opinion mining. Data privacy. Search engines and recommendation systems. Credit will be granted for only one of COSC 421, DATA 421 or DATA 521. [3-2-0] Prerequisite: STAT 230. Equivalency: COSC 421</p> <p>DATA 521 (3) Network Science Graphs and complex networks in scientific research. Probabilistic and statistical models. Structures, patterns, and behaviors in</p>



<p>Proposed Academic Calendar Entry:</p> <p>COSC 421 (3) Network Science Graphs and complex networks in scientific research. Probabilistic and statistical models. Structures, patterns, and behaviors in networks. Algorithmic and statistical methods (online/mobile), social networks, and social media platforms. Social influence, information diffusion, and viral marketing. Sentiment analysis and opinion mining. Data privacy. Search engines and recommendation systems. Credit will be granted for only one of COSC 421, COSC 521, DATA 421 or DATA 521. [3-2-0] <i>Prerequisite:</i> STAT 230.</p> <p><u>COSC 521 (3) Network Science</u> <u>Graphs and complex networks in scientific research. Probabilistic and statistical models. Structures, patterns, and behaviors in networks. Algorithmic and statistical methods. (online/mobile) social networks and social media platforms. Social influence, information diffusion, and viral marketing. Sentiment analysis and opinion mining. Data privacy. Search engines and recommendation systems. Credit will be granted for only one of COSC 421, COSC 521, DATA 421 or DATA 521.</u></p>	<p>networks. Algorithmic and statistical methods. (online/mobile) social networks and social media platforms. Social influence, information diffusion, and viral marketing. Sentiment analysis and opinion mining. Data privacy. Search engines and recommendation systems. Credit will be granted for only one of COSC 421, DATA 421 or DATA 521.</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=COSC</p> <p>Present Academic Calendar Entry:</p> <p>COSC 421 (3) Network Science Graphs and complex networks in scientific research. Probabilistic and statistical models. Structures, patterns, and behaviors in networks. Algorithmic and statistical methods (online/mobile), social networks, and social media platforms. Social influence, information diffusion, and viral marketing. Sentiment analysis and opinion mining. Data privacy. Search engines and recommendation systems. Credit will be granted for only one of COSC 421, DATA 421 or DATA 521. [3-2-0] <i>Prerequisite:</i> STAT 230. <i>Equivalency: DATA 421</i></p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Science Dept./Unit: Chemistry Faculty/School Approval Date: 20220315 Effective Session: 2022W	Date: 2022/01/24 Contact Person: Ed Neeland Phone: 250.807.9572 Email: e.neeland@ubc.ca
Type of Action: Revision to Title and Calendar Description and Creation of New Course	
<p>Rationale: A revision to the course title and description for CHEM 412/533 and the creation of a cross-listed Biochemistry course BIOC 412 is requested.</p> <p>New technologies have emerged in the last decade presenting an opportunity to update this course. Metabolomics is an important and emerging field of study that is essential for the understanding of the complexity of metabolism in all life forms. Graduates with expertise in metabolomics will find opportunities in many fields including health sciences, basic sciences, pharmaceutical development, environment impact and management fields, instrumentation and so on.</p> <p>This course is intended for senior undergraduate and graduate students in the Chemistry, Environmental Chemistry, Biochemistry and some Biology programs.</p> <p>The prerequisites have been updated to include CHEM 211 or BIOC 211 to ensure that students have the necessary preparation. A separate course change proposal is underway to create BIOC 211 as a version of CHEM 211 for Biochemistry students.</p> <p>A cross-listed course code BIOC 412 is requested for the Biochemistry program to increase course exposure and attract biochemistry students.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>CHEM 412 (3) Methods in <u>Metabolomics</u></p> <p>Chemical analysis of <u>the metabolites in</u> biological samples: <u>study design, sample</u> extractions, method development and validation, <u>targeted and untargeted experiments, data processing, isotope tracer studies, chemoinformatics, compound identification, metabolic pathway and network mapping, data interpretation and presentation</u>. Credit will be granted for only one of CHEM 412, <u>BIOC 412</u> or CHEM 533. [3-0-0] <i>Prerequisite:</i> <u>CHEM 211 and</u> fourth-year standing in Chemistry or Environmental Chemistry.</p>	<p>Draft Academic Calendar URL: CHEM - Chemistry - Courses - Okanagan Academic Calendar 2021/22 - UBC Student Services</p> <p>Present Academic Calendar Entry:</p> <p>CHEM 412 (3) Methods in <u>Bioanalytical Chemistry</u></p> <p>Chemical analysis of biological samples including: solid and liquid phase solvent extraction protocols, bioassay-guided fractionation, analytical method development and validation, complex separations and matrix effects, bioinformatics, metabolomics, and proteomics. Credit will be granted for only one of CHEM 412 or CHEM 533. [3-0-0] <i>Prerequisite:</i> Fourth-year standing in Chemistry, Biochemistry, or Environmental Chemistry.</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>BIOC 412 (3) Methods in Metabolomics</u></p> <p><u>Chemical analysis of the metabolites in biological samples: study design, sample extractions, method development and validation, targeted and untargeted experiments, data processing, isotope tracer studies, chemoinformatics, compound identification, metabolic pathway and network mapping, data interpretation and presentation. Credit will be granted for only one of BIOC 412, CHEM 412 or CHEM 533. [3-0-0]</u> <u><i>Prerequisite:</i> CHEM 211 and fourth-year standing in Biochemistry.</u></p>	<p>Present Academic Calendar Entry:</p> <p>N/A</p>
<p>Proposed Academic Calendar Entry:</p> <p>CHEM 533 (3) <u>Metabolomics</u></p> <p>Chemical analysis of <u>the metabolites in</u> biological samples. <u>Targeted and untargeted metabolomics, chemometrics, metabolite identification, pathway and network mapping, data interpretation and presentation</u>. Credit will be granted for only one of CHEM 533, CHEM 412 <u>or BIOC 412</u>. [3-0-0]</p>	<p>Present Academic Calendar Entry:</p> <p>CHEM 533 (3) <u>Bioanalytical Chemistry</u></p> <p>Chemical analysis of biological samples. Credit will be granted for only one of CHEM 533 or CHEM 412. [3-0-0]</p> <p>Draft Academic Calendar URL: Biochemistry and Molecular Biology - Bachelor of Science Programs - Faculty of Science - Faculties, Schools, and Colleges - Okanagan Academic Calendar 2021/22 - UBC Student Services</p>



Proposed Academic Calendar Entry:	Present Academic Calendar Entry:
[19047] Biochemistry Option Three of BIOC 402, 403, 405, 410, 412 , 420, 425 Medical and Molecular Biology Option Two of BIOC 402, 403, 405, 410, 412	[19047] Biochemistry Option Three of BIOC 402, 403, 405, 410, 420, 425 Medical and Molecular Biology Option Two of BIOC 402, 403, 405, 410



THE UNIVERSITY OF BRITISH COLUMBIA

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19 May 2022

To: Okanagan Senate

From: Curriculum Committee and Admissions and Awards Committee

Re: Joint Report Curriculum and Admissions Proposals (approval)

The Curriculum Committee and the Admissions & Awards Committee have reviewed the material forwarded to them by the Faculties and enclose those proposals they deem ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That the new program, new subject code and related new courses brought forward from the Faculty of Education, and the discontinued program and consequent calendar revisions brought forward from the Faculty of Management be approved.*

- a. From the Faculty of Education
 - i. Doctor of Education – New Program
 - ii. EDLL: Education Doctorate Leadership and Learning – New Subject Code
 - iii. EDLL 602 – New Course
 - iv. EDLL 605 – New Course
 - v. EDLL 606 – New Course
 - vi. EDLL 608 – New Course
 - vii. EDLL 699 – New Course
 - viii. EDUC 600 – New Course
 - ix. EDUC 601 – New Course
 - x. EDUC 698 – New Course
- b. From the Faculty of Management

- i. Bachelor of Management for students who entered the program as first years in 2016/2017 or earlier... – Discontinuation of Program and Consequent Calendar Revisions

For the Committees,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee

**New Professional Graduate
Program Proposal
Doctor of Education (Ed.D.)**

**Okanagan School of Education
Faculty of Education
UBC Okanagan**

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1.0 Executive Summary

1.1 Overview

The Doctor of Education (Ed.D.) supports and builds on the strategic plan of both the Okanagan School of Education (OSE), the Faculty of Education, and the University of British Columbia that foregrounds attention to people and places with deep consideration to collaboration, inclusion, and innovation. The proposed Ed.D. is a new program designed to inform, empower, and engage working professionals to deepen and broaden their knowledge in their professional contexts. OSE has a shared commitment to growing and supporting educational leaders, creating conditions for them to cultivate their own identity and agency as leaders for positive change in K-12 school systems, postsecondary institutions, and community and other organizational contexts. OSE recognizes the role of educational leadership as a relational process for change, learning, and positive development that can be carried out by those in formal roles and positions of leadership; at the same time, it can powerfully emerge and resonate from within organisations and communities as informal leadership.

OSE is well-placed to offer the Ed.D. designed to build on programmatic trends established in our recently re-designed Bachelor of Education (B.Ed.) program that garners provincial attention as an innovative and thoughtful approach to teacher education that aligns with British Columbia's renewed K-12 curriculum. The Master of Education (M.Ed.) and the Master of Arts (M.A.) offer students the opportunity for either broad knowledge development across a variety of courses culminating in a capstone project or thesis in a specialized area of interest. The program creates a framework for practice-based research and provides graduates with theoretical, practical and analytical expertise, as well as a place in a community of scholar-practitioners¹ dedicated to the study and pursuit of lifelong learning. The three-year scaffolded Ed.D. program is designed from within a stance of deep professional inquiry as a necessary capacity for leaders to be able to effectively work within the rapid changes, uncertainty, volatility, and complexity of our contemporary systems.

This Ed.D. will be attractive to working professionals with, or aspiring to, roles in areas such as formal and informal leadership in K-12 classrooms and administration, post-secondary educational organisations, government, curriculum development, teaching and learning in higher education, human resource management, student affairs, community-based work and other associated professions in health, social work and others. The program brings forth community engaged and cutting-edge research, and provides opportunities to apply new skills, tools, and knowledge to projects related to students' interests. The flexible format is designed for working professionals and emphasizes integration with career commitments; it allows scholar-practitioners to remain in their local communities while pursuing this advanced degree. The cohort structure facilitates strong relationships and encourages collaboration while the

¹ The scholar-practitioner model that underpins all programs in the OSE, inclusive of this proposed Ed.D., is an innovative and responsive approach to professional learning that foregrounds teacher professional and other knowledge as critical to ongoing innovation and improvement. Underpinning the scholar-practitioner model in this Ed.D. is attention to transformative leadership and learning that recognises the needed leadership focus on sustained attention and action toward promoting equity, inclusion, and social justice for all in every educational community.

supervisory model creates the foundation for communities of practice for growing students' research and knowledge bases and the in-situ research projects allow students to apply and contextualize the program learnings within their own professional settings.

1.2 Primary Program Objectives

The primary objective of this program is to offer an advanced degree and professional learning opportunities for working professionals with the aim of developing diverse communities of scholar-practitioners who will lead research-informed change and innovation in their professional context. This growing network of graduates from this program will blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice through engaging in deep professional inquiry and contributing to the ongoing improvement at their local levels and beyond. This degree will be attractive to teachers and administrators in the K-12 and post-secondary systems and other related sectors (e.g., social work, health, government). This program fills a niche for advanced degrees and flexible professional development in an interdisciplinary market from a timely, ever-changing, and relevant perspective.

The Ed.D. program will create and support research-informed professionals as leaders who:

- Work in respectful and responsive ways with students, families, caregivers, and local communities, building in productive ways on the resources that all individuals and contexts offer.
- Grow in their potential as educational leaders – learning with, from and through learning relationships formed through this program, thus contributing to the creation of a scholarly community of practice.
- Create and mobilize knowledge for impact in communities by building research pathways and strengthening collaborative research experiences.
- Act as co-creators of their education as they capitalize upon their own inherent curiosity and drive within their current settings and lead innovative change initiatives through their dissertation research work and contribution to knowledge.
- Develop expert thinking as they integrate concepts learned in coursework with relevant and innovative practices to solve problems of practice particular to their context through collaboratively engaging with their local communities where possible and appropriate.
- Create relevant, ethical and impactful changes in their local communities through applying and contextualising their learned knowledges and practices toward working collaboratively in their contexts toward ongoing, ethical improvement and innovation.
- Have the skills and competencies that are necessary to maximize their employment opportunities and be successful in the workforce, both now and in the future.²

This Ed.D. also responds to local and provincial needs³ for working professionals to access advanced graduate degrees and professional learning beyond the Masters' degrees gaining new

² See BC Labour Market Outlook https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx

³ 82% educational system stakeholders in BC, affirmed a growing need for a practitioner oriented, online Ed.D. program in educational leadership in BC and 100% of survey respondents indicated that they would recommend the Ed.D. program to their colleagues (see Appendix 3.1 Condensed Survey Results).

skills and competencies. The Ed.D. offers credentialing that may grow career options for those looking to take on more senior-level leadership positions, consulting positions, roles within government sectors, as well as community organizations. It also provides opportunities to learn how to construct applied knowledge for innovation and ongoing improvement in organizations.

Through course work, students will investigate important society issues regarding reconciliation, Indigenization, decolonization, equity, diversity, inclusion and wellbeing. The learning provides opportunities for in-situ inquiry into professional contexts, all of which align with a transformative approach to leadership and learning. Students in this proposed Ed.D. program are brought together from across diverse settings, multiple disciplines, and varied interests to learn and deepen what it means to be learners and leaders within the complexities, challenges, and diverse dynamics of our contemporary societies.

This will be the first offering of a flexible online/ in-situ blend Ed.D. in the province. The proposed design⁴ of this program will mean that working professionals can pursue an advanced graduate degree and benefit from the associated professional learning opportunities while working full-time.⁵ The majority of the course work will be completed online with opportunities for students to come to campus. The third year will focus on a course-based, in-situ research project, a Practice-Based Dissertation tailored to inquiry needs in their unique professional context. Students will be supported and guided through collaborative models of supervision. At the end of their third year, students will defend their dissertations following protocols established by the College of Graduate Studies.

1.3 Credential

The proposed credential will be a Doctor of Education (Ed.D.)

1.4 Location

The Doctor of Education program will primarily be delivered online with summer courses offered in-person at the University of British Columbia, Okanagan Campus.⁶

1.5 Faculty Offering Program

The Ed.D. program resides in the College of Graduate Studies at UBC Okanagan, and delivered through the Okanagan School of Education.

1.6 Anticipated Program Start Date

The program will start by July 2023, pending Senate, Board of Governors and Ministry approvals.

⁴ The online design also takes the space shortfall at UBC Okanagan into consideration as outlined in the [UBC Okanagan 2040](#).

⁵ 79% students surveyed were keen for the flexibility of the online structure (see Appendix 3.1 Condensed Survey Results).

⁶ Students are not required to attend on-campus courses to complete the degree.

1.7 Anticipated Program Completion

Students can complete the proposed 24-credit doctorate in 3 years⁷. Each cohort is invited to attend classes for the first Summer Session (July) with the opportunity to return to campus in year two. Students also attend two consecutive online Winter Sessions (September to early April). Coursework consists of core courses (15 credits) and a required elective (3 credits) to broaden the student's academic background and to contribute directly to the development of the proposal for their research project. After their course work is complete, students will proceed to a Practice-Based Dissertation Seminar (6 credits) designed to solve a complex problem of practice in the student's professional context by the end of their third year.

1.8 Degree Credits

To complete the 24-credit doctorate degree, students must complete:

- 15 credits of required core courses
- 3 credits of a required elective course
- Comprehensive Exam
- 6 credits of a Practice-Based Dissertation Seminar with defense

1.9 Anticipated Contribution to UBC's Mandate and Strategic Plan

This proposed Doctor of Education is well situated within the vision, purpose and values of Shaping UBC's Next Century Strategic Plan as well as UBC Okanagan's Aspire plan—inspiring people and place, research excellence, transformative learning, and local and global engagement. Themes of inclusion, collaboration, and innovation are woven into the fabric of this program. These themes are the building blocks upon which our Ed.D. community of scholar-practitioners will be built and sustained as they work collaboratively to question, recognize and understand their own and others' worldviews and beliefs about education in relation to race, culture, gender, among other determinants of diversity toward fostering equity and inclusion in all educational communities. The program is also well aligned with the vision of UBC Okanagan 2040 to offer an array of excellent graduate and professional continuing education programs, delivered through flexible learning environments, and support graduate student training and continuing education programs.

The program is also well aligned with the provincial Ministry of Advanced Education and Skills Training's mandate to: put people first; create lasting and meaningful reconciliation; promote equity and anti-racism; foster learning opportunities for the betterment of our communities and land; and provide space to reflect on environmental, social and governance factors and contribute to this future.⁸

The OSE foregrounds people and places as the catalyst for teaching, research and service commitments. Throughout the Ed.D. student experience, we are committed to developing inclusive places and spaces for exploration, creation, and concrete practice that value multiplicity of perspectives, insights, and resources of individuals and communities. The Ed.D. is designed with an awareness of, and commitment to, supporting priorities in the UBC Indigenous Strategic Plan. It is also aligned with OSE's strategic plan commitments to Indigenize and decolonize

⁷ Students are admitted in groups of 15-20 and proceed through the program as a cohort. It is possible to complete program requirements in three years although some students may take longer.

⁸See Ministry Mandate Letter: <https://bog3.sites.olt.ubc.ca/files/2021/06/2021-2022-Mandate-Letter.pdf>

programmatic practices and offerings. The Ed.D. is designed to include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered through multiple courses and program offerings.

As with OSE's format for undergraduate programs, we will weave opportunities for open public dialogue about truth and reconciliation. We intend for Ed.D. graduates to understand the importance of, and capacities for, creating conditions for leadership at all levels, with a recognition and advocacy for the advancement of Indigenous peoples' human rights and respect for Indigenous peoples. As a culminating project for this program, Ed.D. students will have opportunities to develop and carry out research on a problem of practice in their local context. For those students intending to research topics on or with an Indigenous focus we will support them to engage in research initiatives that are respectful, reciprocal, relevant, and responsible. They will be community-led, and legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

1.10 Program Foundations

Three core themes frame the structure of the program, encouraging inquiries into what it means to **Know**, **Be**, and **Do** leadership in education at all levels from the lenses of self, school, system, and society. Over three years, students will engage in coursework and then design their own deep professional inquiry into a complex research problem of practice relevant to their context. This research process will become their Practice-Based Dissertation.⁹ Together these program components will emphasize, reflect and build out the foundational program themes for transformative learning and leadership in education:

Knowing	Values of knowledge and understanding in education
Being	Ethics for individual and collective responsibility
Doing	Enacting and embodying justice, hope, and ethical engagement

These themes provide the logic and continuity of the program and inform students' stances on key issues. We anticipate that the content within the themes may shift and change depending on shifting educational challenges and issues, and responsiveness to student engagement with the themes. The First Peoples Principles of Learning (FPPL), along with the BC Principals and Vice-Principals Association (BCPVPA) Leadership Standards and BC School Superintendents Association (BCSSA) Dimensions have guided the intended learning outcomes of the program.¹⁰ These tenets of our programs are also supported and informed by the research portfolios of the faculty who will be instructors and supervisors in the Ed.D. following OSE's commitment to reconciliation, Indigenization, and decolonization. We include the following statement written by Dr. Bill Cohen (2021), and with his permission as a member of the Ed. D. design working group, into our design of the Ed. D. program:

⁹ See Appendix 3.2 for a detailed description of Practice-Based Dissertation.

¹⁰ See Appendices 3.3 for a detailed description of learning outcome alignment with these professional organizations that inform and influence formal and informal educational leadership in our province.

Indigenous Pedagogy¹¹

Way' k'w'Incun, k'wu ksxelpína? k'wu x'wəlx'w'alt (Greetings to all of creation, we are coming alive with the new day). This greeting is an example of a ritualized Indigenizing understanding by Syilx Okanagan that acknowledges we (humans) are part of creation and have much to appreciate and responsibly look forward to every day. Why Indigenize? Who is Indigenization for?

Indigenization is about continuous healthy diversity of cultures and ecosystems, a pedagogy and praxis of dynamic balance between human lifeways and natural world ecologies. Indigenization is about appreciating difference and diversity, appreciating the gifts from the tmix'w (water, earth, plant and animal life forces) and ensuring those gifts continue for the peoples to be.

Indigenization in the Okanagan is about respectfully connecting ourselves and children to each other and to this place, this territorial ecology and positioning ourselves more responsibly to the peoples to be. The Syilx Okanagan, in whose traditional territory we are situated, have been practicing Syilx Indigenization for millennia, so it is pragmatic, humanizing, and critical in this era of fires, floods, pandemics, racialized violence, violence against women and the earth, to learn from and with Syilx peoples so future generations can live well. Indigenization is for all peoples and communities so we can have a future. Indigenization in the Okanagan School of Education involves connecting to Syilx and Indigenous peoples, pedagogy and resources throughout all courses and terms to transform destructive aspects of schooling and knowledge production. Diversity and inclusion ritualized into practice—made a part of our collective everyday lives—means our collective intellectual and creative potential is much greater with women and Indigenous peoples contributing to the knowledge and wisdom our children have access to.

Throughout the Ed.D. program students will have opportunities to learn about place-based concepts of leadership responsibilities that foreground ecological and biological diversity in Syilx traditional territory. This approach offers appreciative and reciprocal relationships with Syilx peoples, knowledge and territorial ecology, all of which is inclusive of and extending to Indigenous peoples globally.¹² The design and delivery of the program promotes collaboration and co-curricular making with our Indigenous faculty colleagues, the members of the Indigenous communities, and community members on the Indigenous Education Council.

Cohort and Learning

The Ed.D. is designed with attention to advanced knowledge and practices relevant to educational leadership in K-12 and postsecondary classrooms and administration and leadership roles in other sectors with particular attention to equity, diversity, inclusion, and social justice that is embedded in all our courses. The small cohort sizes of 15-20 encourage ongoing opportunities for collegial collaboration with other graduate students, instructors and supervisors as well as opportunities to engage in international networking, and further innovation through land-based learning experiences. These components provide firm foundations in skill and expertise to transform current practice as ethical, collaborative, inclusive and innovative leaders in educational communities. It is the particular settings and leadership responsibilities of the participants that are the starting point of seminars and research in situ which provides students

¹¹ Created by Dr. Bill Cohen, Assistant Professor, OSE.

¹² While we draw upon Syilx people's knowledge and traditions, students are encouraged to draw up the Indigenous knowledge and traditions of the territory upon which they work and reside.

with the latitude to navigate their own interests and aptitudes while advancing purposeful action within the broader community.

Collaborative Supervisory Model¹³

The Collaborative Supervisory Group (CSG) will be comprised of at least three members; including an OSE faculty supervisor who will work with the student and the other members of the CSG throughout the program to ensure consistent and coherent support.

Potential Program Schedule

Year 1 ¹⁴		
<i>Summer</i> (on-campus/online or online)	<i>Sept - Dec</i> (online)	<i>Jan – April</i> (online)
EDLL 602 (3 credits) Setting Conditions for Transformative Leadership	EDLL 606 (3 credits) Culturally Responsive Leadership in a Diverse Society	EDUC 600 (3 credits) Research Seminar I: Project Fundamentals
Year 2		
<i>Summer</i> (delivery is based on course)	<i>Sept - Dec</i> (online)	<i>Jan – April</i> (online)
EDLL 662 (3 credits) Special Topics ¹⁵ or Elective Course ¹⁶	EDLL 608 (3 credits) Ethics, Governance and Reform in Contemporary Contexts	EDUC 601 (3 credits) Research Seminar II: Project Design Comprehensive Exam (June)
Year 3		
<i>July to April</i>		
EDUC 698 (6 credits) Practice-Based Dissertation Seminar Submission for Behavioral Research Ethics Board (BREB) (July/August) Research process for Practice-Based Dissertation (Sept – July) Write Practice-Based Dissertation (Jan – March) Practice-Based Dissertation Defense (Spring/Summer)		

The Ed.D. coursework and research offers broad learning across key educational leadership areas such as land-based learning, leadership, governance, ethics, social justice, research and project design including human resources development and management, with space to accommodate current issues and emerging areas of interest, nested in the three program themes (Knowing, Being and Doing).

The program is designed as a scaffolded learning opportunity for students to engage in knowledge and skill development over three years, with each year growing on foundations established in their previous coursework and building towards students carrying out an

¹³ See Appendix 3.4 for a detailed description of Collaborative Supervisory Group (CSG) roles and responsibilities.

¹⁴ Students must maintain continuous registration in the 0 credit course Practice-Based Dissertation (EDLL 699) until degree completion.

¹⁵ Special Topics courses will look at current issues and emerging areas of interest, nested in the program themes.

¹⁶ Students can take their 3-credit elective course at UBC or through the Western Dean's Agreement at another institution.

independent research project inquiring into a problem of practice in their own professional context, written up as a Practice-Based Dissertation, and presented in a public forum. Students must maintain continuous registration in the Practice-Based Dissertation (EDLL 699) until degree completion.

1.11 Program Learning Outcomes

Ongoing professional knowledge development is placed primary in this proposed Ed.D. program to strengthen and transform the field of education locally and globally. Learning opportunities will revisit understandings of professional knowledge through varied traditions, perspectives, methodologies and platforms. These recursive opportunities are understood in the OSE as key to enlarging and deepening thinking, and catalytic to individual/collective creative and critical meaning-making, with learners/learning on an ongoing basis. OSE faculty members who will work within the Ed.D. program will be committed to informing, influencing, and empowering students as educational leaders. These faculty, and those hired to teach within the Ed.D., will create the conditions and supports for cultivating and guiding transformative learning experiences that awaken students to the power and potential of their influence as educational leaders through engaging them in critical, creative and collaborative thinking across multiple disciplines, interests, context, and formats.

This Ed.D. program is grounded in an acknowledgement and responsiveness to people and place, research excellence, transformative learning, and local and global engagement. Through this program students will engage with leadership to better understand their organizations that may include business, community and health organizations; teachers, leaders and administrators in the K-12 and post-secondary/higher education sectors; adult and lifelong learning educators; health and wellness educators; outdoor education and environmental educators; human resource professionals and workplace learning facilitators; counselors and career-development specialists, as well as professionals and educators in non-profit public service organizations who focus on teaching and learning.

Graduates of the Ed.D. Program will be able to:

- Analyse, mobilize, and construct knowledge from multiple perspectives to engage in scholarly dialogue and apply to complex problems of practice in such areas as education, leadership, ethics, and research.
- Engage in place-based learning, situated on the territory of the Syilx Okanagan Nation, acknowledging and decolonizing leadership and pedagogy as part of reconciliation for Canada's histories of colonialism, systemic racism and inequities.
- Reflect on and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice and research activities.
- Demonstrate knowledge and comprehension of educational research practices and methodologies and how these may be thoughtfully used in students' own contexts in particular, and education in general.
- Build and deepen communication and collaborative skills through engagement in learning communities that will develop over time through the program components.
- Engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation.

- Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership through examining personal, professional and organizational ethics and moral purpose.

1.12 Linked Learning Outcomes and Curriculum Design

The following table provides an overview of the linkages between the learning outcomes and projected skills and competencies with the Ed.D. program.

Program LO:1	Selected Course Learning Outcomes	Projected Skills and Competencies ¹⁷
<p>Analyse, mobilize, and construct knowledge from multiple perspectives to engage in scholarly dialogue and apply to complex problems of practice in such areas as education, leadership, ethics, and research.</p>	<p>EDLL 602 Setting Conditions for Transformative Leadership Examine relevant research literature to identify characteristics, capacities, and attributes of transformative leadership and reflect on these in relation to their own work as leaders in their own contexts.</p> <p>EDLL 606 Culturally Responsive Leadership in a Diverse Society Develop an understanding of the key frameworks, concepts, and basic assumptions in social justice movements with implications for equity, diversity, and inclusion.</p> <p>EDLL 608 Ethics, Governance and Reform Understand the relationship between moral and political aims of education, educational policy and practice, and political authority.</p> <p>EDUC 601 Research Seminar II Understand the basic assumptions that inform various research traditions within the social sciences.</p> <p>EDUC 698 Dissertation Seminar Reflect critically on the work of others and learn to be a critical colleague/friend within the context of the collaborative student learning community.</p>	<p>Critical Thinking Reading Comprehension Active Learning Complex Problem Solving Learning Strategies Systems Evaluation Troubleshooting Active Listening Writing Speaking</p>
Program LO: 2		

¹⁷ Graduates from the Ed.D. program will have the skills and competencies that are necessary to maximize their employment opportunities and be successful in the workforce, both now and in the future.
https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx

<p>Engage in place-based learning, situated on the territory of the Syilx Okanagan Nation, acknowledging and decolonizing leadership and pedagogy as part of reconciliation for Canada's histories of colonialism, systemic racism and inequities.¹⁸</p>	<p>EDLL 602 Setting Conditions for Transformative Leadership Recognise and understand the value of Indigenous perspectives of leadership and the importance of inquiring into the particular knowledges and practices that emerge.</p> <p>EDLL 606 Culturally Responsive Leadership in a Diverse Society Create and share practical strategies for social justice leadership in schools; including the skills necessary to facilitate controversial conversation, decolonizing teaching, and enacting school-wide change.</p> <p>EDUC 600 Research Seminar I Engage in inquiry, through Indigenous perspectives and teachings, to shift thinking and practice.</p>	<p>Active Listening Social Perceptiveness Active Learning Systems Evaluation Writing Speaking</p>
Program LO: 3		
<p>Reflect on and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice and research activities.</p>	<p>EDLL 606 Culturally Responsive Leadership in a Diverse Society Discuss the complex ways that oppression, power, and privilege operate in learning environments and affect leadership and opportunities for students, teachers and other learners.</p> <p>EDLL 608 Ethics, Governance and Reform Assess how aims of education reflect different economic, cultural, and historical assumptions and how changes in those assumptions may redound on educational institutions.</p> <p>EDUC 600 Research Seminar I Examine educational practices using community-based, collaborative approaches to transformative learning and leadership.</p> <p>EDUC 601 Research Seminar II Use understandings of research to clarify your own basic set of beliefs and preferred theoretical orientation to research.</p>	<p>Persuasion Negotiation Critical Thinking Judgement and Decision making Complex Problem Solving Learning Strategies Systems Evaluation Troubleshooting Active Listening Writing Speaking</p>

¹⁸ See Indigenous Pedagogy section on page 8.

	EDUC 698 Dissertation Seminar Develop, design and defend their research project, and engage in collegial seminar, participating fully in sharing work and respectfully and supportively critiquing the work of others.	
Program LO: 4		
Demonstrate knowledge and comprehension of educational research practices and methodologies and how these may be thoughtfully and rigourously used in students' own contexts in particular, and education in general.	EDLL 602 Setting Conditions for Transformative Leadership Learn to apply theory to practice toward developing social emotional capacities and wellbeing in and through educational leadership. EDLL 606 Culturally Responsive Leadership in a Diverse Society Identify and explain tensions, implications, and limitations in social justice theory and application and reflect on and offer solutions for complex problems of educational leadership practice that promote positive change from a systems perspective attending to diversity, equity, inclusivity and innovation. EDLL 608 Ethics, Governance and Reform in contemporary contexts Translate arguments justified in the context of "ideal" theory to the "non-ideal" context of actual institutions with an eye to their action-guiding/institution-leading implications. EDUC 601 Research Seminar II Develop substantial portions of research proposal including the problem statement, research questions, and/or hypotheses, significance of the problem, review of literature, conceptual/theoretical framework and research design.	Critical Thinking Reading Comprehension Active Learning Complex Problem Solving Learning Strategies Systems Evaluation Troubleshooting Active Listening Writing Speaking
Program LO: 5		

<p>Build and deepen communication and collaborative skills through engagement in learning communities that will develop over time through the program components.</p>	<p>EDLL 602 Setting Conditions for Transformative Leadership Learn to construct knowledge with others about and for transformative leadership and inquire into how to apply this knowledge in professional contexts.</p> <p>EDUC 601 Research Seminar II Refine analytical and critical reading and writing skills by reviewing, synthesizing, and critiquing literature relevant to colleague's dissertation.</p> <p>EDUC 698 Dissertation Seminar Reflect critically on the work of others and learn to be a critical friend within the context of the collaborative student learning community.</p>	<p>Active Listening Speaking Active Learning Time Management Social Perceptiveness Coordination Complex Problem Solving Learning Strategies Systems Evaluation Troubleshooting Writing Management of Financial Resources</p>
<p>Program LO: 6</p>		
<p>Engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation.</p>	<p>EDUC 600 Research Seminar I Evaluate various cost approaches for a project, develop project cost baseline, decompose project scope into measurable pieces, assess project performance management strategies to baseline and interpret project performance data.</p> <p>EDLL 602 Setting Conditions for Transformative Leadership Reflect critically on contemporary issues of education in relation to transformative and inquire into the impacts and outcomes of these in relation to their own work contexts.</p> <p>EDUC 601 Research Seminar II Develop substantial portions of your doctoral research proposal including the problem statement, research questions, and/or hypotheses, significance of the problems, review of literature, conceptual/theoretical framework and research design.</p> <p>EDLL 608 Ethics, Governance and Reform in contemporary contexts Distinguish between the economic, cultural or political popularity of</p>	<p>Critical Thinking Reading Comprehension Complex Problem Solving Learning Strategies Systems Evaluation Troubleshooting Writing Speaking</p>

	educational aims and policies and their justification.	
Program LO: 7		
Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership through examining personal, professional and organizational ethics and moral purpose.	<p>EDLL 602 Setting Conditions for Transformative Leadership Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership in systems through examining personal, professional and organizational ethics through thoughtful analytical and reflective dialogue as scholar-practitioners.</p> <p>EDLL 606 Culturally Responsive Leadership in a Diverse Society Reflect critically on contemporary issues of education in relation to leadership for creating conditions that foster positive social emotional capacities among educators as professionals.</p> <p>EDLL 608 Ethics, Governance and Reform in contemporary contexts Observe and engage in public deliberation, including reconstructing opposing views, responding to informed criticism and critiquing one's own educational beliefs and assumptions.</p>	<p>Learning Strategies</p> <p>Instructing</p> <p>System Analysis</p> <p>Active Listening</p> <p>Speaking</p> <p>Reading Comprehension</p> <p>Social Perceptiveness</p> <p>Judgement and Decision Making</p> <p>Writing</p> <p>Complex Problem Solving</p>

1.13 Social Benefit

The Ed. D. focuses on contemporary societal, educational, environmental, and other real-world issues within the context of educational and other organizational settings. Students in the program will develop skills that are recognized by the provincial government as critical 21st century competencies. The program will:

- Respond to the needs of learners, communities, industry and employers as the labour market is continually evolving, driven by globalization, and social and demographic changes.
- Meet the skills and employment needs of individuals, employers and communities by delivering flexible and responsive skills training programs throughout the province.
- Promote lasting reconciliation with Indigenous Peoples in B.C. and throughout Canada through post-secondary education and skills training
- Create opportunity for British Columbians to have access to inclusive, responsive and relevant post-secondary education to reach their full potential with relevant and supportive post-secondary education and skills training

1.14 Potential Areas and/or Opportunities for Further Study

Typically, an Ed.D. is a terminal degree.

1.15 Workforce Preparation

According to labour market data and analysis¹⁹, survey results²⁰, and support letters,²¹ the proposed doctorate degree will be most attractive to professionals who are already working in, or interested in working in teaching and administration roles in K-12 and post-secondary, curriculum development, administration, community-based and related work. Core skills developed in the completion of the program include:

- Critical reflection
- Education theories
- Experiential education
- Higher education leadership
- Educational research
- Education leadership
- Research methodologies
- Ethical conduct
- Research experiences
- Curriculum development

Graduates from the program would be qualified to apply for the following relevant job postings:

1. Senior School Principal, Stratford Hall School Society
2. Coordinator of Outdoor Education, York House
3. Education Administrator, Stzuminus First Nation
4. Associate Director, Educational Development, SFU
5. Superintendent, Nuu-Chah-Nulth Tribal Council
6. Assistant professor, Teaching Education Department at UFV
7. Research Development Officer, UBC
8. Research Officer, BC Public Service
9. Business Development Director, Mitacs
10. Advisor, Teaching and Learning, BC Campus

1.16 Course Information and Delivery Methods

This program consists of:

- 15 credits of core courses (EDLL 602, EDL 606, EDL 608, EDUC 600, and EDUC 601;
- 3 credits of an elective course (this could include EDLL 662);
- 6 credits EDUC 698 Practice-Based Dissertation Seminar;
- EDLL 699 Practice-Based Dissertation (0 credits).

¹⁹ See Appendix 3.5 for the EMSI (a service paid by the Provost's Office for labour market data and analysis) for more information.

²⁰ See Appendix 3.1 for survey results.

²¹ See Appendices 3.6 for letters of support.

The program will offer dynamic experiences for transformative learning and community building. Given that most students will be working professionals, coursework in the fall and winter sessions will be offered through online seminars. All online work will be hosted through CANVAS.

The Library's online course reserve system will be utilized to support this program; working with the Library the course reserve system will ensure that students have access to the course materials online, where appropriate, and that they are being accessed in a way that is copyright compliant.

1.17 Program Strengths and Related Programs

The proposed Ed.D. program is distinctly different than the currently offered Interdisciplinary Graduate Studies (IGS) Ph.D. program (see Appendix 3.7). While the Ph.D. is an academic degree designed to prepare graduates for research and higher educational teaching roles, the Ed.D. is specifically tailored towards those pursuing and working in professional educational leadership roles within the community. Where the Ph.D. is focussed on future career opportunities in research and academia, this proposed Ed.D. is applicable to many types of educational settings.

Some of the strengths of the Ed.D. program include:

- Degree fits busy lifestyle of contemporary adult learners and can be completed in three years.
- Small cohorts to foster a community of peer support, with courses and assignments responsive to the needs, interests and professional context of the students.
- Learning with and from experts in the field to expose students to real-world experiences and varied workplace contexts.
- Students will have opportunities to apply and contextualize program learnings within their own professional settings as they are supported through in-situ research projects intended to solve complex problems of practice.
- Students in this proposed Ed.D. program are brought together from across diverse settings, multiple disciplines, and varied interests to learn and deepen what it means to be transformative.
- Program is oriented towards research-informed practice in which students design and engage in deep professional inquiry to address real problems in their professional/local context.
- Program designed to address contemporary issues of leadership during unprecedented times of social unrest, climate change, political dissonance, neurodiversity of learners and need to address the wellbeing of students, staff and health of the organization.
- Inclusion of Indigenous knowledge and traditions to inform land-based approaches to leadership and learning.
- Advanced preparation for post-secondary sector, business and health organizations, government and community groups as well as the K–12 school system.
- Ed.D. builds on existing relationships with local school districts, Indigenous elders and community organizations to foster collaborative models of support and supervision of graduate students as they engage in their field-based research projects.

Related Programs of Study at Post-Secondary Institutions in Canada

Across Canada, there are other universities offering a Doctor of Education degree, however the proposed program in the OSE will provide access for educators who may want to remain in their home communities throughout the school year through online coursework and seminars. The flexible aspect of the proposed program will provide students with innovative, in-person education opportunities that we see as unique to this program, such as the land-based Indigenous education course experience that will attune students to the importance of learning about local Indigenous communities through relevant and respectful collaborative engagements, concepts that students can apply in their own local communities to engage in relevant, respectful and reciprocal ways with their communities to learn about and with Indigenous people and place.

The processes for completing the Ed.D. are based on research on professional dissertation degrees (Carnegie Foundation website; Walker et al 2008; Willis et al., 2010) that recognise the needs and differences of students completing a Ed.D. versus a Ph.D. and take into account the need for completion within a three-year time frame. As such, the processes toward candidacy (completed coursework and a proposal exam) and the dissertation and exam are intentionally designed to promote critical, creative, and collaborative thinking toward solving problems of practice in particular contexts with mobilizing knowledge and findings in ways that field-based audiences can use for their ongoing improvement and innovation efforts. All of these areas combine to make this proposed program a unique offering.

Table 1.17 Comparison of Educational Doctorate Programs in Canada

	UBC - Okanagan	UBC - Vancouver	SFU	Western	University of Toronto - OISE
Name	Ed.D.	Ed.D. in Educational Leadership and Policy	Ed.D. in Leading for Educational change in the Yukon	Ed.D. in Educational Leadership	Ed.D. in: Educational Leadership and Policy; Higher Education; Social Justice Education; Counselling Psychology; Child Study and Education
Duration	3 years	3-4 years	3-4 years	3 years	3 - 4 years
Program Requirements	7 courses Exam** Practice-Based Dissertation	8 courses Exam** Thesis	5 courses Exam** Thesis	5 courses Dissertation in Practice	8 courses Exam** Dissertation in Practice
Culminating Project type	Dissertation Defense	Thesis Defense	Thesis Defense	Organization al Improvement Plan	Dissertation in Practice (1) traditional format

					(2) a mixed format (written and practical)
Multiple Modes of Delivery	YES*	NO	NO	NO	NO

* UBC Okanagan will be the only Ed.D. program in Canada to offer the flexibility of blended online and in-person learning opportunities.

** Comprehensive Exam.

UBC System Context

This table outlines the similarities and the differences between the proposed Ed.D. program and the Ed.D. in Vancouver. There are significant differences between the proposed OSE Ed.D. and the Ed.D. in Educational Leadership and Policy at UBC Vancouver including but not limited to: mode of delivery; course offerings and learning outcomes; scholar-practitioner model that underpins all programs in the OSE; place-based learning, situated on the territory of the Syilx Okanagan Nation, acknowledging and decolonizing leadership and pedagogy as part of reconciliation for Canada's histories of colonialism, systemic racism and inequities; and the scaffolded learning opportunity building towards carrying out an independent research project developed with the supervision and support of a CSG—written up as a Practice-Based Dissertation.

Similarities		
	Proposed Ed.D. at UBC Okanagan	Ed.D. at UBC Vancouver
Duration	3 years	3-4 years
Potential Students	Working professionals	
Culminating Project type	Defense (Dissertation)	Defense (Thesis)
Program Requirements	7 sequential courses Comprehensive Exam Practice-Based Dissertation	8 courses Comprehensive Exam Thesis
Differences		
Mode of Delivery	Blended online and in-person learning opportunities	On campus
Potential Students	This Ed. D. will be attractive to those who are in, or aspire to, leadership roles in K-12 classrooms and administration, post-secondary education, and other related sectors.	The Ed.D. in Educational Leadership and Policy provides advanced preparation for education practitioners with leadership and policy responsibilities in both formal and nonformal settings.
Course Offerings	1. Setting Conditions for Transformative Leadership 2. Culturally Responsive Leadership in a Diverse Society	1. First Year Doctoral Seminar 2. Ethics in Educational Leadership

	<ol style="list-style-type: none"> 3. Research Seminar I 4. Ethics, Governance and Reform in Contemporary Context 5. Elective Course (Special Topics) 6. Research Seminar II 7. Practice-Based Dissertation Seminar 	<ol style="list-style-type: none"> 3. The Social Context of Educational Policy 4. Researching Educational Practice and Policy 5. Advanced Seminar in Researching Educational Practice and Policy 6. Elective #1 7. Elective #2 8. Doctoral Seminar
Program	<ul style="list-style-type: none"> • The Ed.D. is a continuation of the scholar-practitioner model that underpins all programs in the OSE; it is an innovative and responsive approach to professional learning that foregrounds knowledge as critical to ongoing innovation and improvement. • The program reflects upon and contributes broad knowledge from diverse backgrounds to engage in scholarly dialogue about the complex relationships between education, leadership for learning, ethics, and research. • The program is designed as a scaffolded learning opportunity for students to engage in knowledge and skill development over three years, with each year growing on foundations established in their previous coursework and building towards students carrying out an independent research project inquiring into a problem of practice in their own professional context, written up as a Practice-Based Dissertation, and presented in a public forum. • The program engages students in place-based learning, situated on the territory of the Syilx Okanagan Nation, acknowledging and 	<ul style="list-style-type: none"> • The program addresses Canadian educational issues and perspectives in a global context, it is the particular settings and leadership or policy responsibilities of the participants which is the starting point of seminars. • The Ed.D. in Educational Leadership and Policy provides advanced preparation for education practitioners with leadership and policy responsibilities. • The program is grounded in the belief that it is important for participants to engage in scholarly discourse about understanding, critiquing and improving practice in educational settings.

	<p>decolonizing leadership and pedagogy as part of reconciliation for Canada's histories of colonialism, systemic racism and inequities.</p> <ul style="list-style-type: none"> The program engages students in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation. 	
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1.18 Challenges for the Proposed Program

- Funding for program and course development
- Funding to hire a coordinator to set-up and manage the program launch
- Hiring a coordinator to attend to recruitment, admissions, cohort administrations, and student experience as well as coordinate the collaborative supervisory teams, support the course and field components, and liaise with field to enable successful bridging of the scholar-practitioner model
- Funding for instructor and supervisor hires until program reaches sustainable cohort size of 15-20
- On-going recruitment, advertisement of program, and social media communicating success until program reaches sustainable cohort size
- Program in-take every two-years

1.20 Budget and Tuition Fees

We have worked with Chris Brunet (Finance Manager, UBC Okanagan) to develop a budget for the program and to model various scenarios to establish projections for a 3-year viability. A model was selected that generates sufficient tuition revenue to cover the incremental costs of the program, and by Year 3 of the program will be in surplus, allowing for cost recovery.

Tuition fees have been estimated using comparisons between other Ed.D. programs offered by Canadian Universities.

Table 1.20.1 Comparable Canadian Ed.D. Program Costs

	UBC - Okanagan	UBC - Vancouver	SFU	Western	University of Toronto - OISE
Name	Ed.D.	Ed.D. in Educational Leadership and Policy	Ed.D. in Leading for Educational change in the Yukon	Ed.D. in Educational Leadership	Ed.D. in: Educational Leadership and Policy; Higher Education;

					Social Justice Education; Counselling Psychology; Child Study and Education
Duration	3 years	3-4 years	3-4 years	3 years	4 years
Tuition Costs (\$ CAD)					
Total Domestic Student Cost²²	\$33,003.00	\$33,687.36	\$41,511.92	\$31,138.65	\$36,742.60
Total International Student Cost²³	\$54,180.00	\$54,185.38			

1.21 Stakeholder Feedback

OSE conducted surveys²⁴ seeking feedback on the program content and design, among other aspects:

- 86% of alumni and 74% students surveyed indicated wanting to grow and deepen [their] knowledge and skills to progress [their] career as a leader in [their] field
- 74% alumni and students surveyed indicated wanting to engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation

UBC Transformative Education Leadership Program (TELP) also conducted a survey with their recent graduates:

- Almost 50% of the respondents said they would consider enrolling in an Ed.D. at UBC Okanagan
 - 81% want to engage in advanced education toward ongoing professional learning
 - 67% want to grow and deepen their knowledge and skills to progress in their career as a leader
 - 65% are interested in the online and flexible nature of the program

The feedback from the stakeholders provided valuable insight and affirmation. The following table demonstrates how stakeholder feedback informed the current proposed program.

Feedback from Stakeholder, Alumni and Student Questionnaires	Changes to the Proposed Program
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²² Fees are calculated based on 2020/21 university fee schedules. Total fee is based on fastest completion (assuming no continuing fees). Continuing fees will be assessed based on the specialized degree program:

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1451#18061>

²³ Fees are calculated based on 2020/21 university fee schedules. Total fee is based on fastest completion (assuming no continuing fees). Continuing fees will be assessed based on the specialized degree program:

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1451#18061>

²⁴ See Appendix 3.2 for more information.

The need for leadership training that extends beyond the educational field so that we get a broad base of thought.	This feedback provided affirmation and is aligned with the purpose of the proposed degree.
The need for labour management and financial literacy.	Content within the courses will provide knowledge and research relevant to leadership work including project management.
Consider financial management as the MOE moves to three-year budgeting.	This practical skill may be attended to; however, this would be more appropriate through professional development courses.
Rurality and place-consciousness connection with the global Education Leadership networks such as the International Congress for School Effectiveness and Improvement (ICSEI).	We have connected with Drs. Kaser and Halbert (Directors of Transformative Educational Leadership Program and the Networks of Inquiry and Indigenous Education) who support this, Ed.D. and see pathways for collaboration.
Core management, governance and leadership skills.	Many course topics will broach these areas and provide research-informed approaches for professional development.
Attention to rights holders and community decision making.	The program will pay needed attention to ethical community-based engagement.
Superintendents work for public boards; they do not work for the school district. Boards hire superintendents and pass budgets. New superintendents need to work on board development so that your transformative ideas can become reality.	Transformative leadership is a theoretically- and practically-developed notion currently enacted within the province, nationally, and internationally with school leaders who carry out their work within and under board directives. Transformative leadership may offer innovative, inclusive, and collaborative ways for superintendents and others to engage more meaningfully and productively with board members toward ongoing improvements across many levels of the system.
The program is missing research methods course. There should be more focus on research methods and critical analysis/writing, etc.	The course syllabi were not provided to the stakeholders in the survey, and so it was perhaps unclear to them how research methodologies would be taught in the two research seminars.
Challenge to full-time semester in person.	The flexible program courses will be designed with attention to the full-time work of the majority of the students who will participate in this program.
One thing I would keep in mind is something that posed a challenge for me in the program at Western U. The program was designed in such a way that your problem of practice needed to be defined in the first session. If you changed	This is an important consideration that we will keep in mind for instructors and supervisors to ensure adaptivity within students' own professional experiences, that

jobs, especially moving from one level of the organization to another, we were told your problem of practice was not easily changed. Testimony from a former student also indicted that she retired part way through and then struggled to finish the program. I know an Ed.D. program is designed for practicing professionals, but it may be prudent to keep some of this in mind.	may include a retirement or leave from work during the course of the program.
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Campus Consultation

On October 21, 2021, the following motion passed in the OSE Faculty meeting: *The OSE faculty and staff fully support the continued development of the Ed.D. as it moves forward for continued feedback and approval processes.* Since then, though the campus consultation process it has received the full support from Dean Jan Hare in the Faculty of Education, the UBC Okanagan Library, the Faculty of Arts and Social Sciences, the Southern Medical Program, the Faculty of Management, the Faculty of Health and Social Development, and the College of Graduate Studies. Through the review process with was noted: “The degree will be a major asset particularly for the BC interior but can serve professionals and educators across the province due to its mode of delivery and length of the program. Indigenization of curricula and leadership in education is essential and much needed. The Ed.D. will be the right step in that direction.”

1.22 Current Faculty and Course Commitments

While the intention is to hire some adjuncts position, and collaborate with faculty across the Faculty of Education and UBC Okanagan, existing OSE faculty hold expertise relevant to support the Ed.D. program.²⁵

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²⁵ There will be a number of professional seminars facilitated by guest faculty in the three research-based seminars. Learning with and from experts in the field to expose students to real-world experiences and varied workplace contexts.

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3.0 Appendices

Appendix 3.1 Condensed Survey Results

Graduate Students

27 prospective graduate students took part in an online survey in June (2021) in which they reviewed of the Ed.D. program description and objectives in which 56% of respondents indicated

that would consider enrolling in an Ed.D. program at UBCO. Of the 37% who indicated that they would not be interested, 30% indicated that they were simply not interested in pursuing formal education at that time. Those interested in the Ed.D. shared the following:

- 86% wanted to grow and deepen knowledge and skills to progress career as a leader in the field
- 48% shared their interest in engaging in advanced education towards ongoing professional learning
- 57% interested in drawing upon knowledge and experience as a scholar practitioner to address issues and problems encountered in the field
- 52% indicated that the online structure of the proposed program offered them the needed access and flexibility to attend

When asked about which of the proposed program learning outcomes²⁶ they were most interested in gaining from the program, 65% of the students said they were interested by the opportunity to engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation.

Alumni

140 alumni²⁷ took part in an online survey in June (2021) in which they reviewed of the Ed.D. program description and objectives in which 67% of respondents indicated that would consider enrolling in an Ed.D. program. Of the 11% who indicated that they would not be interested, 25% indicated that they were simply not interested in pursuing formal education at that time and 60% indicate other reason such as retirement, enrolment and/or completion of Ed. D. at other institutions.

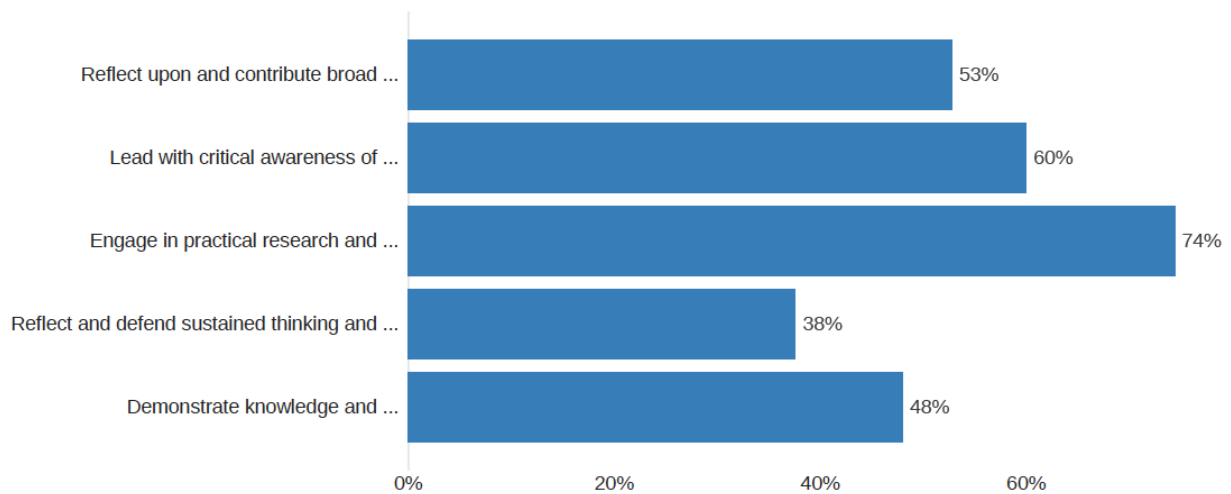
Similar to the graduate student survey, the most highly rated reason for wanting to pursue an Ed.D. degree at UBCO included wanting to grow and deepen knowledge and skills to progress career as a leader in the field (83%). Many alumni emphasized their interest in engaging in advanced education towards ongoing professional learning (72%) and drawing upon knowledge and experience as a practitioner to address issues and problems encountered in the field (80%). A point of interest, 89% of alumni noted favorably indicated the online structure of the proposed program.

Like graduate students polled, the alumni were most interested in engaging in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation.

²⁶ Program Learning Outcomes included: (1) Reflect upon and contribute broad knowledge from diverse backgrounds to engage in scholarly dialogue about the complex relationships between education, leadership, ethics, research, policy, (2) Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership through examining personal, professional and organizational ethics through thoughtful analytical and reflective dialogue and scholar-practitioners, (3) Engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation, (4) Reflect and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice and research activities through research, completing field-based research projects, and defending dissertation reports, (5) Demonstrate knowledge and comprehension of educational research practices and methodologies through field-based inquiries that contribute knowledges and practices to ongoing improvement in students' own contexts and education in general.

²⁷ Of the alumni respondents 75% indicated they were teachers or school leaders, while 25% indicated employment in public and private sectors.

Which of the following skills/competencies are you most interested in gaining from an EdD program? Select all that apply.



Appendix 3.2 Practice-Based Dissertation

The Practice-Based Dissertation to be conducted over Year 3 of the program provides opportunity for students to intensively study a problem or set of circumstances embedded in their own practice, analysed within relevant research literature and may include carrying out research in practice. This project is a rigorous, intensive application of a field-based analysis and/or implementation of a structural change, and the research conducted will contribute or lead to: (1) professional innovation and creative excellence, (2) exemplary professional practice, and/or (3) the significant development of professional practice.

The Practice-Based Dissertation constitutes the culminating product for this professional practice doctorate wherein research is focused on a problem of practice within the student's own professional context and where a problem of practice can be described as "a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience and outcomes."²⁸ The Practice-Based Dissertation offers opportunity to solve or negotiate significant problems relevant to the students' own professional contexts and applicable across a wider landscape of education or other organisational or community setting.

There are many forms that the Practice-Based Dissertation can take within the student's organizational context including but not limited to:

- A deep evaluation of an organizational project, program, or intervention that results in recommendations for change processes and further development
- A research project that draws on organizational data to answer a specific research question that leads to organizational improvement
- The development or design of a new educational program, intervention or strategy resulting from a systematic review of evidence

Stages of the Practice-Based Dissertation

The project requires scholarly inquiry that reflects sustained thinking around a theoretical framework, a problem of practice grounded in relative research literature, a set of focused research questions, a relevant set of methods geared toward data collection, analysis and thoughtful review of findings with suggested recommendations, actions, or further research that advances the solving of the stated problem of practice. Students are encouraged to engage in their research to identify and understand real problems of practice and design and develop possible solutions to those problems that establish and grow capacity for sustaining new practices, policies, routines, or ideas within their professional contexts. The research project is developed with the supervision and support of a Collaborative Supervisory Group (CSG). This CSG is comprised of seminar research course instructors, a faculty supervisor and a field mentor. There are four stages of the Practice-Based Dissertation embedded in the Ed.D. program, grounded in the Ed.D. program learning outcomes.

Stage	Year	Support and Evaluation	Program Learning Outcomes supported
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²⁸ <https://www.cpedinitiative.org/the-framework>

1	Proposal Development	Years 1 & 2	Supported with: EDLL 600 Research Seminar I EDLL 601 Research Seminar II	<ul style="list-style-type: none"> • Demonstrate knowledge and comprehension of educational research practices and methodologies and how these may be thoughtfully used in students' own contexts in particular, and education in general. • Build and deepen communication and collaborative skills through engagement in learning communities that will development over time through the program components.
2	Comprehensive Exam: Proposal Presentation	End of Year 2	Evaluation: Collaborative Supervisory Group	<ul style="list-style-type: none"> • Reflect on and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice and research activities.
3	Practice-Based Dissertation Research	Year 3	Supported with: EDUC 698 Dissertation Seminar	<ul style="list-style-type: none"> • Reflect upon and contribute broad knowledge from diverse backgrounds to engage in scholarly dialogue about the complex relationships between education, leadership for learning, ethics and research. • Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership through examining personal, professional and organizational ethics and moral purpose. • Engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation. • Build and deepen communication and collaborative skills through engagement in learning communities that will development over time through the program components.
4	Practice-Based Dissertation Defense and Evaluation	End of Year 3	Evaluation: Collaborative Supervisory Group	<ul style="list-style-type: none"> • Reflect and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice and research activities through research,

				completing the Practice-Based Dissertation and defense.
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Throughout Research Seminars I and II coursework in the first and second year of the program, students identify and refine a problem of practice, and develop a Practice-Based Dissertation Proposal, that is presented and examined by their CSG and course peers in a presentation that takes place at the end of EDLL 601. Students must pass the Exam to move to the next stage of the program, EDUC 698. In their third year, with the support of their EDUC 698 coursework and Collaborative Supervisory Group (CSG), students conduct their research, write and refine the Practice-Based Dissertation.

Stage 1 – Practice-Based Dissertation Proposal

Students are supported through the development of a Practice-Based Dissertation Proposal through the following courses offered in Years 1 and 2. Students will meet with their CSG at the end of each of these courses to provide an overview of their learning in relation to their intended inquiry topic and will present and have their Practice-Based Dissertation Proposal examined by their CSG and course peers at the end of EDLL 601.

EDLL 600 (3 credits) Research Seminar I

In this course participants will develop an inquiry framework as a mode of investigation into their intended problem of practice. They will explore their own knowledge and traditions as they develop a research project connected to their practice and leadership in their community. This introduction to inquiry methodologies will provide participants with a foundation for research throughout the program. The course will lead to the development of components for the Practice-Based Dissertation Proposal.

EDLL 601 (3 credits) Research Seminar II

This research seminar is designed to help students prepare the components of their research proposal as they further their learning about research in education. Students will learn how to select and apply various research tools and techniques commonly used for researching leadership and organizational improvement practices, including research ethics as they begin to understand their Practice-Based Dissertation as a structured inquiry process. Assignments for this course will include literature review work as well as identifying methodology for student's identified problems of practice. At the end of this class, students will have completed the backbone of their research proposal to be refined for their comprehensive exam that will take place at the end of this course in a presentation and examination of their Proposal. Students will be prepared to develop ethics applications and will become familiar with research processes. Additionally, this course will offer opportunities for students to develop skill and confidence as a researcher as they engage in a collaborative environment of peer- and instructor-mentorship to develop capacities to complete the proposal for their in-situ research project and complete their Proposal Exam, the final product for this course.

Written Framework

This proposal provides opportunity for students to develop a framework for their Practice-Based Dissertation. The framework involves: (1) identifying an educational problem from the student's

practice that leads to their initial research question or questions and (2) beginning to develop a significant aspect of their proposed research, (3) locating the research within existing scholarly research, and (4) explaining appropriate methodology to address research question. Maximum length 6000 words - the format and substance of which is established in consultation with the student's CSG.

Criteria for Evaluating the Framework

The proposal should evidence 1) depth and breadth of knowledge; 2) theoretical and applied competencies; and 3) capacities to communicate and articulate understandings.

Criteria for evaluation of the Practice-Based Dissertation include:

- Significance of the inquiry statement and established context for researching this problem of practice
- Usefulness of the research questions to guide the inquiry
- Critical understanding of the relevant literature framing the research problem
- Critical understanding of the research methodology applied
- Level of quality of presentation and adherence to the standards of the discipline

All written work should reflect the student's ability to:

- Organize the writing sensibly so that the ideas unfold clearly
- Support opinions and conclusions with the appropriate use of evidence
- Use the forms/structures of expression appropriately in order to indicate the meaning, relationship, and the importance of ideas
- Present ideas with precise and appropriate words/images and avoid inappropriate jargon and clichés
- Use a recognized citation style. APA is preferred.

Stage 2 – Practice-Based Dissertation Proposal Presentation

The Practice-Based Dissertation Proposal Presentation will act as an important gateway, indicating readiness for Field-Based research and writing. It will be held at the end of the EDLL 601 Doctoral Research Seminar II as a group oral presentation, including course peers, and where students will invite their Field Mentor and Supervisor who will review the presentation and provide feedback.

The oral presentation's purpose is to give students the opportunity to articulate connections between texts and issues central to their Practice-Based Dissertation. It is a way to develop thinking about their intended research and robustness of their proposal. This presentation will highlight the student's comprehensive knowledge of the chosen field(s) of study and the student's ability to communicate that knowledge through written (proposal) and oral means with thorough understanding. Students will be expected to answer questions from the CSG and their course peers as part of the Exam.

The student is expected to:

- Demonstrate mastery of the concepts, theories, methods and controversies, and recent advancements in the field
- Demonstrate critical insights concerning how knowledge in their areas of study is being (and can be) advanced

- Offer a reasonable proposal of methodology for examining their stated problem of practice

The CSG will meet following the presentation to determine whether the student has the breadth and depth of knowledge necessary to move to Stage 3 of the program or needs improvements or significant changes before meeting requirements. The student will be advised in writing of their progress to Stage 3 or the needed improvements with a timeline for completion of these before moving to Stage 3.

Stage 3 - Practice-Based Dissertation

Students will engage in their Practice-Based Dissertation in Year 3, within the framework of EDUC 698, a course designed to support and enrich students' research experiences.

EDUC 698 (6 credits) Dissertation Seminar

Building on course work completed during the doctoral program, this course supports students in the development and carrying out of their Practice-Based Dissertation and writing their dissertation in practice. It provides scaffolding for research processes and writing components of developing and completing their dissertation of their in-situ Practice-Based Dissertation that that will meet or exceed the requirements for graduate programs standards.

The course is designed to provide learning community engagement among students with the support and guidance of the course instructor, meeting at least once a month over the course of the Winters terms. The students will engage in collaborative peer reviews of their writing of various portions of their Practice-Based Dissertation, providing opportunities for feedback from both instructor and course peers while building their own collaboration and communication skills through these review processes. Students will be encouraged to connect with their Field Mentors and convene at least one meeting with their supervisor and course instructor during Stage 3. It is anticipated that students will have carried out their research and will have completed major sections of their Practice-Based Dissertation by the end of the course.

This Practice-Based Dissertation is a substantial piece of scholarly work that completes this professional practice doctorate. By focussing on a problem of practice in the student's professional context, this Practice-Based Dissertation will draw from an evidence base of research, theory and practice. The dissertation in practice is intended to be highly relevant to the work of formal and informal leaders in educational contexts and must have a coherent structure that provides a complete and systematic account of the research, theory and practice of the Practice-Based Dissertation.

Practice-Based Dissertation will typically be presented in written formats of 60-80 pages and may include curricular designs, reports, or other artifacts relevant to the inquiry and findings. Alternative forms of presenting the Practice-Based Dissertation will be considered in consultation with the CSG. (e.g., video, podcast, digital media, white papers etc.)

Common Practice-Based Dissertation elements will include:

- Conceptual grounding theory and literature
- Clearly articulated problem of practice
- Description of the methods and analysis

- Clarify problem solutions or implementation of solutions
- Evaluation of impacts

Chapter Outline

The Practice-Based Dissertation will be constructed to follow a general outline.

<p>Chapter 1 – Introduction (10-15 pgs.)</p> <ul style="list-style-type: none"> • Describe the problem of practice • Frame the inquiry within an organizational leadership context and approach • Introduce the research questions and connect to theoretical framework that will guide the research
<p>Chapter 2 – Literature Review (15-20 pgs.)</p> <ul style="list-style-type: none"> • Develop the theoretical framework for the field-based inquiry grounded in educational leadership research, including (<i>but not exclusive of</i>) any relevant research grounded in: <ul style="list-style-type: none"> ○ Land-based pedagogy approaches to leadership ○ Leadership for positive organizational change ○ Leadership for social justice ○ Social emotional learning and leadership ○ Leadership ethics, governance and reform • Analyze relevant organizational information and data • Suggest possible solutions to address the problem of practice based on the literature
<p>Chapter 3 – Methodology (12-15 pgs.)</p> <ul style="list-style-type: none"> • Discuss the selection, and implementation (methods and analysis) of the research inquiry methodologies
<p>Chapter 4 – Findings (12-15 pgs.)</p> <ul style="list-style-type: none"> • Discuss inquiry findings and impacts
<p>Chapter 5 – Recommendations (10-15 pgs.)</p> <ul style="list-style-type: none"> • Develop a plan for organizational change processes related to the inquiry • Make recommendations for next steps and future considerations
<p>Additional: Appendices and Glossary of Terms as needed.</p>

Practice-Based Dissertation Evaluation Criteria

The Practice-Based Dissertation should reflect the student's ability to do the following:

- Critically analyze the relevant literature
- Critically analyze and present the context through which the inquiry is being carried out
- Use and describe in detail the appropriate methodology for the Field-Based work undertaken
- Conduct research and present problem solutions or implementation of solutions
- Verify knowledge claims and sources meticulously

- Locate the Practice-Based Dissertation and its findings within the broader field or discipline
- Communicate the scholarly work and analysis effectively

Stage 4 - Presentation and Evaluation

Part 1 - Oral Presentation

As part of the defense process, students will engage in small group oral presentations of their completed Practice-Based Dissertation as a final project in EDUC 698. The purpose of this presentation is for the student to reflect upon and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice, research activities and resulting recommendations from their Practice-Based Dissertation, and gain valuable insight from a small group of peers, their CSG and an invited external scholar. Student's supervisors and Field Mentors also attend this final presentation alongside the EDUC 698 course instructor. The presentation will be held as a virtual, public forum for presenting and celebrating the Practice-Based Dissertation.

The student is expected to:

- demonstrate mastery of the theoretical frameworks guiding the research work
- clearly articulate research findings and demonstrate relevancy of the findings to the identified problem of practice
- offer recommendations based on findings for next steps and future considerations for the field

In preparation for the presentation and as part of their EDUC 698 coursework, each student will prepare a poster summary of their Practice-Based Dissertation and provide it to a small-group of course peers and their CSG for pre-viewing. In each presentation session that may be held online, each small-group member will discuss the poster and share a twenty-minute presentation of the rationale for their Practice-Based Dissertation and the impacts that the project work will have in their own contexts and the greater educational context. At the conclusion of each presentation students will answer questions from the external scholar and CSG. Upon completion of the defense, students are given the opportunity to revise their final drafts of the Practice-Based Dissertation before final submission to their course instructor.

Part 2 – Final evaluation

The EDUC 698 course instructor and the student's supervisor review and evaluate the final draft of the Practice-Based Dissertation on a pass/pass with conditions or fail basis. Field Mentors will be invited to send feedback on the impact of the Practice-Based Dissertation in the field. Students who pass or pass with conditions are eligible to have their degrees conferred in September of the following semester.

Appendix 3.3 Learning Outcome Alignment: First People's Principles of Learning, BC Principals and Vice-Principals Association Leadership Standards and Leadership Standards and BC School Superintendents Association (BCSSA) Dimensions

Through the Ed.D. cohort model, we will build and sustain communities of scholar-practitioners who lead research-informed change and innovation in educational communities by engaging in critically reflexive study grounded in theories of curriculum, pedagogy, teaching and learning, leadership, systems, change and organizations, professional learning, and social emotional

development; Syilx Okanagan theories and educational foundations, inclusive of and extending to Indigenous peoples globally; theories and methods for research as field based inquiry. These theories align with our intended learning outcomes and are also reflected within the First Peoples Principles of Learning (FPPL), the BC Principals and Vice-Principals Association (BCPVPA) Leadership Standards and BC School Superintendents Association (BCSSA) Dimensions. Upon successful completion of the OSE Ed.D.

Program, students will be able to accomplish the following high-level learning outcomes:

1. Reflect upon and contribute broad knowledge from diverse backgrounds to engage in scholarly dialogue about the complex relationships between education, leadership for learning, ethics, research, policy.
FPPL – 2, 6, 7, 8, BCPVPA Standards – 3, 4, BCSSA Dimensions – 1, 2
2. Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership through examining personal, professional and organizational ethics and moral purpose through thoughtful analytical and reflective dialogue as scholar-practitioners.
FPPL – 1, 3, 5, 8, BCPVPA Standards – 1, 2, 5, BCSSA Dimensions – 1, 4, 6, 7
3. Demonstrate knowledge and comprehension of educational research practices and methodologies through field-based inquiries that contribute knowledges and practices to ongoing improvement in students' own contexts and education in general.
FPPL – 3, 4, 5, 6, 8, 9, BCPVPA Standards – 4, 5, 6, 7, 8, BCSSA Dimensions – 1
4. Engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation.
FPPL – 1, 2, 3, 7, BCPVPA Standards – 3, 6, 7, 8, 9, BCSSA Dimensions – 1, 4, 5
5. Reflect and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice and research activities through research, completing Field-Based Research Projects, and defending dissertation reports.
FPPL – 1, 7, 8, BCPVPA Standards – 5, 9, BCSSA Dimensions – 1, 5
6. Engage in place-based learning, situated on the territory of the Syilx Okanagan Nation, acknowledging and decolonizing leadership and pedagogy as part of reconciliation for Canada's histories of colonialism, systemic racism and inequities.
FPPL – 1, 2, 3, 4, 5, 6, 7, 8, 9, BCPVPA Standards 2, 4, 5, 6, 7, 8, BCSSA Dimensions – 1, 3, 5
7. Build and deepen communication and collaborative skills through engagement in learning communities that will development over time through the program components.
FPPL – 1, 2, BCPVPA Standards – 6, 8, BCSSA Dimensions – 1, 3

First People's Principles of Learning²⁹

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
3. Learning involves recognizing the consequences of one's actions.

²⁹ <http://www.fnesc.ca/first-peoples-principles-of-learning/>

4. Learning involves generational roles and responsibilities.
5. Learning recognizes the role of Indigenous knowledge.
6. Learning is embedded in memory, history, and story.
7. Learning involves patience and time.
8. Learning requires exploration of one's identity.
9. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

The BC Principals and Vice-Principals Association Leadership Standards³⁰

Domain 1 – Ethical Leadership		
Descriptor	Belief Statement of the Domain	Standards
The Ethical Leadership domain focuses on the Principals' and Vice-Principals' role in setting and sustaining a sense of moral purpose with a vision based in values and in making good decisions within schools.	Principals and Vice-Principals foster and demonstrate clear and consistent alignment between the ethical and moral purpose of education.	<p>1. Leading a Community of Caring and Learning. <i>Principals and Vice-Principals guide the development and implementation of shared values, vision, mission, and goals to support engagement, learning, and success for all learners.</i></p> <p>2. Decision Making. <i>Principals and Vice-Principals articulate a process of decision making using an ethical framework based on the moral purpose and direction of the school.</i></p>
Domain 2 - Instructional Leadership		
The Instructional Leadership domain emphasizes the Principals' and Vice-Principals' role in improving the quality of teaching and learning for students and adults.	Principals and Vice-Principals have an integral role in modeling, creating, and sustaining a community that supports all learners.	<p>3. Leading a Culture of Learning. Standard Subsections: Leading the Learning, Collaborative Practice, Learners at the Centre, Innovation and Inquiry. <i>Principals and Vice-Principals facilitate an environment that promotes collaboration, engagement, and inspired learning.</i></p> <p>4. Curriculum, Instruction and Assessment. <i>Principals and Vice-Principals have a deep pedagogical knowledge and a skill set to promote learning.</i></p>
Domain 3 – Relational Leadership		
The Relational Leadership domain	Principals	5. Metacognitive Capacity. <i>Principals and Vice-Principals demonstrate self-awareness and personal</i>

³⁰ <https://www.bcpvpa.org/resources/publications/leadership-standards-for-p-vp-in-bc>

references the importance of emotional intelligence and how the Principals' and Vice-Principals' metacognitive ability, interpersonal skills and cultural competency influence relationships that support student and adult learning and achievement.	and Vice-Principals are responsible for effectively influencing culture and relationships to support student and adult development, engagement, and learning.	<p><i>qualities that support positive relationships and build cultures of integrity.</i></p> <p>6. Interpersonal Capacity. <i>Principals and Vice-Principals build and support positive, effective working relationships within the school and community.</i></p> <p>7. Cultural Leadership. <i>Principals and Vice-Principals develop and sustain a culture and climate that supports student and adult learning.</i></p> <p>8. Community Building. <i>Principals and Vice-Principals play an integral role in creating and managing effective school communities to support all learners.</i></p>
Domain 4 – Organizational Leadership		
The Organizational Leadership domain focuses on the Principals' and Vice-Principals' role in managing an organizational learning environment through a collaborative process.	Principals and Vice-Principals play an integral role in creating and managing effective school communities to support all learners.	9. Management and Administration. <i>Principals and Vice-Principals intentionally and strategically plan to strengthen the school's capacity to support student learning and development.</i>

Leadership Standards and BC School Superintendents Association (BCSSA) Dimensions ³¹

Dimensions	BCSSA members will:
<p>1 – Leadership and District Culture</p> <p>BCSSA members will work collaboratively to develop a collective school district vision for a desired future, reflecting shared values and beliefs that shape school and district culture and climate and ultimately focus on student learning.</p>	<ul style="list-style-type: none"> • Build effective teams and networks that promote and foster a client-focused culture that nurtures student engagement and well-being, valuing the diverse context of public education • Identify priorities and formulate strategic plans, goals and change efforts with staff and community while managing ambiguity and adapting to changing contexts • Promote the value of understanding and celebrating school and community cultures • Facilitate leadership development and capacity building across all areas of • the system

³¹ <https://bcssa.org/about-us/dimensions-of-practice/>

	<ul style="list-style-type: none"> • Exhibit creative problem-solving, incorporating proven researched-based strategies to affect positive growth • Clearly communicate the rationale for change and understand change processes which lead to cultural shifts • Value and promote innovative practice and risk-taking • Stay current with best and next practices and emerging trends to inform decision making • Recognize cultural competencies that promote the ability to interact effectively with people of different cultures and socio-economic and historical background
2 – Policy & Governance BCSSA members provide leadership and direction to ensure compliance and accountability as it relates to the governance, legislative requirements, and policy development of the district. The Superintendent promotes, develops and supports effective working relationships with the Board of Education and other groups and organizations within the district.	<ul style="list-style-type: none"> • Ensure compliance with the School Act, Regulations and Orders in Council, and other legislative requirements • Assist the Board of Education in developing, reviewing, communicating and implementing policies and procedures to ensure the efficient and effective operation of the school district • Provide information and advice to the Board of Education to assist and support them in exercising their duties as Trustees • Develop processes and structures to support schools and district systems, administrative procedures, and educational initiatives • Align and interpret policies and legislative requirements to ensure congruency between district vision and practices • Build partnerships and coalitions with individuals, groups, and unions • Understand public school governance and its systems • Establish effective processes to ensure good working relationships between the Board of Education and the Superintendent
3 – Communications & Community Relations As advocates for public education, BCSSA members enhance communications and relationships among all members of schools, the community, and greater public. With an understanding of school districts as complex, interconnected systems, they strengthen support for student learning with effective	<ul style="list-style-type: none"> • Articulate the district vision, mission and priorities • Build system and community support for district goals and priorities • Communicate a vision for public education • Utilize processes for conflict resolution and consensus building • Develop and initiate connections that enhance school, community, and business relations • Identify, track and respond to multiple, complex issues and emergent situations • Use social and other media effectively

communication and community relationship skills.	
4 – Organizational Leadership BCSSA members exhibit an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision-making. Members of district leadership teams delegate and empower others throughout the organization.	<ul style="list-style-type: none"> • Define processes for gathering, analyzing, and using data for informed decision-making • Utilize problem framing processes in decision-making when appropriate • Define the major components of quality management • Develop, implement, and monitor change processes to build capacities to serve clients • Innovate practice, to support required changes within the system • Discuss legal concepts, regulations, and codes for school operations • Develop a process for maintaining accurate fiscal reporting • Acquire, allocate, and manage human, material, and financial resources to effectively and accountably ensure successful student learning • Utilize student learning processes and strategies for improving student achievement • Use technological applications to enhance administration of business and support systems • Implement financial forecasting, planning, and fiscal management systems, and perform budget planning, management, account auditing, and monitoring
5 – Leading Learning As educational leaders, BCSSA members create system conditions that allow for the development of structures and practices that facilitate learning.	<ul style="list-style-type: none"> • Develop responsive systems that recognize the unique needs of each learner • Ensure each student has access to an educational program that meets his or her personalized learning needs • Commit to support for Indigenous ways of being, knowing and learning • Identify data-driven evidence and assessment for learning practices to support instruction as well as provide evidence of student learning • Establish opportunities for educators to continue to develop, learn, and implement innovative best practices • Recognize that there are numerous methods of assessing student learning
6 – Human Resources Development & Management	<ul style="list-style-type: none"> • Work respectfully within the framework of collective and contractual agreements • Recognize the importance of recruiting and hiring practices that enable the district to attract, hire, and retain

	<p>skilled leaders and employees committed to student learning</p> <ul style="list-style-type: none"> • Ensure Human Resources policies are developed and implemented to support the health and safety of all district employees • Identify and recognize strengths in others and motivate staff to work to their potential in order to achieve the goals of the district • Establish appropriate structures and measures to assist all school district employees to grow professionally and continually improve their work • Monitor, assess and adapt the structures and systems to support the professional growth of employees based on the changing needs of learners and the goals of the school district • Develop processes for succession planning
<p>7 – Accountability</p> <p>Members are entrusted with the responsibility of improving student achievement. Members ensure that the organization, administration, supervision and evaluation of all educational programs and business and operations in the school district respond to this responsibility. Members are accountable to the Board of Education, which represents the public trust, students, staff and the communities that are served through public education. Members are also accountable to the Minister of Education, and are bound to ensure compliance with all legal and regulatory statutes and requirements in the Province of British Columbia. Members are responsive to multiple stakeholder groups throughout the district's community.</p>	

Appendix 3.4 Collaborative Supervisory Model

The Collaborative Supervisory Group (CSG) will be comprised of at least three members; including an Okanagan School of Education (OSE) faculty supervisor who will work with the student and the other members of the CSG throughout the program to ensure consistent and coherent support. Other members of the CSG will be comprised of the Research Seminar I and II course instructors, and a relevant Field Mentor.

Roles and Responsibilities

OSE Supervisor

- assume principal responsibility for advising the student
- provide mentorship through all aspects of the research processes learned and applied throughout the student's work in Research Seminar I and II courses
- evaluate and approve the student's Proposal and Practice-Based Dissertation in collaboration with the Research Course Instructor and Field Mentor where appropriate

Note: Supervisors would not need to be determined at admission but assigned during Year one as students identify their research topic and find alignment with research expertise and interests of faculty.

Research Course Instructor

- prepare students for the completion of the Practice-Based Dissertation (i.e., proposal development and Comprehensive Exam presentation, research processes, ethics applications, report writing) through coursework
- contribute to building student's skill and confidence as a researcher
- facilitate, scaffold and support students in making progress in their graduate research through coursework
- evaluate and approve the student's proposal and Practice-Based Dissertation in collaboration with the OSE supervisor as part of the final presentation of the research seminar

Field Mentor

- support students in the field as needed and as appropriate, serving as an advisor and critical friend
- attend the Practice-Based Dissertation proposal presentations, provide input and feedback on student's progress as a scholar-practitioner in the field
- attend the Practice-Based Dissertation presentations and provide valuable input and recommendations.

Note: A relevant Field Mentor will be determined in consultation with the student's supervisor at the end of Year one.

Appendix 3.5 Market Analysis and Research

A search using EMSI (a service paid by the Provost's Office for labour market data and analysis) was used to run a search for the Ed.D. proposal.

Skills, knowledge and key words were taken the program summary to run the search:

- Critical reflection
- Education theories
- Experiential education
- Higher education leadership

- Educational research
- Education leadership
- Research methodologies
- Ethical conduct
- Research experiences
- Curriculum development

Results comparison:

	Above list AND “any” Education level	Above list AND “PhD required”
Job postings	2,968	327
Median advertised salary	\$30.46/hr.	\$36.86/hr.
Region	Majority: Vancouver, Burnaby and Surrey	Majority: Vancouver, Kamloops, Abbotsford-Mission
Years of experience	Majority: 2 – 3 years	Majority: between 2 – 6 years
Top occupations	Secondary school teachers Statistical officers and related research support occupations University professors and lecturers Education researcher analysts, consultants and program officers Administrative officers	University professors and lecturers Statistical officers and related research College and vocational instructors Business development officers and marketing researchers and consultants Secondary school teachers
Job titles examples	Principals Language Instructors Vice Principals College Instructors Research Assistants Instructional Faculties Curriculum Developers	Postdoctoral fellows Assistant Professors Knowledge Managers Lecturers Research Associates
Top industries	Educational Services Health Care and Social Assistance Professional, Scientific, and Technical Services Other Services (except Public Administration) Retail Trade	Educational Services Professional, Scientific, and Technical Services Health Care and Social Assistance Manufacturing
Top companies posting	North Island College Provincial Health Services Authority TRU Douglas College	TRU UFV SFU BCIT UVic

	SFU Providence Health Care UFV BCIT	Springer Stephen Trinity Western University Quest University Canada
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Relevant job postings:

1. Senior School Principal at Stratford Hall School Society
2. Coordinator of Outdoor Education at York House
3. Education Administrator at Stzuminus First Nation
4. Associate Director, Educational Development at SFU
5. Superintendent at Nuu-Chah0bulth Tribal Council
6. Assistant professor, Teaching Education Department at UFV
7. Research Development Officer, UBC
8. Research Officer, BC Public Service
9. Business Development Director, Mitacs
10. Business Development Specialist, Mitacs

Appendix 3.6 Letters of Support

Michaela Calderwood, Community Resource Worker, Louis Riel School Division

Dr. Paige Fisher, Coordinator Masters of Educational Leadership (Distance) Program,
Vancouver Island University

Kevin Kaardal, Superintendent of Schools/CEO, Central Okanagan Public School District

Jordan Kleckner, District Principal of Learning Technology, Central Okanagan Public School
District

Meagan Lochhead, Manager, Curriculum Development & Academic Programs

Irving K. Barber Faculty of Science, University of British Columbia Okanagan

Michelle A. Kwapis, Registered Clinical Counsellor

Kim Ondrik, Head Learner, Q'shintul Lelum/Mill Bay Nature School
Jon Rever, Assistant Superintendent, Central Okanagan Public School
Heather Rose, District Principal, School District No. 53, Okanagan Similkameen

November 1, 2021

To whom it may concern,

Please find this letter as support for the proposed Doctor of Education (Ed.D) program at the Okanagan School of Education at the University of British Columbia (Okanagan Campus). I am an alumnus of this university as I completed my Master of Social Work in 2018. I had the pleasure of taking EADM556 Conceptualizing Leadership in the summer of 2017.

This proposed advanced degree is an appealing program and would be helpful to the career development of myself and others in the fields of education, government, academia, and other helping professions. I think it sets students enrolled in this program up for success when they can practice and tailor what they are learning in the context of where they are striving to be professionals. It helps these professionals grow their leadership skills right in the contexts where they see themselves being leaders. Furthermore, offering a blend of in-class and online methods is beneficial for mature students who may not be able to or desire to uproot themselves and possibly their families. This program also appeals to me as it includes a component of land-based learning, which I believe can awaken and nurture key ingredients to leadership development such as purpose, creativity, and connection. It is vital to include additional ways of knowing and being that are outside the Western lens when engaging in leadership inquiry.

Social workers that work in a variety of settings such as community-based agencies, non-profit organizations, hospitals, schools, and government agencies would benefit from an advanced degree such as the one being proposed. It is my understanding and experience that the field of social work, as well as many other helping professions, is often characterized by such features as a high demand for services, overwhelming caseloads of clients, and limited resources. It is not surprising that these conditions contribute to high levels of stress in the workplace and soaring rates of burnout. Those working in the helping professions would gain skills and strengthen attributes to mitigate burnout through the opportunity this program provides to deeply inquire into leadership development. Moreover, this program parallels the values and principles as stated in the Canadian Association of Social Workers Code of Ethics. These values and principles include a respect for inherent dignity and worth of people, a pursuit of social justice, a service to humanity, integrity, confidentiality, and competence. The courses involved in this proposed Doctor of Education touch on these important topics of diversity, social justice, and ethics, which would aid professionals who complete this program to lead in authentic and anti-oppressive ways.

It is for these reasons stated above that I believe this proposed Doctor of Education program would be a great fit for a variety of professionals across many different settings who are looking for an advanced degree to further their career development and prosperity.

Sincerely,



Michaela Calderwood
RSW, MSW, B.A. (Hons).
Community Resource Worker
Louis Riel School Division
204-899-7721



August 16, 2021

To Whom It May Concern,

This is a letter of support for the initiation of an Ed D program at UBCO (University of British Columbia, Okanagan). As the coordinator for VIU's Masters of Educational Leadership (Distance) program, I am excited by the prospects for this proposal and I can definitely see pathways to such an opportunity emerging for students in the VIU program.

Vancouver Island University is unable to offer programs beyond the Master's level, and I often receive requests from our graduate students for referral to a program that would suit their needs, either immediately upon completion, or in subsequent years.

I am particularly intrigued to see the culture and land-based learning components built into this proposal. I have been working on similar approaches in my context in past years at VIU. The summers of 2020 and 2021 are an exception in that with no face to face gathering we have focused on building time to connect to land and culture for each of our students wherever they are situated. I see an intense interest in this work among my students. I am particularly intrigued by the opportunities that may exist with such a program to support Indigenous educators in achieving leadership goals and for settler educators to move more closely towards reconciliation and equity for Indigenous learners in K-12 contexts.

I am recommending a closer look at this program to the Associate Dean and Dean of the Faculty of Education at VIU, as we also have three other graduate programs with students who may be interested.

I am confident that the opportunity to pursue studies beyond a Master's level with these focuses will be of great interest to our students and I would be very interested to engage in conversations that offer a clear pathway from a VIU M Ed program to an Ed D at UBCO.

Please be in touch if you have any questions.

Sincerely,
Dr. Paige Fisher
Paige.fisher@viu.ca

A handwritten signature in blue ink, appearing to read "Paige Fisher", is placed over a white rectangular box.

Vancouver Island University



September 23, 2021

Dr. Sabre Cherkowski
Professor, Director of Graduate Programs
Okanagan School of Education
The University of British Columbia
1137 Alumni Way
Kelowna, B.C. V1V 1V7

Dear Dr. Cherkowski:

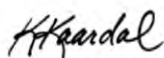
I am writing this letter of support for a Doctoral Program in the Faculty of Education at the University of British Columbia – Okanagan.

Senior educators in the Interior region would benefit significantly from being able to expand their professional learning beyond a Master's Degree – a minimum requirement for senior educational leadership. Teachers wanting to deepen their knowledge and grow their practice would also benefit from a Doctoral Program offered at the University of British Columbia – Okanagan.

Educators as researchers is a direction that the sector is moving. A Doctoral Program can assist in providing the opportunity for teachers, principals and other leaders to conduct research that has the potential to move practice forward and ultimately improve student learning outcomes.

On a District level, I recognize that some of the most innovative practice has come from the partnership between Central Okanagan Public Schools staff and the University of British Columbia – Okanagan. This Program would only increase those opportunities.

Sincerely,



Kevin Kaardal
Superintendent of Schools/CEO

Jordan Kleckner
District Principal of Learning Technology
Central Okanagan Public School District
1040 Hollywood Rd South,
Kelowna, BC



Sept 10, 2021

To whom this may concern,

I am writing this letter in support of the proposal being brought forth to the UBC Senate in regards to the Doctorate of Education (EdD) program being developed at the UBC-Okanagan Campus.

As an educator with the privilege of leading in a district position in Central Okanagan Public Schools, I have been engaging with many of my senior leader colleagues in professional learning to deepen our knowledge, skills, and dispositions in our ongoing quest to continually improve learning for the students in our care. Most recently, I completed learning programs such as TELP (Transformative Educational Leadership Program) through UBC and CAEL (Certificate of Advanced Educational Leadership) through Harvard University. With many of my colleagues completing these same programs over the past few years, several of us are now seeking further formal learning opportunities to continue to grow ourselves in leading and learning in public education. An EdD program such as this would offer educators, like myself and my colleagues, advanced opportunities for applied knowledge generation—a key capacity necessary for leaders at all levels—along with building needed communities of learning and practice that contribute to improving education at all levels of the system.

The UBC-Okanagan proposed EdD program would be both appealing and valuable to myself and leaders in our district, as well as to many other local leaders throughout the entire Interior region of British Columbia. I appreciate your consideration of this proposal and am looking forward to enlisting in this EdD program should it become available through UBC-Okanagan. Should you require any more information from me, please don't hesitate to reach out.

Sincerely,



Jordan Kleckner

Michelle A. Kwapis, M.Ed., RCC
Vernon, BC

November 8, 2021

To Whom It May Concern:

Re: Letter of Support for Ed.D. Program at UBC-Okanagan

This letter is intended for the review board and various committees that ultimately decide on the introduction of a Doctorate of Education Program at UBC Okanagan Campus. I have had the opportunity to review the brief report that outlines the program structure and design and can say it has left me feeling excited and eager to begin!

I am a former student of UBC Vancouver Campus and spent a number of years completing both a post-graduate diploma as well as a Master's Degree. My experience with both programs was not only exceptional, but transformative. The high level of academic excellence within the school is a reputation that UBC carries both nationally and internationally. I have had the honour and pleasure of being a part of this institution and desire to continue my academic journey there with a Doctorate program. A significant roadblock to further education, for myself, like for many, is accessibility when living in more remote communities. I currently reside in Vernon, BC, a move to a small town that is echoed in many family stories during COVID times. Living outside a major city like Vancouver, leaves learners like myself with little to no options for post-graduate education. Having UBC-Okanagan, however, located fairly central in the Okanagan region creates an opportunity to attract and include a larger student group that would otherwise be excluded – therefore, a wonderful location for the Ed.D. program. In addition, for working professionals who aim to engage in meaningful research while maintaining their careers, a distance education program is of utmost importance. In the same way, I do believe allowing for some cohort connection and some live seminar time, and having that balance of on-campus learning with distance education is the right combination. The proposed Ed.D. seems to capture this ideal balance.

In terms of my professional goals, I am currently self-employed as a Registered Clinical Counsellor supporting children and youth through play and talk therapy. My work includes building and maintaining close relationships with various school professionals to best support my clients and to ensure wrap-around care. Through this collaborative role I have seen how children thrive when professionals compassionately work together to provide a best practice approach. It has inspired me to want to grow my expertise as a clinical leader and researcher to help create change within schools regarding social-emotional learning and how it is taught. I know that this goal requires research in the field of Education, and for many Canadian graduate programs in education, a previous degree in the field of education is required. Thankfully, the Ed.D., as proposed by the School of Education at UBC Okanagan, aims to foster connection and collaboration between learners of different professional backgrounds and hopes to create a

common ground of 'avid learners and leaders' all within the field of education. Personally, I see this as a fabulous opportunity for learners, like myself, in other disciplines to achieve their work and career goals. The Ed.D. program would offer me an opportunity to use my clinical background within the education setting through action-oriented research, to not only support mental health in schools but to reciprocally improve students' well-being as they journey through community-based counselling.

I offer all my support, along with my excitement and renewed hope in programs like the Ed.D. that can envision learning as collaborative rather than compartmentalized, and inclusive to those who seek out and desire the opportunity. UBC-Okanagan needs and deserves this program that will undoubtedly be well-populated and well-used.

Thank you for your time and I look forward to seeing this program launched at UBC Okanagan.

Kindly,

Michelle A. Kwapis, M.Ed., RCC
Registered Clinical Counsellor
michelle.kwapis@gmail.com
604-250-8541

Megan Lochhead, B.Sc., B.Ed., M.Ed.
6718 Longacre Dr
Vernon, BC

October, 18, 2021

I am pleased to offer a letter of support for the proposed Doctor of Education (Ed.D.) at UBC's Okanagan Campus.

In my opinion, the study of leadership is transformative in itself. It has undoubtedly made me a better employee, student and human being. As such I believe this degree would be of benefit to professionals in all contexts. Now more than ever our society needs ethical leaders whether they be in formal positions of leadership or within organizational structures. This degree has the potential to develop leaders to face the challenges inherent in today's world authentically and ethically.

The opportunity to complete the degree while maintaining a full-time position is attractive to prospective students as well as their employers. One course per term is manageable and a three-year time line offers an end date that is foreseeable to keep students motivated and progressing.

The course topics are relevant and I appreciate the context being that of each individual. This ability to immediately apply what you are learning will undoubtedly solidify that learning but also make it valuable to employers. Employers may wish to sponsor their employees through such a program, especially once its reputation is established. I am also interested in the multidisciplinary cohort that this program will bring together. It would be interesting to hear how different concepts play out in different venues and to learn from other contexts.

For these reasons I am very much interested in this degree personally, despite working outside of the K-12 system. More objectively, this degree would make a great addition to our campus and will undoubtedly lead to a range of opportunities for graduates.

Sincerely,



Megan Lochhead
Alumni and Prospective Student
Curriculum Manager, Faculty of Science
UBC's Okanagan Campus



We acknowledge that for thousands of years the Malahat, Lake Cowichan, Quw'utsun, Halalt, Penelakut, Stz'uminus, & Lyackson Peoples have walked gently on the unceded territories where we now live, work, learn, and play. We seek a new relationship with the First Peoples here, one based in honour and respect, and we thank them for their

Walking Together in the warm land of the Cowichan Valley

M I L L B a y N a t u r e S c h o o l

Q ' s h i n t u l L e l u m



3175 Cobble Hill Rd, Mill Bay, B.C. V0R2P3

September 26, 2021

To Whom It May Concern,

I am writing this letter in support of the possibility of an Ed D program in the Faculty of Education at the University of British Columbia, Okanagan. After thirty years as an educator, I have passionately set down my roots as a Head Learner (principal) with a vocational zest and whole-hearted desire to decolonize schools. At one time I considered a journey in the academic world - *loving the engagement of wonder, interrogation, and research* - asking: *What needs to be done to make schools more hospitable for children and adults? How do schools become sites of Truth and Reconciliation? What kinds of rhythms and pedagogies support human thriving?* I studied dilligently during my Master's degree and produced an award winning thesis - *researching the lived curriculum I was co-creating at a progressive, new high school in the Okanagan*. This disciplined opportunity to do reflective, contemplative, challenging work inspired and enabled me to move into leadership - co-creating - from the ground up - an innovative, *disruptive* nature school on Vancouver Island. As a person with a bias towards action, I am more alive and productive working in schools to make change than studying how to make change in schools. I must say, however, that I am missing the academy; the challenging conversations, the assigned journal readings, the interrogating work rooted in relationship with wise academics - together which support me in developing my craft(s), polishing my vision(s), and support my deep root growth - ever-in-the-making - through 'fungal networks' of academic discovery around the globe. There is no reason financially to achieve an Ed D (but that was not my reason for taking up a Master's degree in Education either.) I can see that in order to best serve the children, families, Elders, Knowledge Keepers, teachers, educational assistants, clerical and custodial staff, and greater community at Q'shintul Lelum/Mill Bay Nature School, I must step outside the circle, and be challenged by those who have spent their lifetime understanding things I may be living, but not be able to articulate and understand deep down - *this can be a block to inspiring others to take up this important decolonizing work*. I ask you to consider the opportunity to provide leaders such as myself an opportunity to continue growing and learning (and not stagnate) with colleagues in the academy through a disciplined and meaningful program of study that an Ed D offers. I can't wait for the opportunity!

Sincerely,

Kim Ondrik

Head Learner - Q'shintul Lelum/Mill Bay Nature School

250-510-4129 - kondrik@sd79.bc.ca



University of British Columbia,
Okanagan School of Education
September 21st, 2021

**RE: Letter Supporting the Okanagan School of Education proposed Doctor of Education (EdD):
Transformative Learning and Leadership**

Dear Members of the Senate Committee,

My name is Jon Rever and I currently have the privilege of serving as an Assistant Superintendent in Central Okanagan Public Schools. This is my 29th year working and learning as an educator in the Province of British Columbia. During this time, I have been fortunate to teach, lead and serve students, staff, and community members in many different roles at all levels of the public education system in BC.

Early in my career as a teacher and educational leader, I developed an ongoing “learning leadership” stance as the foundation of my practice to continually deepen my pedagogy and understanding of the complex public education ecosystem. Over the years, I have had to pursue formal and informal professional learning to develop competencies to lead teams of people in “learning to lead” the transformation of the educational system.

The following formal learning experiences have had a significant impact on the development of my system leader competencies and have enhanced my skills and understanding of how to drive meaningful system change.

- ☐ Dimensions of Practice (BCSSA) – Royal Roads University
- ☐ Transformative Educational Leadership Program – University of British Columbia
- ☐ Certificate in Advanced Educational Leadership – Harvard Graduate School of Education
- ☐ Certificate in School Management and Leadership - Harvard Graduate School of Education & Harvard Business School

Over the past 17 years working in district-level and senior management roles, I have come to the realization that educators leading school districts must engage in on-going “learning leadership development” to effectively support, lead and drive change in an increasingly complex, diverse education system.

The educational system leadership capacity challenge in BC was formally acknowledged by the Ministry of Education and BC education sector partners with the publication of the following report:

[Leadership Development in the BC Education Sector](#), EDUCATION LEADERSHIP DEVELOPMENT FRAMEWORK 2017, BC Ministry of Education

Since the release of this report, the Ministry of Education, BCSSA, BCPVPA and BCASBO have engaged in a variety of strategies to support leadership competency development through the creation of leadership & management competency frameworks and topic-driven conferences/professional learning series. While these efforts are supporting system leaders in a variety of roles, a formal “professional



learning leadership gap” remains at the academic graduate level “beyond the Masters degree” in BC. This has caused many BC educators to pursue EdD programs offered by universities in other provinces or countries. As an example, the University of Kansas is currently in the process of recruiting the second cohort of BC system leaders for it’s EdD program.

Which brings me to the purpose of this letter. The University of British Columbia is recognized as an award winning, leading, world-class university. The faculty members of the Okanagan School of Education are known for their research-based, progressive, responsive leadership in educational innovation and transformation. For reasons stated in this letter, it is an opportune time for UBC and the OES to address the formal academic “professional learning leadership gap” for educational system leaders in BC by offering the **Doctor of Education (EdD): Transformative Learning and Leadership**. I am confident that a local, innovative, responsive, “made-in-BC”, EdD focused on the continuous development of system leader competencies will be well received by educational leaders in BC. If I can provide further advocacy to support the development and delivery of this critically important EdD, please do not hesitate to contact me.

Sincerely,

Jon Rever
Assistant Superintendent
Central Okanagan Public Schools



SCHOOL DISTRICT NO. 53 (OKANAGAN SIMILKAMEEN)

Student Support Services
BOX 1770 • 6161 Okanagan Street
Oliver BC V0H 1T0
T: 250.498.3481 ext. 104

Heather Rose
District Principal
SD No. 53 Okanagan Similkameen
hrose@sd53.bc.ca

September 2021

Dear UBC Senate,

I am writing this letter in support of the proposed Doctorate of Education (EdD) to be offered at the University of British Columbia Okanagan Campus. Over the past 10 years, I've had many outstanding experiences at the UBC Okanagan campus (both as an adjunct professor and as a learner) and am proud to have a university of this caliber within my region. As someone who has been interested in pursuing an EdD program for many years, this is a program I would seriously consider if it were brought to fruition.

As a mid-late career professional, I would be very interested in pursuing a scholar practitioner type of degree within the Okanagan region. In my opinion, having a program offered locally would provide a higher degree of engagement for students based on their relationship to the local educational context and Syilx Okanagan Nation.

As a professional committed to the on-going improvement of my own learning, having to commute to UBC Vancouver is a barrier both in terms of time and financial expenditure associated with traveling this distance. In contrast, attending an EdD program in the Okanagan Valley alongside regional colleagues would strengthen both local professional networks and subsequently, our respective School District communities.

I have been fortunate to have read a draft version of the proposed EdD program. I was impressed in the value they placed on embedding Syilx Indigenous approaches to leadership and learning as well as structuring the program around BC's renewed K-12 curriculum. The field-based research project or "problem of practice" structure speaks to the understanding and appreciation for the working professional's ability to engage in a program such as this.

I hope you will consider supporting this forward thinking, educationally relevant and meaningful EdD program proposal.

Sincerely,

Heather Rose

Appendix 3.7 Comparison of the Ed.D. and Ph.D.

The Ph.D. is an academic degree designed to prepare graduates for research and higher educational teaching roles, the Ed.D. is specifically tailored towards those pursuing and working in professional educational leadership roles within the community. Where the Ph.D. is focussed on research and academia, this proposed Ed.D. is applicable to many types of educational settings. The following table provides an overview of the differences between the two degrees.

	Ed.D.	PhD
Degree type	Doctorate in Education Professional degree for those pursuing educational leadership roles	Doctorate in Philosophy Academic degree designed to prepare graduates for careers in research and teaching roles in higher education, to become policy analysts for government and public institutes, to be researchers in centers or institutes.
Strengths	-Apply research to real-world setting -Ideal for working professionals -Become a leader -Build professional networks and learn from the experiences of others	-Focus on theory and research -Develop research to contribute to knowledge creation -Become an expert in a discipline -Contribute to academic networks to share and collaborate on research
Curriculum	-Focused on research and application -Focus on solutions -Applies research and foundational knowledge to solving problems of practice in education from multiple perspectives	-Focuses on research -Qualitative & quantitative research -One on one collaboration with Faculty
Dissertation	Practice-Based Dissertation	Dissertation
Residency	No residency required	Some residency required
Time Investment	3 years Completed while you work (designed for working professionals)	4-6 years
Career Options	Professional Leadership Educational Administration Director of an Institute Curriculum Developer	Education and Research University Professor Research Scholar Policy Researcher Curriculum Coordinator



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan School of Education

Situated on the territory of the Syilx Okanagan Nation this program is inspired by people and place, research excellence, transformative learning, and local and global engagement.

DOCTOR OF EDUCATION

3 YEARS | FLEXIBLE DELIVERY

The Doctor of Education (Ed.D.) is designed to inform, empower, and engage current and aspiring teacher-leaders. You will have the opportunity to create meaningful changes in your local community as you apply and contextualize your newly learned knowledges, contextualize practical insights, and analyze and address problems of practice in your local contexts.

Interdisciplinary cohorts of 15 to 20 doctoral students journey together, alongside their supervisors and instructors to foster life-long professional networks and invest in scholar-practitioner communities world-wide.

The flexible delivery format allows you to stay in your community, dialogue across multiple settings and continue working full-time.





Doctor of Education (Ed.D.)

PROGRAM OVERVIEW

A doctoral program placing professional knowledge embodiment as primary to the field of education, locally and globally.

Throughout this 24-credit inquiry orientated program, you will engage in interdisciplinary coursework, land place-based learning and in-situ practice-engaged research. You will have the opportunity to lead innovative change initiatives through your practice engaged dissertation — an independent research project inquiring into a problem of practice in your professional context.

FREQUENTLY ASKED QUESTIONS

What is the duration?	3 years
When does the program start?	July
Is it research and application focused?	Yes
Is it professionally focused?	Yes
Is a dissertation required?	Yes
Do I have the ability to continue full-time employment?	Yes

PROGRAM SCHEDULE

Year One		
Summer	September to December	January to April
EDLL 602 (3 credits) Setting and Sustaining Conditions for Transformative Decolonizing Leadership	EDLL 606 (3 credits) Culturally Responsive Leadership in a Diverse Society	EDUC 600 (3 credits) Research Seminar I: Project Fundamentals
Year 2		
Summer	September to December	January to April
EDLL 662 (3 credits) Special Topics or Elective Course	EDLL 608 (3 credits) Ethics, Governance and Reform in Contemporary Contexts	EDUC 601 (3 credits) Research Seminar II: Research and Project Design with the Comprehensive Exam (June)
Year 3		
<i>Students may begin Year 3 in July on campus or online, with courses moving online for September to April</i>		
EDUC 698 (6 credits) Research Seminar III: Practice-Based Dissertation Seminar Submission for Behavioral Research Ethics Board (BREB) (July/August) Research process for Practice-Based Dissertation (September – March) Development of Practice-Based Dissertation (April – June) Practice-Based Dissertation Defence (Summer)		

CAREER OPTIONS

Build a broad foundation and great career potential. Our graduates would be qualified for positions such as:

- School Principal
- Curricular Development Administration
- Director, Teaching and Learning
- Superintendency
- Research Development Officer
- Advocacy and Community Project Manager
- Assistant Teaching/Leading Professor

PROGRAM CONTACT

For more information:

Dr. Sabre Cherkowski, Director of Graduate Programs
sabre.cherkowski@ubc.ca

education.ok.ubc.ca

Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Doctor of Education Program	
<p>Rationale: Ed.D. supports and builds on the strategic plan of both the Okanagan School of Education and the University that foregrounds attention to people and places with deep consideration to collaboration, inclusion, and innovation. The Ed.D. is designed to inform, empower and engage working professionals to deepen and broaden their knowledge in their professional contexts. This program responds to local and provincial needs for educators to be able to access an advanced degree and professional learning opportunities for working professionals with the aim of developing diverse communities of scholar-practitioners who will lead research-informed change and innovation in their professional context. This growing network of graduates from this program will blend practical wisdom with professional skills and knowledge to name, frame and solve problems of practice through engaging in deep professional inquiry and contributing to the ongoing improvement at their local levels and beyond. This degree will be attractive to teachers and administrators in the K-12 and post-secondary systems and other related sectors (e.g., social work, health, government). This program fills a niche for advanced degrees and professional development in an interdisciplinary market from a timely and relevant perspective.</p> <p>The Ed.D. program will create and support trained professionals as leaders who:</p> <ul style="list-style-type: none"> • Work in respectful and responsive ways with students, families, caregivers, and local communities, building in productive ways on the resources that all individuals and contexts offer. • Grow in their potential as educational leaders – learning with, from and through learning relationships formed through this program, thus contributing to the creation of a scholarly community of practice. • Create and mobilize knowledge for impact in communities by building research pathways and strengthening collaborative research experiences. • Act as co-creators of their education as they capitalize upon their own inherent curiosity and drive within their current settings and lead innovative change initiatives through their dissertation research work. • Develop expert thinking as they integrate concepts learned in coursework with relevant and innovative practices to solve problems of practice particular to their context through collaboratively engaging with their local communities where possible and appropriate. • Create relevant, ethical and impactful changes in their local communities through applying and contextualising their learned knowledges and practices toward 	

working collaboratively in their contexts toward ongoing, ethical improvement and innovation.	
<p>Proposed Academic Calendar Entry: [12135]</p> <p>Degrees Offered: M.Ed., M.A., <u>Ed.D.</u></p> <p>[12136] Graduate offerings in Education provide opportunities for educators to further develop specialized areas of interest and integrate their practice and understandings within a framework of educational research and inquiry.</p> <p>[16133] Programs are designed for school teachers, subject area coordinators, educational administrators, and educators in non-school settings.</p> <p>[13917] The master's degree program is comprised of core courses and courses within thematic areas. It is designed so that students receive foundational instruction in general education and curriculum theory, and the opportunity to personalize their learning by focusing inquiry within and across thematic areas. Students are encouraged to undertake studies within the context of their professional careers.</p> <p>[16134] The M.Ed. is typically completed as a part-time program. The M.A. can be completed on either a part-time or full-time basis.</p> <p>[13918] The College of Graduate Studies offers two master's degree routes that</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,897,1052</p> <p>Present Academic Calendar Entry: <u>Homepage (draft)</u> <u>Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Education</u> Program Overview</p> <p>[12135]</p> <p>Degrees Offered: M.Ed., M.A.</p> <p>[12136] Graduate offerings in Education provide opportunities for educators to further develop specialized areas of interest and integrate their practice and understandings within a framework of educational research and inquiry.</p> <p>[16133] Programs are designed for school teachers, subject area coordinators, educational administrators, and educators in non-school settings.</p> <p>[13917] The master's degree program is comprised of core courses and courses within thematic areas. It is designed so that students receive foundational instruction in general education and curriculum theory, and the opportunity to personalize their learning by focusing inquiry within and across thematic areas. Students are</p>

support a broad range of qualitative and quantitative approaches. The program culminates with a completion of a project (M.Ed.) or thesis (M.A.).

The Ed.D. is a professional program grounded in a strong and diverse research culture where students engage together in courses and seminars focused on growing knowledge and practices for excellence in educational research. Mentors and graduate supervisory teams encourage students towards mastery and excellence as they apply their learning within their practice to develop research proposals.

The Ed.D. is designed for working professionals and allows students to remain in their work environment throughout the school year, broadening the potential for impact in their home communities as they apply and contextualize their learning within their own unique work context.

The majority of the course work will be completed online, with opportunities for intensive coursework held on campus. The third year will focus on a course-based, in-situ research project, a Practice-Based Dissertation tailored to inquiry needs in their unique professional context. Students will be supported and guided through collaborative models of supervision.

At the end of their third year, students may return to campus to defend their dissertations or carry out an online defence following protocols established by the College of Graduate Studies.

encouraged to undertake studies within the context of their professional careers.

[16134] The M.Ed. is typically completed as a part-time program. The M.A. can be completed on either a part-time or full-time basis.

[13918] The College of Graduate Studies offers two master's degree routes that support a broad range of qualitative and quantitative approaches. The program culminates with a completion of a project (M.Ed.) or thesis (M.A.).

Curriculum Proposal Form
New Program – Okanagan campus

Category: 1 Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S		Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: Revision to CoGS, and OSE and information pages.		
Rationale: Revision to CoGS, and OSE and information pages.		
Proposed Academic Calendar Entry: <p>[12137] Master of Education (M.Ed.)</p> <p>[12138] The M.Ed. degree is designed primarily for educators who wish to gain more knowledge and expertise and who intend to return to their professional careers upon completion of the degree.</p> <p>[12139] Master of Arts in Education (M.A.)</p> <p>[12140] The M.A. is designed for those students who, in addition to their interest in a thematic area of study, wish to develop their expertise as educational researchers.</p> <p>[14601] Note: students who feel that they might, at some future date, be interested in enrolling in a doctoral program are advised</p>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,897,1053	Present Academic Calendar Entry: <u>Homepage (draft)</u> <u>Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Education</u> Degree Routes
<p>[12137] Master of Education (M.Ed.)</p> <p>[12138] The M.Ed. degree is designed primarily for educators who wish to gain more knowledge and expertise and who intend to return to their professional careers upon completion of the degree.</p> <p>[12139] Master of Arts in Education (M.A.)</p> <p>[12140] The M.A. is designed for those students who, in addition to their interest in a thematic area of study, wish to develop their expertise as educational researchers.</p> <p>[14601] Note: students who feel that they might, at some future date, be interested in enrolling in a doctoral program are advised</p>	<p>[12137] Master of Education (M.Ed.)</p> <p>[12138] The M.Ed. degree is designed primarily for educators who wish to gain more knowledge and expertise and who intend to return to their professional careers upon completion of the degree.</p> <p>[12139] Master of Arts in Education (M.A.)</p> <p>[12140] The M.A. is designed for those students who, in addition to their interest in a thematic area of study, wish to develop their expertise as educational researchers.</p> <p>[14601] Note: students who feel that they might, at some future date, be interested in enrolling in a doctoral program are advised</p>	

<p>to follow the M.A. route rather than the M.Ed. route.</p> <p><u>Doctor of Education (Ed.D.)</u></p> <p><u>The Ed.D. is designed to offer an advanced degree and learning opportunities for working professionals. The aim is to develop diverse communities of scholar-practitioners who will lead research-informed change and innovation in their professional context.</u></p> <p>[15069] Graduate Certificates in Education</p> <p>[15070] Graduate Certificates are designed for specialists who wish to expand their subject matter content and enhance their professional qualifications through completion of graduate-level courses. A limited number of approved courses completed in a Graduate Certificate program may be applied toward an M.A. or M.Ed. degree. Students interested in a graduate degree in Education should seek the advice of the Director of the Graduate Programs in the Faculty of Education.</p>	<p>to follow the M.A. route rather than the M.Ed. route.</p> <p>[15069] Graduate Certificates in Education</p> <p>[15070] Graduate Certificates are designed for specialists who wish to expand their subject matter content and enhance their professional qualifications through completion of graduate-level courses. A limited number of approved courses completed in a Graduate Certificate program may be applied toward an M.A. or M.Ed. degree. Students interested in a graduate degree in Education should seek the advice of the Director of the Graduate Programs in the Faculty of Education.</p>
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Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: Revision to COGS, and OSE and information pages.	
Rationale: Revision to COGS, and OSE and information pages.	
<p>Proposed Academic Calendar Entry:</p> <p>[...]</p> <p>[16138] To be recommended for an M.A. degree, students must complete the following:</p> <p style="margin-left: 40px;">[16139]</p> <ul style="list-style-type: none"> • 9 credits of core courses: CUST 562, EDUC 500, and EDUC 521; • 15 credits from the Okanagan School of Education's course offerings (3 credits can be taken from a Faculty/Department other than the Okanagan School of Education with approval from the Director of Graduate Programs. See <u>Course Offerings</u>); and • EDUC 599 (6 credits). 	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,897,1054</p> <p>Present Academic Calendar Entry:</p> <p><u>Homepage (draft) Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Education Program Requirements</u></p> <p>[...]</p> <p>[16138] To be recommended for an M.A. degree, students must complete the following:</p> <p style="margin-left: 40px;">[16139]</p> <ul style="list-style-type: none"> • 9 credits of core courses: CUST 562, EDUC 500, and EDUC 521; • 15 credits from the Okanagan School of Education's course offerings (3 credits can be taken from a Faculty/Department other than the Okanagan School of Education with approval from the Director of Graduate Programs. See <u>Course Offerings</u>); and • EDUC 599 (6 credits).

<p>Note: A maximum of 3 credits can be taken at the 400-level with approval from the Director of Graduate Programs in Education.</p> <p><u>Ed.D. Program Requirements</u></p> <p><u>The Ed.D. will be completed on a full-time basis. Students are encouraged to complete the coursework over three academic years, including summer sessions. Continuing fees will be assessed after three years. Ed.D. students are required to complete the degree within six years.</u></p> <p><u>To be recommended for an Ed.D. degree, students must complete the following:</u></p> <ul style="list-style-type: none"> • <u>15 credits of core courses: EDLL 602, EDLL 606, EDLL 608, EDUC 600, and EDUC 601;</u> • <u>3 credits of an elective course with approval from the Collaborative Supervisory Committee;</u> • <u>EDUC 698 (6 credits);</u> • <u>EDLL 699 (0 credits).</u> <p>[15072] Graduate Certificate Program Requirements</p> <p>[15073] The Graduate Certificate is a 15-credit program that can be completed on a part-time basis. To be recommended for the</p>	<p>Note: A maximum of 3 credits can be taken at the 400-level with approval from the Director of Graduate Programs in Education.</p> <p>[15072] Graduate Certificate Program Requirements</p> <p>[15073] The Graduate Certificate is a 15-credit program that can be completed on a part-time basis. To be recommended for the Graduate Certificate, students must complete 15 credits from one or more</p>
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<p>Graduate Certificate, students must complete 15 credits from one or more thematic areas (see Course Offerings). Course selection is done in consultation with the Director of Graduate Programs in Education.</p>	<p>thematic areas (see Course Offerings). Course selection is done in consultation with the Director of Graduate Programs in Education.</p>
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Curriculum Proposal Form
New Program – Okanagan campus

Category: 1					
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca				
Type of Action: Revision to COGS, and OSE and information pages.					
Rationale: Revision to COGS, and OSE and information pages.					
<p>Proposed Academic Calendar Entry:</p> <p>[20139] CORE COURSES</p> <p>[...]</p> <p>[20142] PROJECT/THESIS</p> <p>[16402] Students prepare only one depending on degree route (see <u>Program Requirements</u>).</p> <p>Project / Thesis</p> <p>EDUC 598 M.Ed. Senior Seminar with Project OR EDUC 599 M.A. Senior Seminar with Thesis</p> <p>[20143] Note: not all courses are offered every year. Students should contact the Okanagan School of Education for current graduate courses.</p> <p><u>CORE COURSES</u></p> <p><u>Core courses are required for all Ed.D. students.</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border-bottom: 1px solid black;"><u>Core Courses</u></td> <td style="width: 30%; border-bottom: 1px solid black;"><u>Credits</u></td> </tr> <tr> <td><u>EDUC 600 Research Seminar I: Project Fundamentals</u></td> <td style="text-align: center;"><u>3</u></td> </tr> </table>	<u>Core Courses</u>	<u>Credits</u>	<u>EDUC 600 Research Seminar I: Project Fundamentals</u>	<u>3</u>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,897,1056</p> <p>Present Academic Calendar Entry: <u>Homepage (draft) Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Education</u> Course Offerings</p> <p>[20139] CORE COURSES</p> <p>[...]</p> <p>[20142] PROJECT/THESIS</p> <p>[16402] Students prepare only one depending on degree route (see <u>Program Requirements</u>).</p> <p>Project / Thesis</p> <p>EDUC 598 M.Ed. Senior Seminar with Project OR EDUC 599 M.A. Senior Seminar with Thesis</p> <p>[20143] Note: not all courses are offered every year. Students should contact the Okanagan School of Education for current graduate courses.</p>
<u>Core Courses</u>	<u>Credits</u>				
<u>EDUC 600 Research Seminar I: Project Fundamentals</u>	<u>3</u>				

<p><u>EDUC 601 Research Seminar II: Project Design</u> <u>3</u></p>	
<p><u>EDLL 602 Setting Conditions for Transformative Leadership</u> <u>3</u></p>	
<p><u>EDLL 606 Culturally Responsive Leadership in a Diverse Society</u> <u>3</u></p>	
<p><u>EDLL 608 Ethics, Governance and Reform in Contemporary Contexts</u> <u>3</u></p>	
<p><u>Additional Course Offerings</u></p>	<p><u>Credits</u></p>
<p><u>EDLL 662 Special Topics</u> <u>3</u></p>	<p><u>3</u></p>
<p><u>DISSERTATION</u></p>	
<p><u>Dissertation</u></p>	
<p><u>EDUC 698 Dissertation Seminar</u> <u>6</u></p>	
<p><u>EDLL 699 Practice-Based Dissertation</u> <u>0</u></p>	
<p><u>To be recommended for the Ed.D. degree students must complete 24 credits.</u></p>	
<p><u>Note: not all courses are offered every year.</u></p>	
<p><u>Students should contact the Okanagan School of Education for current graduate courses.</u></p>	

Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: Revision to COGS, and OSE and information pages.	
Rationale: Revision to COGS, and OSE and information pages.	
<p>Proposed Academic Calendar Entry:</p> <p>[...]</p> <p>[13468] Doctoral Students</p> <p>The residency requirement for all Ph.D. students registered in programs on the UBC Okanagan campus is a minimum of 24 months of accumulated full-time study at the University from the point of beginning a Ph.D. to its conclusion. Programs have the option to increase the length of this requirement as they may desire as part of their program requirements (upon Senate approval). Full-time study, for the purpose of this requirement, may include activities such as participation in laboratory work, class-work, comprehensive examination preparation, practicums, dissertation research and</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,984,1169</p> <p>Present Academic Calendar Entry: <u>Homepage (draft)</u> <u>Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Academic Regulations</u> Residency Requirements and Duration of Program</p> <p>[...]</p> <p>[13468] Doctoral Students</p> <p>The residency requirement for all Ph.D. students registered in programs on the UBC Okanagan campus is a minimum of 24 months of accumulated full-time study at the University from the point of beginning a Ph.D. to its conclusion. Programs have the option to increase the length of this requirement as they may desire as part of their program requirements (upon Senate approval). Full-time study, for the purpose of this requirement, may include activities such as participation in laboratory work, class-work, comprehensive examination preparation, practicums, dissertation research and</p>

<p>writing, or other like scientific and scholarly activities that are undertaken on or in the proximate vicinity of the UBC Okanagan campus, and under the direct supervision of UBC Okanagan faculty as part of the completion of a UBC Okanagan Ph.D. degree program.</p> <p>Waiver of the residency requirement can be granted only by the Dean of the College of Graduate Studies. Successful applications for such waivers will require a program plan that articulates how the student will satisfy the spirit of the residency requirement in the absence of full-time presence on the UBC Okanagan campus.</p> <p>Students must maintain continuous registration throughout all years until graduation.</p> <p>If the degree is not awarded within a period of six years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the College of Graduate Studies.</p> <p>Students who must interrupt their studies for health or personal reasons, including childbirth and having primary responsibility for the care of a child, should apply for a leave in writing through the Dean of the College of Graduate Studies.</p>	<p>writing, or other like scientific and scholarly activities that are undertaken on or in the proximate vicinity of the UBC Okanagan campus, and under the direct supervision of UBC Okanagan faculty as part of the completion of a UBC Okanagan Ph.D. degree program.</p> <p>Waiver of the residency requirement can be granted only by the Dean of the College of Graduate Studies. Successful applications for such waivers will require a program plan that articulates how the student will satisfy the spirit of the residency requirement in the absence of full-time presence on the UBC Okanagan campus.</p> <p>Students must maintain continuous registration throughout all years until graduation.</p> <p>If the degree is not awarded within a period of six years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the College of Graduate Studies.</p> <p>Students who must interrupt their studies for health or personal reasons, including childbirth and having primary responsibility for the care of a child, should apply for a leave in writing through the Dean of the College of Graduate Studies.</p>
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<p>The period of leave is not counted toward time to completion.</p> <p><u>There is no formal residency requirement for the Ed.D.; given the online nature of the program, students in the Ed.D. program are expected to spend the equivalent of at least three years in full-time study. Students must maintain continuous registration throughout all years until graduation by keeping up with fee payments.</u></p> <p><u>If the degree is not awarded within a period of six years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the College of Graduate Studies.</u></p> <p><u>Students who must interrupt their studies for health or personal reasons, including childbirth and having primary responsibility for the care of a child, should apply for a leave in writing through the Dean of the College of Graduate Studies. The period of leave is not counted toward time to completion.</u></p>	<p>The period of leave is not counted toward time to completion.</p>
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Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: Revision to COGS, and OSE and information pages.	
Rationale: Revision to COGS, and OSE and information pages.	
Proposed Academic Calendar Entry: [13477] Doctoral Students [...]	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,984,1170 Present Academic Calendar Entry: <u>Homepage (draft)</u> <u>Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Academic Regulations</u> Comprehensives, Examinations, and Theses [13477] Doctoral Students [...]
<i>[13487] Thesis</i> [13488] All doctoral candidates are required to complete a thesis. A candidate's thesis must be presented according to procedures described at <u>Thesis and Dissertation Preparation</u> . [13489] All doctoral students will take a final oral examination or thesis defence. [13490] All doctoral theses must be assessed by an examiner external to the	<i>[13487] Thesis</i> [13488] All doctoral candidates are required to complete a thesis. A candidate's thesis must be presented according to procedures described at <u>Thesis and Dissertation Preparation</u> . [13489] All doctoral students will take a final oral examination or thesis defence. [13490] All doctoral theses must be assessed by an examiner external to the

<p>University, as well as by internal examiners. The external examiner is chosen by the Dean of the College of Graduate Studies in consultation with the graduate program concerned. Procedures for choosing a suitable external examiner must be initiated at least three months before completion of the thesis. The external examiner's written report must be received before the final examination can take place.</p> <p>[13491] Final oral examinations can be scheduled no sooner than eight weeks after submission of the approved thesis to the College of Graduate Studies. All other degree requirements must also have been completed.</p> <p>[13492] The final oral examination is open to all members of the University and to the public. Notice of the examination will be available at the College of Graduate Studies.</p> <p>[13493] The Dean of the College of Graduate Studies must approve the membership of the examining committee. The Dean or the Dean's designate chairs the examination. The examining committee judges the candidate's success and makes a recommendation to the Dean of the College of Graduate Studies.</p> <p>[14681] Marks for the Ph.D. thesis <u>and Ed.D. dissertation</u> will be assigned Pass/Fail.</p> <p>[13494] More information on oral examination procedures is available</p>	<p>University, as well as by internal examiners. The external examiner is chosen by the Dean of the College of Graduate Studies in consultation with the graduate program concerned. Procedures for choosing a suitable external examiner must be initiated at least three months before completion of the thesis. The external examiner's written report must be received before the final examination can take place.</p> <p>[13491] Final oral examinations can be scheduled no sooner than eight weeks after submission of the approved thesis to the College of Graduate Studies. All other degree requirements must also have been completed.</p> <p>[13492] The final oral examination is open to all members of the University and to the public. Notice of the examination will be available at the College of Graduate Studies.</p> <p>[13493] The Dean of the College of Graduate Studies must approve the membership of the examining committee. The Dean or the Dean's designate chairs the examination. The examining committee judges the candidate's success and makes a recommendation to the Dean of the College of Graduate Studies.</p> <p>[14681] Marks for the Ph.D. thesis will be assigned Pass/Fail.</p> <p>[13494] More information on oral examination procedures is available</p>
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<p>at <u>College of Graduate Studies</u>. Students registered in a doctoral program are not permitted supplemental examinations.</p>	<p>at <u>College of Graduate Studies</u>. Students registered in a doctoral program are not permitted supplemental examinations.</p>
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Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Doctor of Education Program	
Rationale: Ed.D. supports and builds on the strategic plan of both the Okanagan School of Education and the University that foregrounds attention to people and places with deep consideration to collaboration, inclusion, and innovation. The Ed.D. is designed to inform, empower and engage working professionals to deepen and broaden their knowledge in their professional contexts. This program responds to local and provincial needs for educators to be able to access advanced graduate degrees and professional learning beyond the Masters' degrees and offers credentialing that may grow career options for educators looking to take on more senior-level leadership positions in school districts, policy and consulting positions within the Ministry of Education or other organizations. The proposed design of this program will mean that educators can pursue an advanced online graduate degree and the associated professional learning benefits while working full-time.	
Proposed Academic Calendar Entry: [13430] Doctoral Students [13431] All doctoral students admitted to the College of Graduate Studies must register when they begin their studies. Students must remain continuously registered until the degree is completed, except for periods of time for which the student is away on an approved leave of	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,984,1167 Present Academic Calendar Entry: <u>Homepage (draft) Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Academic Regulations</u> Program of Study [13430] Doctoral Students [13431] All doctoral students admitted to the College of Graduate Studies must register when they begin their studies. Students must remain continuously registered until the degree is completed, except for periods of time for which the student is away on an approved leave of

<p>absence. Failure to register for two consecutive terms may result in the student being required to withdraw.</p> <p>[13432] Each <u>PhD</u> doctoral candidate is supervised by a committee composed of no fewer than three faculty members and chaired by the student's supervisor. Supervisory committees may include faculty members from graduate programs other than the candidate's home department or graduate program. With the approval of the Dean of the College of Graduate Studies, the committee may also include qualified persons who are not faculty members. The supervisory committee is responsible for guiding the student in planning research and preparing the thesis.</p> <p>[13433] <u>PhD</u> students are responsible for securing the chair of the supervisory committee. In exceptional circumstances, the program may assign the chair. Students should consult with their graduate coordinator in this respect. Changes may be made to the candidate's committee with the approval of the candidate's graduate program. Students who are unable to secure a chair should ask either the graduate coordinator or the department head for assistance. In very exceptional circumstances, the head may ask the Dean of the College of Graduate Studies to appoint a chair. In some instances and for a brief period of time only, a student may be</p>	<p>absence. Failure to register for two consecutive terms may result in the student being required to withdraw.</p> <p>[13432] Each doctoral candidate is supervised by a committee composed of no fewer than three faculty members and chaired by the student's supervisor. Supervisory committees may include faculty members from graduate programs other than the candidate's home department or graduate program. With the approval of the Dean of the College of Graduate Studies, the committee may also include qualified persons who are not faculty members. The supervisory committee is responsible for guiding the student in planning research and preparing the thesis.</p> <p>[13433] The student is responsible for securing the chair of the supervisory committee. In exceptional circumstances, the program may assign the chair. Students should consult with their graduate coordinator in this respect. Changes may be made to the candidate's committee with the approval of the candidate's graduate program. Students who are unable to secure a chair should ask either the graduate coordinator or the department head for assistance. In very exceptional circumstances, the head may ask the Dean of the College of Graduate Studies to appoint a chair. In some instances and for a brief period of time only, a student may be</p>
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<p>assigned an interim committee until a more permanent committee can be established.</p> <p>[13434] Upon registration, <u>PhD</u> doctoral student will consult with his or her supervisor(s) to develop a program of study, subject to the approval of the home program. The program of study will consist of seminars, directed readings, consultations, and such formal courses as may be deemed essential for the fulfilment of the requirements for the degree. Some graduate programs may require competence in languages other than English. The graduate program in which the student intends to write the thesis shall determine the number of such languages and a satisfactory level of competence. A major part of the doctoral candidate's work will consist of a thesis embodying the results of original research.</p> <p><u>Ed.D. students will be assigned a supervisor by the program at time of admission, and supervised by the Collaborative Supervisory Group. Changes may be made to the candidate's committee with the approval of the candidate's graduate program.</u></p> <p>[13435] Changes in the program of study <u>for doctoral students</u> may be required during the period of study. These changes must be reviewed and approved by the candidate's supervisory committee and the home graduate program.</p>	<p>assigned an interim committee until a more permanent committee can be established.</p> <p>[13434] Upon registration, the doctoral student will consult with his or her supervisor(s) to develop a program of study, subject to the approval of the home program. The program of study will consist of seminars, directed readings, consultations, and such formal courses as may be deemed essential for the fulfilment of the requirements for the degree. Some graduate programs may require competence in languages other than English. The graduate program in which the student intends to write the thesis shall determine the number of such languages and a satisfactory level of competence. A major part of the doctoral candidate's work will consist of a thesis embodying the results of original research.</p> <p>[13435] Changes in the program of study may be required during the period of study. These changes must be reviewed and approved by the candidate's supervisory committee and the home graduate program.</p> <p>[13436] Note: courses listed in the Academic Calendar may not all be offered annually. Students should contact the department or program concerned for detailed information about course offerings.</p>
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<p>[13436] Note: courses listed in the Academic Calendar may not all be offered annually. Students should contact the department or program concerned for detailed information about course offerings.</p>	
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Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: Revision to COGS, and OSE and information pages.	
Rationale: Revision to COGS, and OSE and information pages.	
<p>Proposed Academic Calendar Entry:</p> <p>[13861] Students apply for admission to the doctoral degree program through the College of Graduate Studies. Information about the specific program of study should be obtained by contacting the graduate department directly. Students are admitted to study only in fields that are formally authorized by Senate to offer doctoral programs. All applications must be accompanied by an application fee at the time of submission. Consult the <u>College of Graduate Studies</u> for information on admission and current application fees.</p> <p>[...]</p> <p>[13863] Applicants for the Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) must have completed one of the following requirements prior to admission:</p> <p>[...]</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,998,1196</p> <p>Present Academic Calendar Entry: <u>Homepage (draft)</u> <u>Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Admission</u> Doctoral Degrees</p> <p>[13861] Students apply for admission to the doctoral degree program through the College of Graduate Studies. Information about the specific program of study should be obtained by contacting the graduate department directly. Students are admitted to study only in fields that are formally authorized by Senate to offer doctoral programs. All applications must be accompanied by an application fee at the time of submission. Consult the <u>College of Graduate Studies</u> for information on admission and current application fees.</p> <p>[...]</p> <p>[13863] Applicants for the Doctor of Philosophy (Ph.D.) must have completed one of the following requirements prior to admission:</p> <p>[...]</p> <p>[13875] Admission</p>

<p>[13875] Admission</p> <p>[13876] Admission to the Ph.D. <u>and Ed.D.</u> program<u>s</u> will be in one of the following categories:</p>	<p>[13876] Admission to the Ph.D. program will be in one of the following categories:</p>
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Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: Revision to COGS, and OSE and information pages.	
Rationale: Revision to COGS, and OSE and information pages.	
<p>Proposed Academic Calendar Entry:</p> <p>[12144] Admission to the M.Ed., the M.A., and the Graduate Certificate requires that students meet the following minimum admission standards:</p> <p style="padding-left: 40px;">[12145]</p> <ul style="list-style-type: none"> • a minimum overall average in the B+ range (76-79% at UBC) in third- and fourth-year courses; or • academic standing with at least 12 credits of third- or fourth-year courses in the A- grade range (80% or higher at UBC) in the field of study; or • applicants who have a four-year baccalaureate degree or its academic equivalent that does not meet the 	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,897,1055</p> <p>Present Academic Calendar Entry: <u>Homepage (draft) Faculties, Schools, and Colleges</u> <u>College of Graduate Studies</u> <u>Education</u> Admission Requirements</p> <p>[12144] Admission to the M.Ed., the M.A., and the Graduate Certificate requires that students meet the following minimum admission standards:</p> <p style="padding-left: 40px;">[12145]</p> <ul style="list-style-type: none"> • a minimum overall average in the B+ range (76-79% at UBC) in third- and fourth-year courses; or • academic standing with at least 12 credits of third- or fourth-year courses in the A- grade range (80% or higher at UBC) in the field of study; or • applicants who have a four-year baccalaureate degree or its academic equivalent that does not meet the

<p>requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the appropriate department or faculty.</p> <p>[12146] Additionally, the Faculty of Education normally requires that applicants have at least two years of teaching experience. All applicants must submit a statement of intent (approximately 250-400 words) clearly outlining their areas of interest and focus for study with their applications.</p> <p><u>Doctor of Education (Ed.D.)</u></p> <p><u>The Ed.D. program is governed by the general guidelines of the UBC Okanagan College of Graduate Studies' policies and regulations.</u></p> <p><u>Applicants to the Ed.D. program are expected to meet the admission requirements of the College of Graduate Studies. Applicants normally have a master's degree (or equivalent) from an approved institution with an overall average in the B+ range (76% at UBC) in third-and fourth-year level courses with clear evidence of research ability or potential.</u></p>	<p>requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the appropriate department or faculty.</p> <p>[12146] Additionally, the Faculty of Education normally requires that applicants have at least two years of teaching experience. All applicants must submit a statement of intent (approximately 250-400 words) clearly outlining their areas of interest and focus for study with their applications.</p>
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Applicants must also provide a statement of intent (approximately 250-400 words) clearly outlining their current professional context, interest in pursuing the Ed.D., including a description of relevant experiences that point them toward educational leadership in their professional context; and the intended area(s) of interest for their doctoral research.

Additionally, applicants must provide three reference letters, one of which must be an academic reference detailing how the applicant is suitable for academic work at the doctoral level.

In exceptional cases, applicants who do not meet the requirements stated above but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or experience that would prepare them adequately for successful study in the program may be granted admission on the recommendation of the Education Graduate Program Committee and approval of the Dean of the College of Graduate Studies.

Applicants from a university in which English is not the primary language of instruction must present evidence of

<p><u>competency to pursue studies in the English language prior to being extended an offer of admission. See English Language Proficiency Requirements.</u></p> <p>[13692] Admission procedures can be found at <u>College of Graduate Studies</u>.</p>	<p>[13692] Admission procedures can be found at <u>College of Graduate Studies</u>.</p>
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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Subject Code	
Rationale: OSE is proposing a new Doctor of Education professional program. This program revolves around leadership and learning.	
Proposed Academic Calendar Entry: [...] EDUC Education EADM Education Administration EDLL – Education Doctorate Leadership and Learning EPSE Education Psychology and Special Education EDST Education Studies [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name Present Academic Calendar Entry: <u>Homepage (draft)</u> <u>Course Descriptions</u> Courses by Subject Name [...] EDUC Education EADM Education Administration EPSE Education Psychology and Special Education EDST Education Studies [...]

Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: This course provides the theoretical underpinnings for the Ed.D. program. This course applies the theoretical elements of transformative leadership with a focus on establishing conceptual and practical frameworks for engaging in educational leadership for transformation and the level of self, school, system, and society.	
Proposed Academic Calendar Entry: <u>EDLL 602 (3) Setting Conditions for Transformative Leadership</u> <u>Theoretical elements of transformative leadership with a focus on establishing conceptual and practical frameworks for engaging in educational leadership for transformation at the levels of self, school, system, and society.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Course Syllabus Template for Senate Curriculum Submissions

Academic Calendar Entry

EDLL 602 (3) Setting Conditions for Transformative Leadership

This course applies the theoretical elements of transformative leadership with a focus on establishing conceptual and practical frameworks for engaging in educational leadership for transformation at the levels of self, school, system, and society.

Course Format

This hybrid course will be delivered in two parts. An immersive week of learning will offer opportunities for community-building and collective reflection as we set the conditions for cohort engagement throughout the program. The course will continue online for two weeks using Canvas as a content management system, with Zoom as the platform for synchronous classes. Students are expected to participate in the synchronous research checkpoints organized as whole-class Zoom sessions and in asynchronous discussion groups using the Canvas learning environment. There will be a number of professional seminars facilitated by guest faculty to support students in developing their skill and knowledge as a researcher and maximizing their graduate student experience (e.g. Ethics/BREB/RiSE; Library resources and research data management).

- Canvas Login:
<https://canvas.ubc.ca>
- A UBC Student's Guide to Canvas:
<https://students.canvas.ubc.ca>
- Campus Wide login (CWL) Accounts:
<https://activate.id.ubc.ca>
- CWL Support:
<https://it.ubc.ca/services/accounts-passwords/campus-wide-login-cwl/problems-your-cwl>
- UBC Okanagan IT Services Help Desk:
<https://it.ok.ubc.ca/welcome.html>

Course Overview, Content, and Objectives

This course applies the theoretical elements of educational leadership across and in organisations with a focus on leadership approaches that promote transformative, inclusive, democratic, and socially just ends, among other pro-social leadership foci. This course will examine contemporary issues of transformative leadership from various approaches (environmental, ecological, social, cultural, educational, organisational) using ethical, moral, critical and Indigenous perspectives to inquire into the habits of mind and leadership practices for cultivating personal and

collective agency for transformative leadership in organizations. Students will be challenged to develop their own practice of transformative leadership as they strive to apply theory taken up in the course in meaningful ways in their own professional context. The course will orient students to new ways of thinking about, seeing, and embodying leadership using place-based themes informed by Syilx Okanagan storyways pedagogy and nsyilxcn concepts. Students will have opportunities to learn about Syilx place-based concepts of leadership responsibilities that foreground ecological and biological diversity in Syilx traditional territory. This approach offers appreciative and reciprocal relationships with Syilx peoples, knowledge and territorial ecology, all of which is inclusive of and extending to Indigenous peoples globally. This course will aim to attune students to the importance of learning to see leadership in new ways through engaging in reflection on self in relation with the peoples, land, and places within which they live and work as a foundation for setting conditions for transformative leadership.

This course is designed to provide opportunities for students to learn about, analyse, reflect on, and question theories and practices of transformative leadership toward recognising opportunities and challenges for self as leader within their own professional contexts. Transformative leadership is assumed to recognise the need for equity, inclusion and wellbeing for all, and students will engage in critical and creative analysis of these assumptions in relation to their professional knowledge and practices in their own work contexts. Students will have opportunities to develop and deepen their critical, creative, and collaborative thinking and communication capacities, as well as develop and deepen their analytical and writing capacities through coursework and assignments. Additional objectives include: providing opportunities for students to build and deepen their knowledge about the topics in this course; engaging students in critical, creative, and collaborative analysis of their learning about the topics in relation to contemporary situations and practices of educational leadership; and providing opportunities for student awareness of research-informed practices that may be usefully applied in professional contexts.

Learning Outcomes

Upon successful completion of this course students should be able to:

- Examine relevant research literature to identify characteristics, capacities, and attributes of transformative leadership and reflect on these in relation to their own work as leaders in their own contexts.
- Recognise and understand the value of Indigenous perspectives of leadership and the importance of inquiring into the particular knowledges and practices that emerge from First Nations territories, places and traditions.
- Reflect critically on contemporary issues of education in relation to transformative and inquire into the impacts and outcomes of these in relation to their own work contexts.

- Learn to construct knowledge with others about and for transformative leadership and inquire into how to apply this knowledge in professional contexts.
- Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership in systems through examining personal, professional and organizational ethics through thoughtful analytical and reflective dialogue as scholar-practitioners.
- Develop and refine academic reading, analysis, and writing skills through engagement with required and optional course materials, course activities, and required assignments.

Indigenous Pedagogy

Way k^wIncútn, k^wu ksǎelpína? k^wu ǎ^wǎlǎ^walt (Greetings to all of creation, we are coming alive with the new day). This greeting is an example of a ritualized Indigenizing understanding by Syilx Okanagan that acknowledges we (humans) are part of creation and have much to appreciate and responsibly look forward to every day.

Why Indigenize? Who is Indigenization for? Indigenization is about continuous healthy diversity of cultures and ecosystems, a pedagogy and praxis of dynamic balance between human lifeways and natural world ecologies. Indigenization is about appreciating difference and diversity, appreciating the gifts from the tmix^w (water, earth, plant and animal life forces) and ensuring those gifts continue for the peoples to be. Indigenization in the Okanagan is about respectfully connecting ourselves and children to each other and to this place, this territorial ecology and positioning ourselves more responsibly to the peoples to be. The Syilx Okanagan, in whose traditional territory we are situated, have been practicing Syilx Indigenization for millennia, so it is pragmatic, humanizing, and critical in this era of fires, floods, pandemics, racialized violence, violence against women and the earth, to learn from and with Syilx peoples so future generations can live well. Indigenization is for all peoples and communities so we can have a future.

Indigenization in the Okanagan School of Education involves connecting to Syilx and Indigenous peoples, pedagogy and resources throughout all courses and terms to transform destructive aspects of schooling and knowledge production. Diversity and inclusion ritualized into practice--made a part of our collective everyday lives--means our collective intellectual and creative potential is much greater with women and Indigenous peoples contributing to the knowledge and wisdom our children have access to.

Evaluation Criteria and Grading

Percentage (%)	Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+

72-75	B
68-71	B-
0-67	F (Fail)

Assignments

All assignments must be completed and handed in by the due date in order to pass the course. If you are in the position of submitting an assignment late, it is essential to communicate with your instructor prior to doing so. At that time a decision will be made with regards to accepting the assignment or not and with regards to evaluation.

Assignments	Weighting
Discussion Board Engagement (see note below about self-assessment)	15%
Professional learning resource	20 %
Seminar Facilitation	20 %
Leadership Self-Portrait Paper	45 %

Assignment 1: Discussion Board Engagement (15%)

Weekly Reflection Post: Your post should express your understanding of the readings, course materials assigned for the topic for that week and offer your perspectives, thoughts and emerging questions about these in relation to broader course objectives/topics and your role/context/research area (100-200 words, although they may be shorter or longer). You may want to refer to ideas that emerged from the optional Tuesday guest talks as well as the optional readings. The more you are able to make connections between the theories and ideas discussed in the course and how you see these living out in yourself and others in your ‘practice’ context (work, home, community), the richer you will find the learning experience. You may find it useful to refer to a quote from the readings and/or materials to help anchor your thinking and writing for your post.

Guiding questions to consider in your post:

- How do the readings and materials resonate with what you already know and do in your professional role?
- In what ways are you noticing the readings are impacting, informing, influencing your conception of leadership for sustainability in relation to the week’s topic and/or other week’s ideas.

Responses to Course Colleagues: As part of your engagement in the Discussion Boards you will participate in community knowledge-building through responding to course colleagues’ posts in ways that encourage and enrich conversations and prompt further thinking. As a guideline, you might offer responses to two different colleagues during the weekly discussion or respond in a threaded fashion in conversation with the same colleague. Aim for brief responses (50-70 words/response, although they may be shorter or longer). Responses should indicate how the post resonated with you in

relation to what you are learning in the course and offer a question or reflection that can move this conversation forward to build and grow knowledge together.

Note on postings: These are opportunities to make sense of what you are reading, watching, listening to in the course in relation to what you know and do in your professional life. These are also an opportunity to interact with your course colleagues to build and grow knowledge together. All postings must be professional and courteous of the course and students. Students are reminded that postings, as a text written at a distance, can be misconstrued and so should be written thoughtfully. It is recommended that you first prepare your post in Word then cut and paste it into the site, so that you can keep a record of your assignment and not lose it in case technology acts up.

While it is challenging to mandate timing for posts and responses, students should aim to post their weekly reflection and respond to colleagues' posts by 6 pm PT on the Friday of each week.

Note on the instructor's role regarding postings: I will read all of the posts and the responses and will comment on them in a random manner. Instructor comments in the discussion board should not be construed as evaluative, but as formative for the purposes of building and growing knowledge within the online learning community.

Note on Self-Assessment: The discussion boards are the primary vehicle for interaction in this course. The commitment to engage in these boards will, hopefully, come from a desire to grow your learning and contribute to building our collective knowledge. However, assessments by instructors can create anxiety and may mean that motivation to engage in the discussions is to achieve a certain mark, rather than to build and grow knowledge through and with course colleagues.

In an effort to alleviate anxiety about posting for grades, and to hopefully generate open spaces for genuine engagement and conversation, discussion board assessment will be self-assessed. To monitor progress and determine a strategy appropriate for final self-assessment, students will arrange a meeting on *Collaborate* Ultra with the instructor during Week 3 to share their initial self-assessment and talk about their learning goals moving forward. The final assessment will be a written paragraph outlining your criteria for assessing your engagement in the Discussion Boards and offer some evidence that backs up your assessment.

Criteria you may use for assessing your participation on the discussion boards:

- Quality of posts and reflections in terms of synthesis of scholarship and connections to professional life
- Consistency of posts and reflections
- Additional criteria that you deem important to advance your engagement and learning on the Boards.

Assess your participation using the following ranges (as you'll note, the emphasis is on quality of engagement toward a focus on learning, rather than on quantity of posts and responses):

- A range—posts and responds in a professional manner and consistently moves the conversations forward through insightful comments and provocations from references within and beyond the course, prompting creative and critical thinking, building community, and offering additional resources and/or readings.
- B range—posts and responds in a professional manner.

Assignment 2: Professional learning resource (20 %)

In this assignment, you will develop a resource that promotes, encourages, supports professional learning and development in your professional context with a focus on including Indigenous leadership perspectives in meaningful, relevant, and substantive ways. The assignment will include:

- Submission of the resource with a detailed description of the intended learning outcomes.
- A detailed description of how research from the course readings and the learning experiences so far have informed and influenced the design of the resource. 4-6 pages, double-spaced. Be sure to include a section in the written description that includes sufficient details of your professional context and the learning needs of professionals within that context.
- A written review from at least one course colleague who will have “tested” the resource. This may be in the form of an email response that can be pasted into a word document and should include an indication of the overall satisfaction of using the resource as well as comments about how the resource met or needs improvement to meet the intended learning outcomes.

Assignment 3: Seminar Facilitation (20 %)

Students will facilitate a portion of one seminar during the course—20 to 30 minutes. You will use the readings scheduled for that seminar and also incorporate 3-5 additional readings to develop a seminar presentation that engages and challenges course colleagues to critically reflect on and analyse themes and findings from the readings and relate these to their own understandings of leadership within their current work context. Additional readings must be circulated to all students and instructor at least one week prior to the seminar. In addition to the seminar facilitation, you will provide a written overview of the seminar presentation that includes your understandings and analysis of the themes and findings of the readings used, as well as your description of organization of the seminar and intended learning outcomes for your course colleagues (4-6 pages, double spaced).

Assignment 4: Leadership Self-Portrait Paper (45 %)

In this paper, you will write a portrait of yourself as a transformative leader through describing the experiences that have shaped your leadership journey to this point and your understanding of how theory and practices from this course have influenced who

you think you are as a leader as well as your goals or personal vision for the leader you aim to continue to become. Although this is a personal essay, you should make substantial connections where appropriate to course readings. The paper should be 10-12 pages double-spaced (including references). Marking criteria will include:

- The paper demonstrates a good grasp of the references used and provides a sense of the relevant connection of the paper topic to your professional role and/or graduate program research area of interest.
- You include description, analysis, synthesis, and critique of the theory used to support your writing, and make connections where possible to your leadership practices.
- The written work meets University writing standards.

Required Readings

- Archibald, J. (2008). *Indigenous storywork. Educating the heart, mind, body and spirit*. Vancouver: UBC Press.
- Armstrong, J. (1998). Land speaking. In S. Ortiz (Ed.), *Speaking for the generations* (pp. 174- 194). Tucson, AZ: University of Arizona Press.
- Armstrong, J. (2004). Okanagan education for sustainable living: As natural as learning to walk or talk. In M.Barlow (ED.), *Ecological Literacy: Educating Our Children for a Sustainable World*. San Francisco, CA: Sierra Club.
- Avolio, B. J. & Gardner, W. L. (2005). Authentic leadership development. *The Leadership Quarterly*, 16(3), 315–38.
- Battiste, M. (2010). *Nourishing the learning spirit*. Education Canada, 50(1).
- Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). The critical role of nurturing environments for promoting human well-being. *American Psychologist*, 67(4), 257-271. doi:10PD037/a0026796
- Branson, C. (2007). Improving leadership by nurturing moral consciousness through structured self-reflection. *Journal of Educational Administration*, 45(4), 471-495.
- Bruce, J. & McKee, K. (2021). *Transformative leadership in action: Allyship, Advocacy and activism*. Bingley, UK: Emerald Publishing.
- Cajete, G.A. (2015). *Indigenous community. Rekindling the teachings of the seventh fire*. St. Paul, MN: Living Justice Press.
- Cohen, B. (2001). The spider's web: Creativity and survival in dynamic balance. *The Canadian Journal of Native Education*, 25, 140-148.
- Eacott, S. (2011). New look leaders or a new look at leadership? *International Journal of Educational Management*, 25 (2), 134-143.
- Galloway, M. K., & Ishimaru, A. M. (2017). Equitable leadership on the ground: Converging on high-leverage practices. *Education Evaluation and Policy Analysis*, 25, 1-33.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53, 1027-1055.
- Gooden, M. A. (2012). What does racism have to do with leadership? Countering the idea of color-blind leadership: A reflection on race and the growing pressures of the urban principalship. *Educational Foundations*, 26, 67-84.

- Greene, M. (1990). Relationality in the Humanities: A Perspective on Leadership. *Language Arts*, 67(4), 370-378.
- Harrison, S., Simcoe, J., Smith, D., & Stein, J. (2018). *Pulling Together: A Guide for Leaders and Administrators*. Victoria, BC. Retrieved from <https://opentextbc.ca/indigenizationleadersadministrators/>
- Kennedy, K. (2019). Centering equity and caring in leadership for social-emotional learning: Toward a conceptual framework for diverse learners. *Journal of School Leadership*, 29(6), 473-492.
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 86, 1272-1311.
- Shields, C.M. (2020). *Becoming a transformative leader: A guide to creating equitable schools*. Routledge.
- Shields, C. (2012). Transformative Leadership: Working for Equity in Diverse Contexts, *Educational Administration Quarterly*, 46(4), 558–589.
- Warin, J. (2017). Creating a whole school ethos of care. *Emotional and Behavioural Difficulties*, 22, 188-199. doi: 10.1080/13632752.2017.1331971
- Wheatley, M. (2007). *Finding our way: Leadership in an uncertain time*. Berrett-Koehler.
- Woods, P. & Roberts, A. (2018). Collaborative school leadership in a global society: A critical perspective. *Educational Management Administration & Leadership*, 47(5), 663-677.
- Worline, M. & Dutton J. (2016). *Awakening Compassion at work: The quiet power that elevates people and organizations*. San Francisco, CA: Berrett-Koehler.
- Wright, J. S., Arnold, N. W., & Khalifa, M. A. (2018). Diversifying approaches to educational leadership: The impact of tradition in changing educational landscape. *Journal of School Leadership*, 28, 815-834.

Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: This course allows students to continue to think more deeply and consider issues of learning and leadership.	
Proposed Academic Calendar Entry: Example of course: <u>EDLL 605 (3) Special Topics</u> <u>Seminar that examines special topics and current issues within education.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: This course provides the theoretical underpinnings for education leaders to think more deeply and consider issues involved in implementing social justice education and to respond to societal pressures around issues of equity, diversity, and inclusion.	
Proposed Academic Calendar Entry: <u>EDLL 606 (3) Culturally Responsive Leadership in a Diverse Society</u> <u>Theoretical underpinnings for education leaders to think more deeply and consider issues involved in implementing social justice education and to respond to societal pressures around issues of equity, diversity, and inclusion.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Course Syllabus Template for Senate Curriculum Submissions

Academic Calendar Entry

EDLL 606 (3) Culturally Responsive Leadership in a Diverse Society

This course provides the theoretical underpinnings for education leaders to think more deeply and consider issues involved in implementing social justice education and to respond to societal pressures around issues of equity, diversity, and inclusion.

Course Format

This online course will use Canvas as a content management system, with Zoom as the platform for synchronous classes. Students are expected to participate in the synchronous research checkpoints organized as whole-class Zoom sessions and in asynchronous discussion groups using the Canvas learning environment.

There will be a number of professional seminars facilitated by guest faculty to support students in developing their skill and knowledge as a researcher and maximizing their graduate student experience (e.g. Ethics/BREB/RiSE; Library resources and research data management).

- Canvas Login:
<https://canvas.ubc.ca>
- A UBC Student's Guide to Canvas:
<https://students.canvas.ubc.ca>
- Campus Wide login (CWL) Accounts:
<https://activate.id.ubc.ca>
- CWL Support:
<https://it.ubc.ca/services/accounts-passwords/campus-wide-login-cwl/problems-your-cwl>
- UBC Okanagan IT Services Help Desk:
<https://it.ok.ubc.ca/welcome.html>

Course Overview, Content, and Objectives

Through selected major concepts and issues in social justice education we will examine:
What does Social Justice Education (SJE) mean and for whom?

How do we contend with education's implication in colonialism and imperialism?

Rather than assuming that there is a pre-conceived notion of social justice education, we will approach SJE as complex, evolving, and contextual. Through an exploration of selected writings on SJE, critical pedagogy, anti-racist, class, indigeneity, ability and queer theory, students are encouraged to develop and interrogate their own vision of what SJE might mean within today's global context.

A core premise of much of the literature in social justice education is that injustices and related practices are systemic. A further related premise is that education, within and beyond the classroom, is central to both the perpetuation of, and the challenge to, such systemic practices.

Jacqui Alexander urges us to “reexamine and transform inherited practices that stand in the way of justice.” Therefore, part of this course will involve unpacking the ways that education has been implicated in oppression. There is a focus on pedagogies of race, heteropatriarchy, and class within the context Canada’s history of colonialism. Pedagogy here is broadly understood to encompass teaching and learning that happens across multiple sites including schools, texts, institutions, art, etc.

Learning Outcomes

Upon successful completion of this course students should be able to:

- Discuss the complex ways that oppression, power, and privilege operate in learning environments and affect leadership and opportunities for students and teachers.
- Create and share practical strategies for social justice leadership in schools; including the skills necessary to facilitate controversial conversation, decolonizing teaching, and enacting school-wide change.
- Research, discuss, and decipher best practices from ideas offered by global thinkers in leadership and social justice education.
- Develop an understanding of the key frameworks, concepts, and basic assumptions in social justice movements with implications for inclusion.
- Speak up against and respond to prejudice, bias and stereotypes.
- Identify and explain tensions, implications, and limitations in social justice theory and application.
- Increase self-awareness and cultural competency.
- Write knowledgeably about education initiatives from a broader perspective.

Indigenous Pedagogy

Way k^wlncutn, k^wu ksǰelpína? k^wu ǰ^wǰlǰ^walt (Greetings to all of creation, we are coming alive with the new day). This greeting is an example of a ritualized Indigenizing understanding by Syilx Okanagan that acknowledges we (humans) are part of creation and have much to appreciate and responsibly look forward to every day.

Why Indigenize? Who is Indigenization for? Indigenization is about continuous healthy diversity of cultures and ecosystems, a pedagogy and praxis of dynamic balance between human lifeways and natural world ecologies. Indigenization is about appreciating difference and diversity, appreciating the gifts from the tmix^w (water, earth, plant and animal life forces) and ensuring those gifts continue for the peoples to be. Indigenization in the Okanagan is about respectfully connecting ourselves and children to each other and to this place, this territorial ecology and positioning ourselves more responsibly to the peoples to be. The Syilx Okanagan, in whose traditional territory we are situated, have been practicing Syilx Indigenization for millennia, so it is pragmatic, humanizing, and critical in this era of fires, floods, pandemics, racialized violence, violence against women and the earth, to learn from and with Syilx peoples so future generations can live well. Indigenization is for all peoples and communities so we can have a future.

Indigenization in the Okanagan School of Education involves connecting to Syilx and Indigenous peoples, pedagogy and resources throughout all courses and terms to transform destructive aspects of schooling and knowledge production. Diversity and inclusion ritualized into practice--made a part of our collective everyday lives--means our collective intellectual and

creative potential is much greater with women and Indigenous peoples contributing to the knowledge and wisdom our children have access to.

Evaluation Criteria and Grading

Percentage (%)	Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
0-67	F (Fail)

Assignments

All assignments must be completed and handed in by the due date in order to pass the course. If you are in the position of submitting an assignment late, it is essential to communicate with your instructor prior to doing so. At that time a decision will be made with regards to accepting the assignment or not and with regards to evaluation.

Assignments	Weighting
Reflective Learning Journal and Online Participation	40%
Assigned Reading and Facilitating Discussion	20%
Learning Group Assignment: Developing a Professional Development Workshop	40%

Assignment 1: Reflective Learning Journal and Online Participation (40%)

The Learning Journal will be submitted at two points in the course to provide points of reflection and consolidation of learning:

Submission One: Midterm

Submission Two: End of Term

Length: 12 pages max (excluding bibliography) for each submission (presentation style to be discussed with instructor: Opportunity for creative expression)

The Learning Journal will provide documentation of your participation in online discussion groups, reflections on topics discussed, your developing perspectives on these topics, and an awareness of your core values, beliefs and identity as an educator and leader.

You will submit a curated version of your learning journal at midterm and at the end of term. Each submissions should include an analysis and review of:

- Your emerging stance on leadership, social justice, inclusion and culturally responsive practices. Integrate reflections on readings in your reflections and discussion
- The current most pressing issues informing/and shaping social justice education and why we should be concerned about it

- Insight into your key learning in the course. (What is the key take always for you as a student, professional and a person?)
- 4 of your most significant posts/reflections (artifacts) including why you selected these examples.
- Conclusions: Implications for education, schooling, teaching etc.

Assignment 2: Assigned Reading and Facilitating Discussion (20%)

There is a significant amount of reading in this course. Each student will take responsibility for summarizing two articles and identifying three questions for discussion. The aim is to be provocative, analytical and to foster rigorous debate with implications for professional practice. The student will be responsible for posting the article summary and questions and facilitating online discussion of the questions.

- The article summary and guiding questions will be posted on Canvas, by Midnight on Sunday.
- Article summary will be about 500 words
- Student are expected to respond to at least one of the questions posted.
- Facilitator will monitor and respond to response of colleagues.

Assignment 3: Learning Group Assignment: Developing a Professional Development Workshop (40%)

Develop a 60-minute professional development workshop related to **critical practices for anti-bias education** for a particular audience (e.g., teachers, administrators, students, school trustees, parents etc.) Consider building the workshop around social justice frameworks discussed in class. **The workshop should aim to do the following:**

1. Increase self-awareness and cultural competency
2. Identify skills to speak up against and respond to prejudice, bias and stereotypes.
3. Explore building allies
4. Lead beyond the classroom

The workshop should include (PowerPoint, supporting script and background materials)

- Aims/objectives of workshop (what will participants will learn)
- Terminology
- Activity/Essential Questions
- Supporting Materials
- Application
- Closing
- Bibliography

Readings Materials

Tuck, E., & Yang, K. W. (Eds.) (2018). *Toward what justice? Describing diverse dreams of justice in education*. London: Routledge

*The other readings for this class are available free of charge as e-journal articles or book chapters through the Library Online Course Reserves (LOCR).

Additional Resources

Abigail B. Bakan and Enakshi Dua (eds.), *Theorizing Anti-Racism: Linkages in Marxism and Critical Race Theories* (University of Toronto Press, 2014).

Shelia Batacharya and Renita Wong Yuk-Lin (Eds), *Sharing Breath: Embodied Learning and Decolonization* (Athabasca University Press, 2018).

Glen Sean Coulthard, *Red Skin White Masks: Rejecting the Colonial Politics of Recognition* (University of Minnesota Press, 2014).

Robin DiAngelo, *White Fragility: Why It's So Hard For White People To Talk About Racism* (Beacon Press, 2018).

Nirmala Erevelles, *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic* (Palgrave Macmillan, 2011).

Carole Pateman and Charles Mills, *Contract and Domination* (Polity Press, 2007).

Michael Schwalbe, *Rigging the game: How inequality is reproduced in everyday life* (Oxford University Press, 2015).

Shannon Sullivan and Nancy Tuana (Eds.), *Race and Epistemologies of Ignorance* (State University of New York Press, 2007).

Race, Indigeneity and Social Justice: <https://education.ok.ubc.ca/student-resources/race-indigeneity-social-justice/>

Sexual Orientation and Gender Identity (SOGI): <https://education.ok.ubc.ca/student-resources/sogi-ubco/>

Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: To understand the relationship between moral and political aims of education, ethics, educational policy and practice, and political authority.	
Proposed Academic Calendar Entry: <u>EDLL 608 (3) Ethics, Governance and Reform in Contemporary Context</u> <u>Co-investigation of the ethical values, educational aims, and conditions of political legitimacy of educational institutions in the early 21st century. Normative and descriptive accounts of these institutions are examined in relation to contemporary social problems (and possible solutions) with an orientation to their implications for public policy and leadership-in-practice.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Course Syllabus Template for Senate Curriculum Submissions

Academic Calendar Entry

EDLL 608 (3) Ethics, Governance and Reform in Contemporary Contexts

Co-investigation of the ethical values, educational aims, and conditions of political legitimacy of educational institutions in the early 21st century. Normative and descriptive accounts of these institutions are examined in relation to contemporary social problems (and possible solutions) with an orientation to their implications for public policy and leadership-in-practice.

Course Format

This online course will use Canvas as a content management system, with Zoom as the platform for synchronous classes. Students are expected to participate in the synchronous research checkpoints organized as whole-class Zoom sessions and in asynchronous discussion groups using the Canvas learning environment.

There will be a number of professional seminars facilitated by guest faculty to support you in developing your skill and knowledge as a researcher and maximizing your experience as a graduate student at UBCO (e.g., Ethics/BREB/RiSE; Library resources and research data management).

- Canvas Login:
<https://canvas.ubc.ca>
- A UBC Student's Guide to Canvas:
<https://students.canvas.ubc.ca>
- Campus Wide login (CWL) Accounts:
<https://activate.id.ubc.ca>
- CWL Support:
<https://it.ubc.ca/services/accounts-passwords/campus-wide-login-cwl/problems-your-cwl>
- UBC Okanagan IT Services Help Desk:
<https://it.ok.ubc.ca/welcome.html>

Course Overview, Content, and Objectives

In the post-WWII era, many viewed access to education (i.e., state provided, public education) as an engine for greater social, economic and political equality. For others, education should be fundamental to the promotion of democracy as a way of life. Either way, the idea that education should be a social good to which all democratic citizens are entitled as a matter of right was both orthodox and foundational to civic social hope. But the contemporary policy scene reflects a very different set of values and assumptions. Basic schooling has been increasingly influenced by ideas around parental rights, consumer choice, and economic efficiency. And some worry that the university has been almost completely corporatized, as evinced by the “employability agenda”, international competition, and a privileging of public relations/alumni marketing and “branding” over its knowledge-promoting mission. Finally, and perhaps most distressingly, the polarization of the public sphere has led to widespread mistrust and delegitimization of the intellectual authority of educational institutions. For some on the polarized political left, educational institutions are framed and a mere means to the perpetual assertion of illegitimate

hierarchy and oppression and must be rebuilt. For some on the polarized political right, educational institutions are a mere means to the indoctrination of future citizens and for the use of cultural power to suppress individual freedom and must be rebuilt.

How did we get here, and what do these (and other developments) bode for the future of educational institutions in the 21st century? In this course we will look at the historical, economic, political, and philosophical foundation of education and how they may have succeeded, or failed, to gain traction in actual policy and practice. But we'll also look to see if these foundations are themselves appropriate for taking on the opportunities *as well as* the challenges of the 21st century. Finally, we will also track the practical implications of our inquiry for the ethics, governance, and reform and/or conservation of educational institutions. Students will be given the opportunity to develop an account of (and solution to) a conceptual and/or practical problem relating to educational ethics, governance, or other issue related to the course theme/focus of investigation.

Learning Outcomes

Upon successful completion of this course students should be able to:

- To understand the relationship between moral and political aims of education, educational policy and practice, and political authority.
- To assess how aims of education reflect different economic, cultural, and historical assumptions and how changes in those assumptions may redound on educational institutions.
- To distinguish between the economic, cultural or political popularity of educational aims and policies and their justification.
- To translate arguments justified in the context of “ideal” theory to the “non-ideal” context of actual institutions with an eye to their action-guiding/institution-leading implications .
- To observe and engage in public deliberation, including reconstructing opposing views, responding to informed criticism and critiquing one’s own educational beliefs and assumptions.

Indigenous Pedagogy

Way̓ kʷlncutn, kʷu ks̓xelpína? kʷu ǰ̓wəlǰ̓walt (Greetings to all of creation, we are coming alive with the new day). This greeting is an example of a ritualized Indigenizing understanding by Syilx Okanagan that acknowledges we (humans) are part of creation and have much to appreciate and responsibly look forward to every day.

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violence against women and the earth, to learn from and with Syilx peoples so future generations can live well. Indigenization is for all peoples and communities so we can have a future. Indigenization in the Okanagan School of Education involves connecting to Syilx and Indigenous peoples, pedagogy and resources throughout all courses and terms to transform destructive aspects of schooling and knowledge production. Diversity and inclusion ritualized into practice--made a part of our collective everyday lives--means our collective intellectual and creative potential is much greater with women and Indigenous peoples contributing to the knowledge and wisdom our children have access to.

Evaluation Criteria and Grading

Percentage (%)	Grade
90-100	A+
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76-79	B+
72-75	B
68-71	B-
0-67	F (Fail)

Assignments

All assignments must be completed and handed in by the due date in order to pass the course. If you are in the position of submitting an assignment late, it is essential to communicate with your instructor prior to doing so. At that time a decision will be made with regards to accepting the assignment or not and with regards to evaluation.

Assignments	Percentage
Weekly Paragraphs, Participation and Discussion Engagement	40%
Research Seminar	30%
Final Paper	30%

Assignments 1: Weekly Paragraphs (40%)

For every class you are expected to write a one-paragraph response to one of the readings. You should focus on something in the reading that you find insightful, objectionable, or interesting. Your comment should be pointed and clear, expressing your viewpoint strongly. You may refer to scholarly work outside the class reading list in supporting your comment. Imagine you are supporting or arguing with the author. The paragraphs are not to be simply a description of what is in the reading, and avoid direct quotation. The central purpose is to locate some important aspect of the reading that you find enlightening, irritating, wrong, or fruitful for present practice, and then to give a clear and forceful presentation of your opinion and arguments for it, or to pose a critical question. Make sure you represent the views of authors accurately. The main purpose of

these paragraphs is to stimulate discussion. The stronger and clearer your viewpoint and argument, the more lively should be the following discussion. **Max. 1/2 page per response.**

Responses to Course Colleagues: As part of your engagement in the Discussion Boards you will participate in community knowledge-building through responding to course colleagues' posts in ways that encourage and enrich conversations and prompt further thinking. As a guideline, you might offer responses to two different colleagues during the weekly discussion or respond in a threaded fashion in conversation with the same colleague. Aim for brief responses (50-70 words/response, although they may be shorter or longer). Responses should indicate how the post resonated with you in relation to what you are learning in the course and offer a question or reflection that can move this conversation forward to build and grow knowledge together.

Note on postings: These are opportunities to make sense of what you are reading, watching, listening to in the course in relation to what you know and do in your professional life. These are also an opportunity to interact with your course colleagues to build and grow knowledge together. All postings must be professional and courteous of the course and students. Students are reminded that postings, as a text written at a distance, can be misconstrued and so should be written thoughtfully. It is recommended that you first prepare your post in Word then cut and paste it into the site, so that you can keep a record of your assignment and not lose it in case technology acts up.

While it is challenging to mandate timing for posts and responses, students should aim to post their weekly reflection and respond to colleagues' posts by 6 pm PT on the Friday of each week.

Note on the instructor's role regarding postings: I will read all of the posts and the responses and will comment on them in a random manner. Instructor comments in the discussion board should not be construed as evaluative, but as formative for the purposes of building and growing knowledge within the online learning community.

Note on Self-Assessment: The discussion boards are the primary vehicle for interaction in this course. The commitment to engage in these boards will, hopefully, come from a desire to grow your learning and contribute to building our collective knowledge. However, assessments by instructors can create anxiety and may mean that motivation to engage in the discussions is to achieve a certain mark, rather than to build and grow knowledge through and with course colleagues.

In an effort to alleviate anxiety about posting for grades, and to hopefully generate open spaces for genuine engagement and conversation, discussion board assessment will be self-assessed. To monitor progress and determine a strategy appropriate for final self-assessment, students will arrange a meeting on *Collaborate* Ultra with the instructor during Week 3 to share their initial self-assessment and talk about their learning goals moving forward. The final assessment will be a written paragraph outlining your criteria for assessing your engagement in the Discussion Boards and offer some evidence that backs up your assessment.

Criteria you may use for assessing your participation on the discussion boards:

- Quality of posts and reflections in terms of synthesis of scholarship and connections to professional life
- Consistency of posts and reflections
- Additional criteria that you deem important to advance your engagement and learning on the Boards.

Assess your participation using the following ranges (as you'll note, the emphasis is on quality of engagement toward a focus on learning, rather than on quantity of posts and responses):

- A range—posts and responds in a professional manner and consistently moves the conversations forward through insightful comments and provocations from references within and beyond the course, prompting creative and critical thinking, building community, and offering additional resources and/or readings.
- B range—posts and responds in a professional manner.

Assignments 2: Research Seminar (30%)

A research presentation detailing your question of interest, the kinds of literature you have been drawing on/plan to draw on in order to answer that question, as well as discussion time for questions/feedback from the class. The seminar will include:

- Distribution of 2-3 relevant readings at least ONE WEEK in advance
- Overview of the issue/problem and argument as you have developed it thus far
- Time for leading discussion/Q and A

Assignments 3: Research Paper (30%)

In the final paper (max. 10 pages not inclusive of bibliography) you should bring one or more of the philosophical/theoretical perspectives on education we have discussed in the course to bear on a topic in your area of interest. There is lots of room to move within this assignment and the approach can and should be developed in consultation with the instructor. However, the final paper cannot be merely expository, that is, it cannot merely *describe* theories; you have to *use* these theories in a critical way in relation to your research topic or policy interest.

Your final paper will be evaluated along the following criteria:

- Strength of the argument – do you provide good reasons/justifications for your conclusions? Do you critique opposing viewpoints?
- Accuracy in referring to other people's ideas;
- Quality of the writing (i.e., is your writing well organized, clear, and free from spelling and grammatical errors?);
- Proper use of sources (i.e., do you use references to support or illustrate rather than make your points, and do you cite properly and consistently?).

Required Readings and Videos

Session	Course Themes/Readings
Diverse Conceptions of “Public”	<p>Martin, C. (2021). Justice and Education. In <i>Oxford Research Encyclopedia of Education</i>.</p> <p>Fraser, N. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. <i>Social text</i>, (25/26), 56-80.</p> <p>Stiglitz, J. E. (1999). Knowledge as a global public good. <i>Global public goods</i>, 1(9), 308-326.</p> <p>Higgins, C., & Abowitz, K. K. (2011). What makes a public school public? A framework for evaluating the civic substance of schooling. <i>Educational Theory</i>, 61(4), 365-380.</p> <p>G.H. Mead, “The Social Self”</p>
The Rise (and Fall?) of Social Rights: The Welfare State and Public Education	<p>Clark, J. (1975). <i>Canadian Public Policy / Analyse De Politiques</i>, 1(4), 587-589. doi:1. Retrieved from http://www.jstor.org/stable/3549906</p> <p>http://policyoptions.irpp.org/magazines/social-policy-in-the-21st-century/new-century-new-risks-the-marsh-report-and-the-post-war-welfare-state-in-canada/</p> <p>Gardner, P. (1994). Schooling, markets and public agency 1833-1944. <i>Education and the market place</i>, 9-18.</p> <p>Beetham, D. (1995). What future for economic and social rights? <i>Political Studies</i>, 43(1), 41-60.</p> <p>Additional Reading: The Beveridge Report</p>
Post-War Era: Education and Equality of Educational Opportunity	<p>JHM: “The Social Side of Schooling”: http://pages.jh.edu/jhumag/0400web/18.html</p> <p>Coleman, J. S. (1967). THE CONCEPT OF EQUALITY OF EDUCATIONAL OPPORTUNITY.</p> <p>Bowles, S., Loury, G., & Sethi, R. (2007). Is equal opportunity enough? A theory of persistent group inequality. <i>Unpublished Manuscript, Barnard College, Columbia University</i>.</p> <p>Wilson, J. (1991). Does equality (of opportunity) make sense in education? <i>Journal of Philosophy of Education</i>, 25(1), 27-32.</p> <p>Ravitch, D. (1981). The meaning of the new Coleman report. <i>The Phi Delta Kappan</i>, 62(10), 718-720.</p> <p>Additional Reading: Full Coleman Report: http://files.eric.ed.gov/fulltext/ED012275.pdf</p>
Liberalism and Education Part I: Autonomy as an Educational Ideal	<p>Raz, <i>The Morality of Freedom</i>, Ch 14.</p> <p>R. Dearden, Autonomy as an Educational Ideal</p> <p>Haydon, G. (1977). The ‘Right to Education’ and Compulsory Schooling*. <i>Educational Philosophy and Theory</i>, 9(1), 1-15.</p>

Liberalism and Public Education Part II: Diversity as an Educational Ideal	<p>John Dewey. "The Democratic Conception of Education"</p> <p>Callan, E. (1995). Common schools for common education. <i>Canadian Journal of Education/revue canadienne de l'education</i>, 251-271.</p> <p>Schrag, F. (1998). Diversity, schooling, and the liberal state. <i>Studies in Philosophy and Education</i>, 17(1), 29-46.</p> <p>Thompson, W. C. (2015). Rawls, race, and education: A challenge to the ideal/nonideal divide. <i>Educational Theory</i>, 65(2), 151-167.</p>
Equality Revisited: Can Schooling be Just?	<p>Tooley, J. (1994). In defence of markets in educational provision. <i>Education and the market place</i>, 138-53.</p> <p>Swift, A. (2004). The morality of school choice. <i>Theory and Research in Education</i>, 2(1), 7-21.</p> <p>Howe, K. R. (2017). The Dominant Conception of Educational Equality: Ideal and Ideology. <i>Philosophy of Education Archive</i>, 1-14.</p>
Ought Higher Education be Public?	<p>Robbins Report (1963). <i>Higher Education: Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins 1961-63</i>. Cmnd 2154, October 1963. http://www.educationengland.org.uk/documents/robbins/robbins1963.html</p> <p>Trow, M. (1989). The Robbins trap: British attitudes and the limits of expansion. <i>Higher Education Quarterly</i>, 43(1), 55-75.</p> <p>Bloom, "The Student and the University", in <i>The Closing of the American Mind</i>.</p> <p>Morton, J. M. (2016). Unequal classrooms: Online higher education and non-cognitive skills. <i>Philosophical Inquiry in Education</i>, 23(2), 97-113.</p> <p>UK White Paper: http://www.theguardian.com/education/interactive/2011/sep/27/higher-education-alternative-white-paper</p> <p>Ernst and Young Report: http://www.ey.com/Publication/vwLUAssets/University_of_the_future/%24FILE/University_of_the_future_2012.pdf</p> <p>McCowan, T. (2015). Should universities promote employability? <i>Theory and Research in Education</i>, 13(3), 267-285.</p>
Have Educational Institutions a Future? Inequality, Political Legitimacy, and Political Division	<p>Coulthard, G. S. (2007). Subjects of empire: Indigenous peoples and the 'politics of recognition' in Canada. <i>Contemporary political theory</i>, 6(4), 437-460.</p> <p>Suissa, J. (2001). Anarchism, utopias and philosophy of education. <i>Journal of Philosophy of Education</i>, 35(4), 627-646.</p> <p>Gentile, V. (2018). From a Culture of Civility to Deliberative Reconciliation in Deeply Divided Societies. <i>Journal of Social Philosophy</i>, 49(2), 229-251.</p> <p>Illich: http://www.nybooks.com/articles/1970/07/02/why-we-must-abolish-schooling/</p> <p>Gintis, H. (1972). Towards a political economy of education: A radical critique of Ivan Illich's Deschooling Society. <i>Harvard Educational Review</i>, 42(1), 70-96.</p> <p>Kitcher, "Education, Democracy and Capitalism" http://www.nordprag.org/papers/Kitcher7.pdf</p>

	Blacker, D. J. (2014). Compulsory Education Cycles Down. In <i>Philosophical Perspectives on Compulsory Education</i> (pp. 95-109). Springer Netherlands.
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Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: All students will be required to complete a practice-based dissertation prior to receiving the Ed.D. The new course EDUC 698 – Dissertation Seminar prepares students to complete the practice-based dissertation. This course (EDLL 699) will be used in the manner of a Ph.D. thesis course to keep track of student registration.	
Proposed Academic Calendar Entry: <u>EDLL 699 (0) Practice-Based Dissertation</u> <u>Pass/Fail.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: This is the first research seminars in the Ed.D. program. In this course, participants will develop an inquiry framework as a mode of investigation. It provides scaffolding for the research processes and writing components of developing Practice-Based Dissertation.	
Proposed Academic Calendar Entry: <u>EDUC 600 (3) Research Seminar I: Project Fundamentals</u> <u>Examining inquiry frameworks as a mode of investigation. Issues, methods and techniques used in educational research.</u> <u>Consideration is given to research strategies and techniques and the selection of research questions appropriate to a range of issues facing scholar-practitioners.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Course Syllabus Template for Senate Curriculum Submissions

Academic Calendar Entry

EDUC 600 (3) Research Seminar I: Project Fundamentals

An introductory course examining inquiry frameworks as a mode of investigation. It examines various issues, methods and techniques used in educational research. Consideration is given to research strategies and techniques and the selection of research questions appropriate to a range of issues facing scholar-practitioners.

Course Format

This online course will use Canvas as a content management system, with Zoom as the platform for synchronous classes. Students are expected to participate in the synchronous research checkpoints organized as whole-class Zoom sessions and in asynchronous discussion groups using the Canvas learning environment.

There will be a number of professional seminars facilitated by guest faculty to support students in developing their skill and knowledge as a researcher and maximizing their graduate student experience (e.g. Ethics/BREB/RiSE; Library resources and research data management).

- Canvas Login:
<https://canvas.ubc.ca>
- A UBC Student's Guide to Canvas:
<https://students.canvas.ubc.ca>
- Campus Wide login (CWL) Accounts:
<https://activate.id.ubc.ca>
- CWL Support:
<https://it.ubc.ca/services/accounts-passwords/campus-wide-login-cwl/problems-your-cwl>
- UBC Okanagan IT Services Help Desk:
<https://it.ok.ubc.ca/welcome.html>

Course Overview, Content, and Objectives

The course provides an overview of research fundamentals with a focus on inquiry in professional settings, and introduces research tools and technologies to be used throughout the research process. The course guides students in looking at complex problems from a research lens, and provides skills that go beyond traditional research or project management practices. Students will use collaborative techniques for problem-solving and decision-making to understand the research project life cycle. It also provides learners with leadership practices to help implement strategic projects in new and different ways.

Learning Outcomes

- Upon successful completion of this course students should be able to:
- Engage in inquiry into educational practices using community-based, collaborative approaches to leadership & learning
- Evaluate various approaches for inquiry project management, establish project scope into measurable pieces, interpret and assess project data toward recommendations and/or implementations of new knowledge, approaches or strategies.
- Embed traditional ways of knowing and Indigenous methodologies, accessing Indigenous peoples, literature, and communities in the design of an inquiry project
- Design and lead an inquiry project based on Indigenous knowledge, traditions, and methodologies.
- Use appropriate technologies to enhance learning and research.

Indigenous Pedagogy

Way' k^wlncutn, k^wu ks^xelpína? k^wu x^wəłx^walt (Greetings to all of creation, we are coming alive with the new day). This greeting is an example of a ritualized Indigenous understanding by Syilx Okanagan that acknowledges we (humans) are part of creation and have much to appreciate and responsibly look forward to every day.

Why Indigenize? Who is Indigenization for? Indigenization is about continuous healthy diversity of cultures and ecosystems, a pedagogy and praxis of dynamic balance between human lifeways and natural world ecologies. Indigenization is about appreciating difference and diversity, appreciating the gifts from the tmix^w (water, earth, plant and animal life forces) and ensuring those gifts continue for the peoples to be. Indigenization in the Okanagan is about respectfully connecting ourselves and children to each other and to this place, this territorial ecology and positioning ourselves more responsibly to the peoples to be. The Syilx Okanagan, in whose traditional territory we are situated, have been practicing Syilx Indigenization for millennia, so it is pragmatic, humanizing, and critical in this era of fires, floods, pandemics, racialized violence, violence against women and the earth, to learn from and with Syilx peoples so future generations can live well. Indigenization is for all peoples and communities so we can have a future.

Indigenization in the Okanagan School of Education involves connecting to Syilx and Indigenous peoples, pedagogy and resources throughout all courses and terms to transform destructive aspects of schooling and knowledge production. Diversity and inclusion ritualized into practice--made a part of our collective everyday lives--means our collective intellectual and creative potential is much greater with women and Indigenous peoples contributing to the knowledge and wisdom our children have access to.

Evaluation Criteria and Grading

Percentage (%)	Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B

68-71	B-
0-67	F (Fail)

Assignments

All assignments must be completed and handed in by the due date in order to pass the course. If you are in the position of submitting an assignment late, it is essential to communicate with your instructor prior to doing so. At that time a decision will be made with regards to accepting the assignment or not and with regards to evaluation.

Assignments	Weighting
Introduction mini-essay	10%
Introduction video post	5%
Discussion Board Engagement (see note below about self-assessment)	15%
Group Inquiry Project	40%
Group Inquiry Presentation and Individual Reflective Praxis	30%

Assignment 1: Introduction Mini-Essay and Video Post (combined 15%)

As a first assignment you will write a brief introduction (700-1000 words) that introduces who you are, your current educational/professional context and role, why you are in the Ed.D. program, and describe some of your current understandings, beliefs, and experiences with leadership. Refer to at least one reading from Week 1 to support an aspect of your writing.

As a way to build our online community and get you started with using some IT applications, please record yourself reading your mini-essay and post the video to the Week 1 discussion board.

Assignment 2: Discussion Board Engagement (15%)

Weekly Reflection Post: Your post should express your understanding of the readings, course materials assigned for the topic for that week and offer your perspectives, thoughts and emerging questions about these in relation to broader course objectives/topics and your role/context/research area (100-200 words, although they may be shorter or longer). You may want to refer to ideas that emerged from the optional Tuesday guest talks as well as the optional readings. The more you are able to make connections between the theories and ideas discussed in the course and how you see these living out in yourself and others in your 'practice' context (work, home, community), the richer you will find the learning experience. You may find it useful to refer to a quote from the readings and/or materials to help anchor your thinking and writing for your post.

Guiding questions to consider in your post:

- How do the readings and materials resonate with what you already know and do in your professional role?

- In what ways are you noticing the readings are impacting, informing, influencing your conception of leadership for sustainability in relation to the week's topic and/or other week's ideas.

Responses to Course Colleagues: As part of your engagement in the Discussion Boards you will participate in community knowledge-building through responding to course colleagues' posts in ways that encourage and enrich conversations and prompt further thinking. As a guideline, you might offer responses to two different colleagues during the weekly discussion or respond in a threaded fashion in conversation with the same colleague. Aim for brief responses (50-70 words/response, although they may be shorter or longer). Responses should indicate how the post resonated with you in relation to what you are learning in the course and offer a question or reflection that can move this conversation forward to build and grow knowledge together.

Note on postings: These are opportunities to make sense of what you are reading, watching, listening to in the course in relation to what you know and do in your professional life. These are also an opportunity to interact with your course colleagues to build and grow knowledge together. All postings must be professional and courteous of the course and students. Students are reminded that postings, as a text written at a distance, can be misconstrued and so should be written thoughtfully. It is recommended that you first prepare your post in Word then cut and paste it into the site, so that you can keep a record of your assignment and not lose it in case technology acts up.

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Criteria you may use for assessing your participation on the discussion boards:

- Quality of posts and reflections in terms of synthesis of scholarship and connections to professional life
- Consistency of posts and reflections
- Additional criteria that you deem important to advance your engagement and learning on the Boards.

Assess your participation using the following ranges (as you'll note, the emphasis is on quality of engagement toward a focus on learning, rather than on quantity of posts and responses):

- A range—posts and responds in a professional manner and consistently moves the conversations forward through insightful comments and provocations from references within and beyond the course, prompting creative and critical thinking, building community, and offering additional resources and/or readings.
- B range—posts and responds in a professional manner.

Assignment 3: Group Inquiry Project (40%)

The main assignment for the course is a group inquiry project:

- Chapter 1: Introduction to the inquiry, including a purpose statement, research questions, definitions (as necessary), your position as a researcher in relation to the topic, and the significance of the study
- Chapter 2: Review of the Literature
- Chapter 3: Research Methods. Include details about the inquiry process used
- Chapter 4: Findings. This chapter presents in an organized way: the major themes in the data you collected; evidence (specific data, such as frequencies and interview quotes) related to the themes; interpretations of the evidence, resulting in statements of specific findings; relationship of research findings to the findings of other scholars in the literature. This chapter should end with a summary of the key findings.
- Chapter 5: Discussion: In this chapter you will discuss the meaning of your findings and how they answer (or do not answer) your research questions, what implications your findings have for practice, recommendations you have for future research or for policy/practice (clearly grounded in the evidence you collected), and critical reflections about the research.

The written report should be double-spaced using 12-point Times New Roman or a similar font. Conventions of written English language usage should be followed. All submissions should be checked for spelling and grammar and proofread before submission. APA style should be used for all citations, quotes and reference lists. An APA style guide is located on the UBC library website (<http://help.library.ubc.ca/evaluating-and-citing-sources/how-to-cite/>). Chapters should be well organized (use headings and subheadings as appropriate). All written work should be submitted via email as Word documents (not PDFs) unless otherwise arranged.

Assignment 4: The Group Presentation (20%)

The presentation should be a maximum of 30 minutes in length and provide a concise and engaging summary of each of the chapters in the research report. Researchers will provide

thoughtful responses to questions from the discussant and audience members. Criteria for evaluation include the comprehensiveness and coherence of the presentation, clarity of information and argumentation, engagement with the audience, attentiveness to time constraints, and thoughtfulness and clarity of responses to questions, and meaningful participation on the part of all team members.

Reading Materials

Anuik, J., Battiste, M. & George, P. (2010). Learning from promising programs and applications in nourishing the spirit. *Canadian Journal of Native Education*, 33 (1) 63 – 155.

Biin, D., Canada, D., Chenoweth, J., & Neel, L. (2021). *Pulling Together: A Guide for Researchers, Hilkal*. BCcampus. [Pulling-Together-A-Guide-for-Researchers-Hilkala-1630594597. print \(1\).pdf](https://www.bccampus.ca/pulling-together-a-guide-for-researchers-hilkala-1630594597-print-1.pdf)

Carrauza, J., & Fenimore-Smith, J. (2010) The Give Away Spirit: Reaching a Shared Vision of Ethical Indigenous Research Relationships, *Journal of Educational Controversy*: 5 (2).

Castleden, H., Daley, K., Morgan, V. & Sylvestre, P. (2013). Settlers unsettled: using field schools and digital stories to transform geographies of ignorance about Indigenous peoples in Canada, *Journal of Geography in Higher Education*, 37(4): 487-499.

De Fevre, D., Robinson, V., & Sinnema, C. (2014). Genuine inquiry: Widely espoused yet rarely enacted. *Educational Management Administration & Leadership* 43(6), 883-899.

Linds, W., Goulet, L. Episkenew, J., et al., (2015). Sharing the talking stones: theatre of the oppressed workshop as collaborative art-based health research with indigenous youth. In

D. Conrad & A. Sinner (Eds.), *Creating together: participatory, community-based, and collaborative arts practices and scholarship across Canada*. Wilfrid Laurier University Press (online).

Muhammad, M., Wallerstein, N., et al., (2015). Reflections on Researcher Identity and Power: The Impact of Positionality on Community Based Participatory Research (CBPR) Processes and Outcomes. *Critical Sociology*, 41(7-8): 1045– 1063

Ranjan Datta, R. (2015) A relational theoretical framework and meanings of land, nature, and sustainability for research with Indigenous communities, *Local Environment*, 20:1, 102-113, DOI: [10.1080/13549839.2013.818957](https://doi.org/10.1080/13549839.2013.818957)

Stanton, C. (2014). Crossing Methodological Borders: Decolonizing Community-Based Participatory Research, *Qualitative Inquiry*, 20(5): 573–583.

Timperley, H., & Earl, L. (2009) Professional Learning Conversations: Challenges in Using Evidence for Improvement. DOI: [10.1007/978-1-4020-6917-8](https://doi.org/10.1007/978-1-4020-6917-8)

Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: This is the second research seminars in the Ed.D. program. In this course, participants will design their research proposal, it also provides scaffolding for the research processes and writing components of developing their Practice-Based Dissertation.	
Proposed Academic Calendar Entry: <u>EDUC 601 (3) Research Seminar II: Design</u> <u>Designed to help students prepare the</u> <u>components of their research</u> <u>proposal. Research tools and techniques</u> <u>commonly used for researching</u> <u>leadership and organizational</u> <u>improvement practices, including</u> <u>research ethics will guide the course</u> <u>design.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Course Syllabus Template for Senate Curriculum Submissions

Academic Calendar Entry

EDUC 601 (3) Research Seminar II: Project Design

Designed to help students prepare the components of their research proposal. Research tools and techniques commonly used for researching leadership and organizational improvement practices, including research ethics will guide the course design.

Course Format

This online course will use Canvas as a content management system, with Zoom as the platform for synchronous classes. Students are expected to participate in the synchronous research checkpoints organized as whole-class Zoom sessions and in asynchronous discussion groups using the Canvas learning environment.

There will be a number of professional seminars facilitated by guest faculty to support you in developing your skill and knowledge as a researcher and maximizing your experience as a graduate student at UBCO (e.g., Ethics/BREB/RiSE; Library resources and research data management).

- Canvas Login:
<https://canvas.ubc.ca>
- A UBC Student's Guide to Canvas:
<https://students.canvas.ubc.ca>
- Campus Wide login (CWL) Accounts:
<https://activate.id.ubc.ca>
- CWL Support:
<https://it.ubc.ca/services/accounts-passwords/campus-wide-login-cwl/problems-your-cwl>
- UBC Okanagan IT Services Help Desk:
<https://it.ok.ubc.ca/welcome.html>

Course Overview, Content and Objectives

This course is designed to help you prepare for various hurdles in the completion of your graduate program (i.e., proposal development and exam, research processes, ethics applications), and to develop your skill and confidence as a researcher. A secondary purpose is to discuss the practical and political aspects of refining a research topic and developing a proposal, which will serve as the final product for this course. You will be building from the learning and final product from the Research Seminar I course last year. You may find that your ideas for your inquiry have shifted since then, and that is fine. You will be developing a final Research Proposal in this course that you will defend in an oral exam which must be passed in order to move to the Practice-Based Dissertation in Year 3. *Undertaking research for a thesis or dissertation is an experience that most people never forget. Worries about what topic to investigate, how to go about doing the research and writing at length are common concerns raised by research students. No one can do the research for*

you; the responsibility is yours and yours alone. This often leads to feelings of isolation and sometimes to a loss of confidence. But, with a little planning, careful thought and the adoption of the right attitude, you will be able to set realistic objectives and find that the stress and anxiety of doing the research can be managed and even enjoyable! Few experiences match the sense of achievement and exhilaration that result from finishing your thesis or dissertation. (Hart, 2009, p. viii)

Students will be prepared to develop ethics applications and will become familiar with research processes. Additionally, this course will offer opportunities for students to develop skill and confidence as a researcher as they engage in a collaborative environment of peer- and instructor- mentorship to develop capacities to complete the proposal for their in situ research project and complete their Proposal Exam, the final product for this course.

Learning Outcomes

Upon completion of this course, you will demonstrate:

- Understanding of the structure and key elements of a research proposal.
- Understanding of the basic assumptions that inform various research traditions within the social sciences.
- Ability to use understandings of research to clarify your own basic set of beliefs and preferred theoretical orientation to research.
- Ability to discuss intelligently the basic issues and concerns involved in conducting high quality, rigorous, and meaningful systematic inquiry.
- Ability to refine analytical and critical reading and writing skills by reviewing, synthesizing, and critiquing literature relevant to participants' dissertation proposal.
- Develop substantial portions of your doctoral/master research proposal including the problem statement, research questions, and/or hypotheses, significance of the problem, review of literature, conceptual/theoretical framework and research design.

Indigenous Pedagogy

Way k^wlncutn, k^wu ksxelpína? k^wu x^wəlx^walt (Greetings to all of creation, we are coming alive with the new day). This greeting is an example of a ritualized Indigenizing understanding by Syilx Okanagan that acknowledges we (humans) are part of creation and have much to appreciate and responsibly look forward to every day.

Why Indigenize? Who is Indigenization for? Indigenization is about continuous healthy diversity of cultures and ecosystems, a pedagogy and praxis of dynamic balance between human lifeways and natural world ecologies. Indigenization is about appreciating difference and diversity, appreciating the gifts from the tmix^w (water, earth, plant and animal life forces) and ensuring those gifts continue for the peoples to be. Indigenization in the Okanagan is about respectfully connecting ourselves and children to each other and to this place, this territorial ecology and positioning ourselves more responsibly to the peoples to be. The Syilx Okanagan, in whose traditional territory we are situated, have been practicing Syilx Indigenization for millennia, so it is pragmatic, humanizing, and critical in this era of fires, floods, pandemics, racialized violence, violence against women and the earth, to learn from and with Syilx peoples so future generations can live well. Indigenization is for all peoples and communities so we can have a future.

Indigenization in the Okanagan School of Education involves connecting to Syilx and Indigenous peoples, pedagogy and resources throughout all courses and terms to transform destructive aspects of schooling and knowledge production. Diversity and inclusion ritualized into practice--made a part of our collective everyday lives--means our collective intellectual and creative potential is much greater with women and Indigenous peoples contributing to the knowledge and wisdom our children have access to.

Evaluation Criteria and Grading

Percentage (%)	Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
0-67	F (Fail)

Assignments

All assignments must be completed and handed in by the due date in order to pass the course. If you are in the position of submitting an assignment late, it is essential to communicate with your instructor prior to doing so. At that time a decision will be made with regards to accepting the assignment or not and with regards to evaluation.

There are 7 assignments for this course. Each task is designed as a building block that culminates in your research proposal. The process is incremental and iterative, providing for feedback from the instructor and peers as you write, revise and eventually present your proposal. Assessment will be based on the quality of the following assignments:

<u>Assignments</u>	<u>Value</u>
Statement of the problem/purpose	10 %
Short review of literature	10 %
Extended review of literature	10 %
Final problem statement & review of literature	20 %
Methodology	10 %
Presentation of final proposal	20 %
Participation and Discussion Engagement	20 %

Assignment 1: Statement of purpose/problem (10%)

Prepare a short paper (1,500- 3,000-word maximum not including references) outlining your individual area of interest/research by addressing the following questions:

- What is the primary issue you want to address in your research (contextualize your own practice and how the topic or issue connects to your practice)?
- Why does this problem demand attention (cite evidence)?
- What are you going to do about it (provide a few, key initial thoughts about your methodology)?
- What are the anticipated outcomes of your study (what knowledge/insights do you hope to advance and in what areas)?
- What do you hope the impacts will be (*who* will know to do *what* better, with greater democracy, transparency, better and more effective practices, cultural appropriateness, efficiency, etc.)?

Assignment 2: Short literature review/conceptual or theoretical framework (10%)

Prepare a preliminary reference list based on the key concepts addressed in your preliminary statement of purpose discussed during session 1. As part of your process, you may decide to prepare a concept map.

- What are the features of an outstanding literature review?
- What do the required readings tell us about different understandings of the role of a literature review in doctoral research?

Assignment 3: Expanded literature review (10%)

You will prepare an expanded literature review (beyond what you did in Assignment 2 – maximum 5,000 words). Keep in mind that your literature review should tell the reader:

- What the research says (theory) in relation to the object of your study;
- How the research projects in your field of study were carried out (methodology); and
- What is missing, i.e., the gap that your research project intends to fill.
- (Note: this will differ by type of project, particularly projects that focus on theory- building compared to empirical studies).

Also, you need to ask yourself critical questions when you evaluate the quality, rigour, and relevance of the research articles you choose to review:

- Is the article accurate and how do you know (one way to find out is to check if the same research is referred to in other sources, or is it inconsistent with other findings)?
- What makes this article believable? Is the literature from credible sources? Etc.

Once you have considered all the questions above, you need to ask yourself: What does this all mean? Basically, you are looking for the strengths and weaknesses in what you have read to produce a critical and sound literature review.

Assignment 4: Final statement of purpose/problem and literature review (20%)

You will revisit your statement of purpose (or statement of the problem), redraft the purpose/problem statement (2,500 words maximum), and complete your literature review (5,000 words maximum) and come to class prepared to share and discuss it. This assignment should be close to the version you intend to submit for your Ed.D. Proposal Exam.

Assignment 5: Methodology Proposal (10%)

Narrow down your research question and prepare a methodology proposal (2500 words max). Include the following:

- What methodological tradition do you draw upon?
- What methods do you plan to use? Provide as many details as possible and justify each of your choices;
- Definitions, scope, and caveats;
- Positionality, issues of power, and relationships with your subjects/communities;
- Ethics: informed consent procedures, vulnerability, confidentiality, data protection, conflict of interest, potential harm and benefits, etc., and
- Your qualification as a researcher for this project

Be prepared to share your methodology proposal with the class.

Assignment 6: Presenting the Final Research Proposal (20%)

Recognizing that proposals will not be in “final” form, this assignment provides opportunities to practice presenting a research proposal. The intent is to help you articulate, in a clear and cogent manner, the purpose and importance of your proposed study, the manner in which extant literatures have helped you to frame the study, the proposed methods and the reasons why the methods selected are appropriate. The intent is also to provide you with an opportunity to raise and respond to questions and to identify issues that may require further investigation.

Presentations will be arranged as small-group meetings that include course peers and Ed.D. faculty who will provide feedback on the proposal. This presentation will serve as the exam for students to move on to the Practice-Based Dissertation in Year 3. The instructor will meet with the faculty supervisor directly following the presentations to determine Pass or Improvement Required and this will be communicated to students.

Proposal Criteria

- Significance of the inquiry statement and established context for researching this problem of practice
- Usefulness of the research questions to guide the inquiry
- Critical understanding of the relevant literature framing the research problem
- Critical understanding of the research methodology applied
- Level of quality of presentation and adherence to the standards of the discipline

Assignment 7: Participation and Discussion Engagement (ongoing) (20%)

Weekly Reflection Post: Your post should express your understanding of the readings, course materials assigned for the topic for that week and offer your perspectives, thoughts and emerging questions about these in relation to broader course objectives/topics and your role/context/research area (100-200 words, although they may be shorter or longer). You may want to refer to ideas that emerged from the optional Tuesday guest talks as well as the optional readings. The more you are able to make connections between the theories and ideas discussed in the course and how you see these living out in yourself and others in your ‘practice’ context (work, home, community), the richer you will find the learning experience. You may find it useful to refer to a quote from the readings and/or materials to help anchor your thinking and writing for your post.

Guiding questions to consider in your post:

- How do the readings and materials resonate with what you already know and do in your professional role?
- In what ways are you noticing the readings are impacting, informing, influencing your conception of leadership for sustainability in relation to the week's topic and/or other week's ideas.

Responses to Course Colleagues: As part of your engagement in the Discussion Boards you will participate in community knowledge-building through responding to course colleagues' posts in ways that encourage and enrich conversations and prompt further thinking. As a guideline, you might offer responses to two different colleagues during the weekly discussion or respond in a threaded fashion in conversation with the same colleague. Aim for brief responses (50-70 words/response, although they may be shorter or longer). Responses should indicate how the post resonated with you in relation to what you are learning in the course and offer a question or reflection that can move this conversation forward to build and grow knowledge together.

Note on postings: These are opportunities to make sense of what you are reading, watching, listening to in the course in relation to what you know and do in your professional life. These are also an opportunity to interact with your course colleagues to build and grow knowledge together. All postings must be professional and courteous of the course and students. Students are reminded that postings, as a text written at a distance, can be misconstrued and so should be written thoughtfully. It is recommended that you first prepare your post in Word then cut and paste it into the site, so that you can keep a record of your assignment and not lose it in case technology acts up.

While it is challenging to mandate timing for posts and responses, students should aim to post their weekly reflection and respond to colleagues' posts by 6 pm PT on the Friday of each week.

Note on the instructor's role regarding postings: I will read all of the posts and the responses and will comment on them in a random manner. Instructor comments in the discussion board should not be construed as evaluative, but as formative for the purposes of building and growing knowledge within the online learning community.

Note on Self-Assessment: The discussion boards are the primary vehicle for interaction in this course. The commitment to engage in these boards will, hopefully, come from a desire to grow your learning and contribute to building our collective knowledge. However, assessments by instructors can create anxiety and may mean that motivation to engage in the discussions is to achieve a certain mark, rather than to build and grow knowledge through and with course colleagues.

In an effort to alleviate anxiety about posting for grades, and to hopefully generate open spaces for genuine engagement and conversation, discussion board assessment will be self-assessed. To monitor progress and determine a strategy appropriate for final self-assessment, students will arrange a meeting on *Collaborate* Ultra with the instructor during Week 3 to share their initial self-assessment and talk about their learning goals moving forward. The final assessment will be

a written paragraph outlining your criteria for assessing your engagement in the Discussion Boards and offer some evidence that backs up your assessment.

Criteria you may use for assessing your participation on the discussion boards:

- Quality of posts and reflections in terms of synthesis of scholarship and connections to professional life
- Consistency of posts and reflections
- Additional criteria that you deem important to advance your engagement and learning on the Boards.

Assess your participation using the following ranges (as you'll note, the emphasis is on quality of engagement toward a focus on learning, rather than on quantity of posts and responses):

- A range—posts and responds in a professional manner and consistently moves the conversations forward through insightful comments and provocations from references within and beyond the course, prompting creative and critical thinking, building community, and offering additional resources and/or readings.
- B range—posts and responds in a professional manner.

Required Readings

Bloomberg, L. D., & Volpe, M. (2018). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oakes, CA: Sage Publications.

Smith, L. T. (1999). *Decolonizing methodologies: Research and Indigenous Peoples*. New York, NY: Zed Books Ltd

Reid, C., Greaves, L., and Kriby, S. (2017). *Experience, Research, Social Change: Critical Research Methods (3rd ed)*. University of Toronto Press.

Willis, J., Inman, D. & Valenti, R. (2010). *Completing a professional practice dissertation: A guide for doctoral students and faculty*. Charlotte, NC: Information Age Publishing.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood Publishers.

Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
Faculty/School: Okanagan School of Education Dept./Unit: Faculty of Education Faculty/School Approval Date: 2021/10/21 Effective Session: 2023S	Date: October 22, 2021 Contact Person: Dr. Sabre Cherkowski Phone: 250.807.9306 Email: sabre.cherkowski@ubc.ca
Type of Action: New Course	
Rationale: This year-long course is designed to help students in preparing for, carrying out, and completing their Practice-Based Dissertation and to develop skill as a researcher.	
Proposed Academic Calendar Entry: <u>EDUC 698 (6) Dissertation Seminar</u> <u>Building on coursework completed during the Ed.D. program, this course supports students in the development of their Practice-Based Dissertation and provides scaffolding for the conceptualization, development, and completion of projects that will meet or exceed the requirements for the Ed.D. graduate program.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Course Syllabus Template for Senate Curriculum Submissions

Academic Calendar Entry

EDUC 698 (6) Dissertation Seminar

Building on coursework completed during the Ed.D. program, this course supports students in the development of their Practice-Based Dissertation. It provides scaffolding for the conceptualization, development, and completion of projects that will meet or exceed the requirements for the Ed.D. graduate program.

Course Format

This online course will use Canvas as a content management system, with Zoom as the platform for synchronous classes. Students are expected to participate in the synchronous research checkpoints organized as whole-class Zoom sessions and in asynchronous discussion groups using the Canvas learning environment.

There will be a number of professional seminars facilitated by guest faculty to support students in developing their skill and knowledge as a researcher and maximizing their graduate student experience (e.g. Ethics/BREB/RiSE; Library resources and research data management).

- Canvas Login:
<https://canvas.ubc.ca>
- A UBC Student's Guide to Canvas:
<https://students.canvas.ubc.ca>
- Campus Wide login (CWL) Accounts:
<https://activate.id.ubc.ca>
- CWL Support:
<https://it.ubc.ca/services/accounts-passwords/campus-wide-login-cwl/problems-your-cwl>
- UBC Okanagan IT Services Help Desk:
<https://it.ok.ubc.ca/welcome.html>

Course Overview, Content, and Objectives

Building on course work completed during the doctoral program, this course supports students in the development and carrying out of their Practice-Based Dissertation and Final Reports. It provides scaffolding for research processes and writing components of developing and completing Final Reports of their in situ Practice-Based Dissertation that that will meet or exceed the requirements for graduate programs standards.

This class will take place in a collaborative space with the expectation that we all contribute to knowledge building so your participation in class discussion/ online is crucial to the success of the course. While there is a general structure to the course, it will unfold in accordance with the interests and needs of participants. You are invited to suggest readings, multimedia, events and guest speakers to enrich the course experience. This course will provide scaffolded and

supported practice-based dissertation process from development through to completion and presentation of the Final Report. Throughout this course you will be supported to:

- Engage in an online scholarly community of practice,
- Provide constructive feedback on elements of peers' doctoral work and incorporating feedback into one's own work, and
- Develop and enhance scholarly writing skills through ongoing cycles of feedback from peers, the instructor, and the supervisory committee.

Learning Outcomes

Upon completion of this course, you will be able:

- To reflect critically on the work of others and learn to be a critical friend within the context of the collaborative student learning community.
- To engage in collegial seminar, participating fully in sharing work and respectfully and supportively critiquing the work of others.
- To learn to format / present scholarship in the appropriate format.

Indigenous Pedagogy

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Evaluation Criteria and Grading

This course will be assessed as Pass/Fail with the single, culminating assignment of the completed Practice-Based Dissertation.

Course Details

Weeks	Topic & Activities	Readings
Weeks 1-2	Introduction – Overview of the course and review of materials posted on course blog	Course outline and Faculty of Education Grading Rubric
Weeks 3-4	Preparing to an Exit Project – overview of criteria for completion, purpose of the project.	Selection of online repository doctoral projects
Weeks 5-6	Selecting and defining a topic	Chapter 2 - Selecting and defining a research topic
Week 7-8	Positioning your topic within the field	Chapter 4 - Preparing and evaluation a research plan
Week 8-9	Positioning your topic within the field	Chapter 4 - Preparing and evaluation a research plan
Week 9-10	Positioning your topic within the literature	Chapter 3 - Reviewing the literature
Week 11-12	Review of Action Research	Chapter 20 – Action Research
Week 13 -14	Review of Action Research	Chapter 20 – Action Research
Week 15-16	Ongoing critique of colleagues' work	Two of your colleagues' project proposals and work to date
Week 17-18	Ongoing critique of colleagues' work	Two of your colleagues' project proposals and work to date
Week 19-20	Ongoing critique of colleagues' work	Two of your colleagues' project proposals and work to date
Week 20-21	Evaluating an Exit Project	Chapter 22 – Evaluating a research report
Week 21-22	Evaluating an Exit Project	Chapter 22 – Evaluating a research report
Week 23-24	Course Conclusion	Public presentation of Practice-Based Dissertations – celebration of work

Required Readings:

Willis, J., Inman, D. & Valenti, R. (2010). *Completing a professional practice dissertation: A guide for doctoral students and faculty*. Charlotte, NC: Information Age Publishing.

Additional articles and chapters as assigned.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: n/a Faculty/School Approval Date: 20220215 Effective Session: 2022W	Date: 20211222 Contact Person: Dr. Sandy Hilton Phone: 250.807.8254 Email: sandy.hilton@ubc.ca
Type of Action: Other: removal of program criteria for old 2+2 version of the Bachelor of Management program from the Academic Calendar	
Rationale: In 2017W, the Faculty of Management introduced a new version of the Bachelor of Management program. In reviewing student records back to 2014W, there are currently five students registered in the old version of the program. Those students will be graduating this year (pending successful completion of courses at the end of 2021W). There is currently only one student under the old program criteria that is eligible to return in 2022W without applying for readmission (https://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,326,0,0). Admission to the old program has been closed. All remaining students have either transitioned to the current program criteria or have already graduated. Given the low number of students that removal of this criteria will impact, the Faculty of Management proposes to remove all 2+2 program criteria from the Academic Calendar. All old program information will remain in an archived version of the Academic Calendar.	
Proposed Academic Calendar Entry: <div style="margin-top: 10px;"> Contents Introduction Bachelor of Management Program [...] </div>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,287,0,0 Present Academic Calendar Entry: <div style="margin-top: 10px;"> Contents Introduction Bachelor of Management Program for students who entered the program as first years in 2016/2017 or earlier; as second years in 2017/2018 or earlier; or as third years in 2018/2019 or earlier Bachelor of Management Program for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later [...] </div>



<p>Proposed Academic Calendar Entry</p> <p>n/a</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p roof/edit/index.cfm?tree=18,287,884,1108</p> <p>Present Academic Calendar Entry: Introduction for students who entered the program as first years in 2016/2017 or earlier; as second years in 2017/2018 or earlier; or as third years in 2018/2019 or earlier</p> <p>[12726] The Faculty of Management offers a four-year undergraduate program leading to the Bachelor of Management (B.Mgt.). The first two years are comprised of courses from other faculties that develop a breadth of knowledge and understanding across disciplines and provide a general foundation for management studies.</p> <p>[17315] The final two years of learning focus on core management studies within various student pathways such as general management, accounting, entrepreneurial technology, finance, human resources/organizational behaviour, marketing and operations/supply chain.</p>
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<p>Proposed Academic Calendar Entry</p> <p>n/a</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,287,884,1111</p> <p>Present Academic Calendar Entry:</p> <p>Academic Regulations for students who entered the program as first years in 2016/2017 or earlier; as second years in 2017/2018 or earlier; or as third years in 2018/2019 or earlier</p> <p>[13026] In addition to the general policies and regulations set out in Policies and Regulations, the academic regulations outlined in this section apply to the Faculty of Management.</p> <p>[12728] Attendance</p> <p>[12729] Regular attendance is expected of students in all their lectures, laboratories, tutorials, and seminars. Students who neglect their academic work and assignments in a course may be excluded from its final examination. Students who are unavoidably absent from scheduled classes because of illness or disability should report to their instructors immediately on their return. Students whose attendance or academic performance is severely affected by medical, emotional, or other problems should apply for special consideration from the office of their Dean or Director (see Academic Concession, below and at Academic Concession).</p> <p>[12730] Change of Registration</p> <p>[12731] In the Winter Session, students can drop one-term courses within two weeks of their commencement and two-term courses within</p>
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	<p>three weeks of commencement. All record of registration in the course(s) will be removed from students' transcripts. Thereafter, students may withdraw from a one-term course up to the end of the sixth week of classes, and from a two-term course up to the end of the twelfth week of classes. Courses dropped during this latter period will be indicated by a W on the student's transcript. Students can withdraw from courses using the Student Service Centre. After these dates, students are not normally permitted to withdraw from courses but can apply for academic concession (see below).</p> <p>[12732] Students who cease to attend or otherwise fail to complete exams, assignments, or other course requirements will receive a grade reflecting requirements completed in the course. (See also Change of Registration and Course Drop/Withdrawal Dates.)</p> <p>[12733] Academic Concession</p> <p>[12734] Please refer to the university policy on Academic Concession.</p> <p>[12741] Transfer Credit</p> <p>[12742] Students admitted to the B.Mgt. from a recognized post-secondary institution will have their courses assessed for appropriate transfer credit at the time of admission. For information on transferable courses completed at recognized colleges in British Columbia and in the Yukon, students should refer to the British Columbia Transfer Guide. Courses completed at accredited universities and university colleges will be assessed for transfer credit on a course-by-course basis.</p>
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	<p>[17311] Letter of Permission</p> <p>[12743] Students currently registered in the B.Mgt. may not take courses for credit at another institution without specific written permission. Students who wish to interrupt their UBC studies and take courses at another institution for credit toward their degree must obtain, in advance, a letter of permission from the Faculty. The Faculty has no obligation to grant transfer credit unless a letter of permission has been obtained. Students will not normally be permitted to complete the B.Mgt. English requirement at another institution (see also Attendance). See Letter of Permission to Study at Another Institution.</p> <p>[12744] Failed Courses</p> <p>[12745] A student may repeat a failed course only once. Please refer to Advancement Regulations for the official UBC Okanagan policy on repeating failed courses.</p> <p>[12748] Degree Completion</p> <p>[12749] Students must complete their degree requirements within six years of their original admission into the Faculty of Management or otherwise obtain permission from the Dean for an extension.</p> <p>[12750] Dean's Honour Roll</p> <p>[12751] Student transcripts will receive the notation "Dean's Honour Roll" if an overall average of 80% or better is achieved in a program of 27 credits or more in any Winter Session. Exceptions are made for Co-op or Exchange students, who require at least 15 credits in a non-Co-op or non-Exchange term for this calculation. To qualify, students must pass all courses. Only courses taken at UBC will be used in this calculation.</p>
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	<p>[12752] Degree with Honours</p> <p>[12753] The words "With Honours" will be placed on the transcript of record and the degree certificate of students graduating with the B.Mgt. where the average is 80% or better in all upper-level Management courses. As well, students must be enrolled in a 27-credit course load in at least one of the two final years. To qualify, students must pass all courses. Only courses taken at UBC will be used in this calculation.</p> <p>[12754] Program Approval</p> <p>[12755] Students are responsible for the completeness and accuracy of registration as it relates to the regulations of the program in which they are enrolled. Any variation from a full load must be approved by the Dean of the Faculty of Management.</p> <p>[12756] Academic Probation</p> <p>[12757] Academic Probation will be assigned at the end of the Winter Session (April) based on performance in that session (Sept-April) and will consider all courses taken in the session. A student will be placed on Academic Probation, while not falling under the provisions for Failed Standing below, if the student:</p> <p>[12758]</p> <ul style="list-style-type: none"> • — earned a sessional cumulative average of 50% to less than 60%; or • — passed less than 60% of the credits <p>[12759] A student placed on Academic Probation at the end of the Winter Session will normally be allowed to register in a maximum of 9 credits per term in the following Winter Session. This credit restriction may be waived at the discretion of the Faculty. Upon request by the student to the Faculty, the Academic Probation credit restriction might be restored if, in the next</p>
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	<p>Winter Session, each Term 1 course grade is 60% or higher.</p> <p>[12760] The credit restriction will only be enforced if the student is notified before the subsequent Winter Session begins.</p> <p>[12761] Failed Standing</p> <p>[12762] Failed Standing will be assigned at the end of the Winter Session (April) based on performance in that session (Sept-April). The evaluation will consider all courses taken in the session. Failed standing will be assigned to a student who has:</p> <p>[12763]</p> <ul style="list-style-type: none"> • a sessional cumulative average of less than 50%. <p>[17316] A student placed on Failed Standing for the first time will normally be required to discontinue studies in the Faculty for a period of one academic year (12 months) prior to applying for readmission. Affected students will be issued a letter from the Faculty outlining a decision and next steps. Students who consider applying for readmission the following year must complete further study at another recognized post-secondary institution during the year away. Students are strongly advised to consult the Faculty prior to further academic study.</p> <p>[17317] Students who are readmitted after being required to discontinue study in the Faculty following a failed year will receive credit toward the B.Mgt. only for those university transferable courses in that year away in which they obtained a grade of at least 60%.</p> <p>[17318] A student who already has a Failed Standing on their academic record will be required to withdraw from the University and</p>
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	<p>may only be readmitted under the Advancement Regulations. Readmission to the Faculty of Management after a second failed year is normally not granted.</p> <p>[17319] Courses taken in the Summer Session are not taken into consideration for assigning Failed Standing.</p> <p>[12764] Advancement Requirements</p> <p>[12765] Students are expected to register in a full load of courses.</p> <p>[12766] To earn promotion from first to second year, a student must have completed a minimum of 27 credits.</p> <p>[12767] To earn a promotion from second to third year, a student must have completed 54 credits, including the core courses of MGMT 100, MGMT 200, ECON 101, MATH 100 or 116, PSYO 111, STAT 121 or 124, and ENGL 112 (or 6 credits of any ENGL), with a minimum core average of 60%.</p> <p>A minimum grade of 60% in ENGL 112 (or an average minimum grade of 60% over 6 credits of any ENGL), is also required.</p> <p>[12768] To earn a promotion from third to fourth year, students must complete 78 credits including at least 8 of the following courses: MGMT 301, MGMT 302, MGMT 310, MGMT 320, MGMT 330, MGMT 340, MGMT 350, MGMT 355, MGMT 360, MGMT 380 or MGMT 390.</p>
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<p>Proposed Academic Calendar Entry</p> <p>n/a</p>	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,287,884,1110</p> <p>Present Academic Calendar Entry:</p> <p>Degree Requirements for students who entered the program as first years in 2016/2017 or earlier; as second years in 2017/2018 or earlier; or as third years in 2018/2019 or earlier</p> <p>[12769] The program leading to the B.Mgt. requires a minimum of 123 credits. The following represents the requirements of the Bachelor of Management program. The proposed Management (MGMT) courses are tentative and subject to change.</p> <p>[12770] Bachelor of Management</p> <table> <tr> <th data-bbox="841 1205 1411 1243">First and Second Years</th><th data-bbox="1411 1205 1411 1243">Cr</th></tr> <tr> <td data-bbox="841 1243 1411 1281">Required</td><td data-bbox="1411 1243 1411 1281"></td></tr> <tr> <td data-bbox="841 1281 1411 1318">ECON 101</td><td data-bbox="1411 1281 1411 1318">3</td></tr> <tr> <td data-bbox="841 1318 1411 1394">ENGL 112 or ENGL 114; or ENGL 6 credits any level.³</td><td data-bbox="1411 1318 1411 1394">3</td></tr> <tr> <td data-bbox="841 1394 1411 1432">One of MATH 100, 116</td><td data-bbox="1411 1394 1411 1432">3</td></tr> <tr> <td data-bbox="841 1432 1411 1470">MGMT 100</td><td data-bbox="1411 1432 1411 1470">3</td></tr> <tr> <td data-bbox="841 1470 1411 1507">MGMT 200</td><td data-bbox="1411 1470 1411 1507">3</td></tr> <tr> <td data-bbox="841 1507 1411 1545">PSYO 111</td><td data-bbox="1411 1507 1411 1545">3</td></tr> <tr> <td data-bbox="841 1545 1411 1583">One of STAT 121, 124</td><td data-bbox="1411 1545 1411 1583">3</td></tr> <tr> <td data-bbox="841 1583 1411 1621">Arts, Sciences, Fine Arts</td><td data-bbox="1411 1583 1411 1621">9</td></tr> <tr> <td data-bbox="841 1621 1411 1659">Electives</td><td data-bbox="1411 1621 1411 1659">30</td></tr> <tr> <td data-bbox="841 1659 1411 1696">Recommended</td><td data-bbox="1411 1659 1411 1696"></td></tr> <tr> <td data-bbox="841 1696 1411 1734">ANTH 100</td><td data-bbox="1411 1696 1411 1734">3</td></tr> <tr> <td data-bbox="841 1734 1411 1772">ECON 102</td><td data-bbox="1411 1734 1411 1772">3</td></tr> <tr> <td data-bbox="841 1772 1411 1810">ENGL 1XX</td><td data-bbox="1411 1772 1411 1810">3</td></tr> </table>	First and Second Years	Cr	Required		ECON 101	3	ENGL 112 or ENGL 114; or ENGL 6 credits any level. ³	3	One of MATH 100, 116	3	MGMT 100	3	MGMT 200	3	PSYO 111	3	One of STAT 121, 124	3	Arts, Sciences, Fine Arts	9	Electives	30	Recommended		ANTH 100	3	ECON 102	3	ENGL 1XX	3
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Electives	30																														
Recommended																															
ANTH 100	3																														
ECON 102	3																														
ENGL 1XX	3																														



	MATH 142	3
	PHIL 120	3
	PSYO 121	3
	SOCI 111	3
	Total First- and Second-Year Credits	60
	Third-Year	
	MGMT 301 - Introduction to Financial Accounting	3
	MGMT 302 - Introduction to Managerial Accounting	3
	MGMT 310 - Introduction to Finance	3
	MGMT 320 - Introduction to Marketing	3
	MGMT 330 - Introduction to Organizational Behaviour	3
	MGMT 340 - Introduction to Management Communications	3
	MGMT 350 - Introduction to Information Technology Management	3
	MGMT 355 - Operations Management	3
	MGMT 360 - Business Conditions Analysis	3
	MGMT 380 - Sustainability and Business	3
	MGMT 390 - Industry Analysis Project	3
	Total Third-Year Credits	33
	Fourth-Year	
	MGMT 490 - Capstone Experience	3
	MGMT Electives¹	18
	Electives²	9
	Total Fourth-Year Credits	30
	Minimum Credits for Degree	123
	¹ For current information on MGMT elective courses, please visit Faculty	
	² Any third or fourth year course, including Management.	
	³ Three ENGL credits are required; an additional three ENGL credits can be taken to count toward elective credits.	
	[17308] Minors	
	[17309] When choosing elective courses, students should keep in mind that these may contribute to a chosen minor.	
	[17320] Minors are declared via the Student Service Center (SSC).	



	<p>[17991] Minor in Computer Science</p> <p>[17992] To complete a Minor in Computer Science, students must accumulate no fewer than 30 credits in Computer Science. At least 18 of these credits must be numbered 300 or above. This may require students to take additional credits of study.</p> <p>[14957] Minor in Economics</p> <p>[14958] To complete a Minor in Economics, students must accumulate no fewer than 30 credits in Economics. At least 18 of these credits must be numbered 300 or above. This may require students to take additional credits of study.</p> <p>[14959] Minor in Psychology</p> <p>[14960] To complete a Minor in Psychology, students must accumulate no fewer than 30 credits in Psychology. At least 18 of these credits must be numbered 300 or above. This may require students to take additional credits of study.</p> <p>[14961] Minor in Sociology</p> <p>[14962] To complete a Minor in Sociology, students must accumulate no fewer than 30 credits in Sociology as specified below. This may require students to take additional credits of study.</p> <p>[14963]</p> <ul style="list-style-type: none"> ● SOCI 111, 121; ● At least 6 credits of 200-level Sociology (excluding SOCI 202); ● 18 credits of 300 or 400-level Sociology. <p>[17310] For more information on minors, visit Degree Requirements, and visit current Minors for a list that could be completed. Minors are declared via the Student Service Center (SSC).</p>
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<p>Proposed Academic Calendar Entry:</p> <p>Bachelor of Management Program</p> <p>Contents</p> <p><u>Introduction</u></p> <p><u>Admission Requirements</u></p> <p><u>Academic Regulations</u></p> <p><u>Degree Requirements</u></p> <p><u>Dual Degree Program Option: Bachelor of Management and Master of Management</u></p> <p>Proposed Academic Calendar Entry</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,287,1091,0</p> <p>Present Academic Calendar Entry:</p> <p>Bachelor of Management Program for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</p> <p>Contents</p> <p><u>Introduction for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</u> →</p> <p><u>Admission Requirements for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</u> →</p> <p><u>Academic Regulations for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</u> →</p> <p><u>Degree Requirements for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</u> →</p> <p><u>Dual Degree Program Option: Bachelor of Management and Master of Management</u> →</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,287,1091,1363</p> <p>Present Academic Calendar Entry:</p>
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<p>Introduction</p> <p>[...]</p>	<p>Introduction for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</p> <p>[...]</p>
<p>Proposed Academic Calendar Entry: Academic Regulations</p> <p>[...]</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,287,1091,1365</p> <p>Present Academic Calendar Entry: Academic Regulations for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</p> <p>[...]</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,287,1091,1366</p>
<p>Proposed Academic Calendar Entry: Degree Requirements</p> <p>[...]</p>	<p>Present Academic Calendar Entry: Degree Requirements for students entering the program as first years in 2017/2018 or</p>



<p>Proposed Academic Calendar Entry</p> <p>[14711] The Faculty of Management Co-operative Education Program</p> <p>[...]</p> <p>[14714] Students admitted into the program will be registered in the appropriate Co-op course for each work term once a suitable work placement is confirmed. Payment of the Co-op program fees is mandatory. This includes a Management Co-op program fee for each work term and a one-time pre-registration workshop fee (see <u>Program and Course Fees</u>). Each successfully completed Management Co-op course is assigned 3 credits on a student's academic transcript. In order to graduate with Co-op program designation, a student must complete a minimum of 9 Management Co-op credits (three work terms) in addition to the normal academic requirements of the Faculty (see Degree Requirements). The Management Co-op program typically necessitates an additional year to complete a bachelor's degree. Faculty Advisors or Co-op Coordinators visit students at their places of work and provide advice on the work term reports that are a requirement of the program.</p>	<p>later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</p> <p>[...]</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof%20/edit/index.cfm?tree=18,287,1020,0</p> <p>Present Academic Calendar Entry:</p> <p>[14711] The Faculty of Management Co-operative Education Program</p> <p>[...]</p> <p>[14714] Students admitted into the program will be registered in the appropriate Co-op course for each work term once a suitable work placement is confirmed. Payment of the Co-op program fees is mandatory. This includes a Management Co-op program fee for each work term and a one-time pre-registration workshop fee (see <u>Program and Course Fees</u>). Each successfully completed Management Co-op course is assigned 3 credits on a student's academic transcript. In order to graduate with Co-op program designation, a student must complete a minimum of 9 Management Co-op credits (three work terms) in addition to the normal academic requirements of the Faculty (normally 123 academic credits). The Management Co-op program typically necessitates an additional year to complete a bachelor's degree. Faculty Advisors or Co-op Coordinators visit students at their places of work and provide advice on the work term reports that are a requirement of the program.</p>
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<p>Proposed Academic Calendar Entry:</p> <p>n/a</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p roof/edit/index.cfm?tree=18,287,884,0</p> <p>Present Academic Calendar Entry:</p> <p>[...]</p> <p>Admission Requirements for students who entered the program as first years in 2016/2017 or earlier; as second years in 2017/2018 or earlier; or as third years in 2018/2019 or earlier</p> <p>[...]</p>
<p>Proposed Academic Calendar Entry:</p> <p>n/a</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/p roof/edit/index.cfm?tree=18,287,884,1109</p> <p>Present Academic Calendar Entry:</p> <p>Admission Requirements for students who entered the program as first years in 2016/2017 or earlier; as second years in 2017/2018 or earlier; or as third years in 2018/2019 or earlier</p> <p>[13350] Entry into First Year [13351] Applicants from a Secondary School</p> <p>[17442] Effective 2017/2018, students who enter first year will join a modified B.Mgt. program.</p> <p>[13355] Information on procedures, policies, and admission requirements are specified in Admissions.</p> <p>[13352] Entry into Second Year [13353] Applicants from a College or University</p> <p>[17480] Effective 2018/2019, transfer students who enter second year will join a modified B.Mgt. program.</p>



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[13354] Applicants who have completed a minimum of 27 transferable credits from a recognized post-secondary institution are eligible to be considered for admission to the second year of the B.Mgt. program. These students will be required to complete, or have already completed, ENGL 112¹, ECON 101, MATH 400 or MATH 116, STAT 121 or STAT 124², and PSYO 111³, or their equivalents, with a minimum average of 60%. For information on transfer credit, consult the BC Transfer Guide (BCCAT).

[15698]¹ENGL 112 can be replaced with 6 credits of any transferable English course(s). A minimum grade of 60% is required for ENGL 112 or the 6 credits of transferable English.

[15699]²STAT 121 or STAT 124 can be replaced with any transferable Statistics course.

[15700]³PSYO 111 can be replaced with any transferable introductory Psychology, Anthropology, or Sociology course.

[17087] Transition from UBC Vantage College

[17088] UBC Vantage College students in the Management stream who pass all courses with an average of at least 60% and who achieve at least 60% in WRDS 150 will be eligible for year two of the B.Mgt. degree program.

[17089] Students who do not successfully complete the full UBC Vantage College Management stream or who achieve an average lower than 60% in the full program can apply to be reviewed on a case-by-case basis for evidence of academic promise for continued study in Management at UBC.



[13358] Entry into Third Year

~~[17481] Effective 2019/2020, transfer students who enter third year will join a modified B.Mgt. program.~~

~~[13359] Applicants who have completed a minimum of 54 transferable credits, including all required courses (ENGL 112¹, ECON 101, MATH 100 or MATH 116, STAT 121 or STAT 124², and PSYO 111³, or their equivalents, with a minimum average of 60%) from a recognized post-secondary institution are eligible to be considered for admission to the third year of the B.Mgt. program. Students will be exempt from MGMT 100 and will be expected to complete MGMT 200 in their fourth year. For information on transfer credit, consult the BC Transfer Guide (BCCAT).~~

~~[15701]¹ENGL 112 can be replaced with 6 credits of any transferable English course(s). A minimum grade of 60% is required for ENGL 112 or the 6 credits of transferable English.~~

~~[15702]²STAT 121 or STAT 124 can be replaced with any transferable Statistics course.~~

~~[15703]³PSYO 111 can be replaced with any transferable introductory Psychology, Anthropology, or Sociology course.~~

[13360] Applicants with a Baccalaureate Degree

~~[17482] Effective 2019/2020, students with a prior baccalaureate degree who enter third year will join a modified B.Mgt. program.~~

~~[13361] Applicants who have completed a baccalaureate degree from a recognized post-secondary institution are eligible to be considered for admission to the third year of the B.Mgt. program. Students applying in this category are required to complete at least one~~



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<p>Proposed Academic Calendar Entry:</p>	<p>course in each of Economics, Calculus, Statistics, and Psychology within their baccalaureate degree program. Successful applicants will be expected to complete MGMT 200 in their fourth year. For information on transfer credit, consult the <u>BC Transfer Guide (BCCAT)</u>.</p> <p>[13362] Applicants with an Associate of Arts or Associate of Science Degree</p> <p>[17483] Effective 2019/2020, students with a prior Associate of Arts or Associate of Science degree who enter third year will join a modified B.Mgt. program.</p> <p>[13363] Applicants who have completed an Associate of Arts or Science degree from a recognized college or university are eligible to be considered for admission to the third year of the B.Mgt. degree program. These students will receive full transfer credit (60 credits) for the work done for their associate degree, and will be exempt from the first and second year required courses, excluding MGMT 200. Students applying in this category are required to complete at least one course in each of Economics, Calculus, Statistics, and Psychology within their associate degree program. Successful applicants will be expected to complete MGMT 200 in their fourth year. For information on transfer credit, consult the <u>BC Transfer Guide (BCCAT)</u>.</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,287,1091,0</p> <p>Present Academic Calendar Entry:</p>
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<p>Contents</p> <p>[...]</p> <p><u>Admission Requirements</u></p> <p>[...]</p> <p>Proposed Academic Calendar Entry: Admission Requirements</p> <p>[...]</p>	<p>Contents</p> <p>[...]</p> <p><u>Admission Requirements for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</u></p> <p>[...]</p> <p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,287,1091,1364</p> <p>Present Academic Calendar Entry: Admission Requirements for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later</p> <p>[...]</p> <p>[17468] Applicants with a Baccalaureate Degree</p> <p>[17469] Before 2019/2020, students with a prior baccalaureate degree who entered third year completed a different form of the <u>B.Mgt. program.</u></p> <p>[...]</p> <p>[17474] Before 2019/2020, students with a prior Associate of Arts or Associate of Science degree who enter third year will join a different form of the <u>B.Mgt. program.</u></p> <p>[...]</p>
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19 May 2022

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: Candidates for Emeritus Status (approval)

The Learning and Research Committee recommends the following:

Motion: *“That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the rank of Associate Professor be added to the Roll of Convocation.”*

Respectfully submitted,

Dr. Sally Willis-Stewart, Chair
Senate Learning and Research Committee

Senate Learning and Research Committee
Emeritus List for Approval
13 May 2022

Last Name	First Name	Current Rank	Emeritus Title	UBCO Faculty	Effective Date
Durall	Daniel	Associate Professor	Associate Professor Emeritus	Irving K. Barber Faculty of Science, Biology	01-Jul-22

To: Senate
From: Nominating Committee
Re: Committee Appointments and Vice-Chair of Senate
Date: 16 May 2022

A) Committee Appointments

The Senate Nominating Committee has received recommendations from the student members of Senate for their committee assignments for this year.

The Nominating Committee is pleased to recommend that Senate resolve as follows:

That Harshita Chopra, Melanie Lunde, and Maziar Panah be appointed to the Senate Academic Policy Committee until 31 March 2023 and thereafter until replaced;

That Puneet Kaur and Kyla Christianson be appointed to the Senate Admissions & Awards Committee until 31 March 2023 and thereafter until replaced;

That Hisham Khan and Amanda Shatzko be appointed to the Senate Agenda Committee until 31 March 2023 and thereafter until replaced;

That Siddarth Chopra and Jonathan Low be appointed to the Senate Committee on Appeals of Standing and Discipline until 31 March 2023 and thereafter until replaced;

That Joshua Milliken and Saami Hafeez be appointed to the Senate Curriculum Committee until 31 March 2023 and thereafter until replaced;

That Amanda Shatzko, Priscilla Uribe, and Gabriel Jarry-Bolduc be appointed to the Senate Learning & Research Committee until 31 March 2023 and thereafter until replaced;

That Bowen He and Akhil Nair be appointed to the Council Budget Committee until 31 March 2023 and thereafter until replaced;

That Jonathan Low be appointed to the Council Elections Committee until 31 March 2023 and thereafter until replaced;

That Joshua Milliken and Gabriel Jarry-Bolduc be appointed to the Senate Ad Hoc Committee on Course Scheduling;



That Harshita Chopra and Priscilla Uribe be elected to the Council of Senates; and

That Bowen He be appointed to Council of Senate Representative Committee 4 until 31 March 2023 and thereafter until replaced.

B) Vice-Chair of Senate for 2022 Summer

As senators may be aware, every summer and winter, the Senate elects a vice-chair. While the Senate does not traditionally meet in the summer months, it may need to do so should extraordinary matters necessitate a meeting. The Okanagan Senate has decided that in as much as possible given the limitations of the *University Act*, the Deputy Vice-Chancellor should serve in this role. The Nominating Committee is pleased to recommend that Senate resolve as follows:

That Lesley Cormack be elected Vice-Chair of Senate from 19 May 2022 to 31 August 2022.