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OKANAGAN SENATE

AGENDA

Friday, February 17, 2006

2:30 P.M. – 5:30 P.M.

IRVING K. BARBER SCHOOL OF ARTS AND SCIENCES: SCI 333
UBC OKANAGAN CAMPUS

1. **Senate Membership:**
 - a. Mr. Joseph Ferguson, Representative of the Students of the Faculty of Management (information)
 - b. Dr. Richard Tees, Acting Deputy Vice-Chancellor (information)
2. **Business Arising:**
 - a. Student withdrawal dates: Dr. Jan Cioe (information)
 - i. Response by Registrar (circulated) (information) (item 1)
3. **Meeting Minutes:** January 27th, 2006 (circulated) (approval) (item 2)
4. **Remarks from the President and Related Questions – President Martha C. Piper** (information)
5. **Remarks from the Acting Deputy Vice-Chancellor and Related Questions – Dr. Richard Tees** (information)
6. **Admissions and Awards Committee – Dr. Russell Currie** (purple cover)
 - a. New Awards: (circulated) (approval) (item 3)
 - b. Admissions: (circulated) (approval) (item 4)
 - i. Major in Political Science admission to the program correction

...Continued

- ii. Faculty of Education admissions requirements to combine French as Second Language course and French Immersion course
- iii. Faculty of Education changing degree programs
- iv. Middle School Education Specialty
- v. Update language to English Language Proficiency Tests

7. Curriculum Committee – Dr. Jennifer Gustar (green cover) (item 5)

- a. New Courses: (circulated) (approval)
 - i. Proposals from the Faculty of Applied Science, the Faculty of Creative and Critical Studies, the Faculty of Arts & Sciences, and the College of Graduate Studies
- b. Change in programs:
 - i. Bachelor of Applied Science – establishment of second year engineering curriculum

8. Joint Report Admissions and Awards Committee and Curriculum Committee – Dr. Jennifer Gustar (salmon cover) (item 6)

- a. New Programs: Master of Social Work, Master of Science in Nursing (circulated) (approval)

9. Nominating Committee – Dr. Robert Lalonde (tan cover)

- a. Vice-Chair, Okanagan Senate (circulated) (approval) (item 7)
- b. Senators Recommended for Council of Senates (circulated) (approval) (item 8)

10. Policies and Procedures Committee – Dr. Michael Isaacson (golden cover)

- a. Establishment of the School of Engineering (circulated) (approval) (item 9)
- b. UBC Degrees for OUC Graduates (circulated) (approval) (item 10)

11. Other Business

Regrets: Kelly Ross, telephone 250.807.9259 or email: kelly.ross@ubc.ca



February 13, 2006

To: Okanagan Senate

From: Brian Silzer
AVP, Enrolment Services & Registrar

Subject: Deadline for Course Withdrawal

At the January 27th meeting of the Okanagan Senate, Dr. Jan Cioe asked how the University selects the deadline for student withdrawal from courses within a term. Dr. Cioe has noted that the current “W” deadline falls before the midpoint of the term, and has proposed moving it to later in the term to allow students to make more informed withdrawal decisions. Dr. Cioe has also asked Senate to consider whether the deadline need be the same for all courses in all programs.

The choice of exact deadline is somewhat arbitrary and there are differences of opinion about the purpose of the withdrawal deadline. There are both pedagogic and administrative implications related to an early vs. late deadline, and to varying the deadline by campus or course. Below I have provided some background to inform Senate discussion, along with an opinion on the matter.

Current Practice and Recent History

The examples cited below relate to Winter Session Term 1, but the deadlines are analogous for Term 2. The UBC system-wide withdrawal deadline for Term 1 of the 2005/2006 academic year was October 13, 27 business days into a 61-business-day term.

Until 1988, UBC posted one deadline for registration changes in the third week of September. The current two-deadline practice, where the add/drop date (no W) falls two weeks after the start of classes and the final withdrawal date (with W) falls in mid-October was adopted for the first time for the 1988/89 academic year.

Current Practice at Other Institutions

Other G10 Universities tend to post course withdrawal deadlines similar to those at UBC. The University of Toronto’s 2005/06 deadline, for example, fell 29 business days after the start of classes. McGill University and the University of Alberta posted respective deadlines of 25 and 19 business days after the start of classes.

University Colleges, however, have a tradition of posting much later withdrawal deadlines, ranging from 35 days (at the former OUC) to 40+ days at the University College of the Fraser Valley.

Implications

The academic implications are best explored by Senate or one of its Committees, if there is sufficient interest to do so. The administrative implications of moving the withdrawal date are significant and include:

1. **Business processes and communications with students.** There exists the possibility of student, instructor, and advisor confusion, particularly if withdrawal deadlines were to vary by course.
2. **Student Information System.** Current systems cannot accept withdrawal dates that vary by campus, course, or section. Significant systems development would be necessary to support such a change.
3. **Enrolment management and reporting.** Having one system-wide withdrawal date, after which the number of withdrawals is minimal, increases the accuracy of enrolment data across units, programs, Faculties, and the entire University system. Senators should be aware that the University reports to the provincial government on enrolment based on snapshots taken on November 1 for Term 1 and March 1 for Term 2.

My opinion, based on registrarial best practice, is that UBC would be best served by retaining one system-wide final withdrawal deadline, wherever in the term the Senates or the Council of Senates determine that it should fall. Should the Senate decide otherwise, however, Enrolment Services will of course support implementation to the best of our ability.



Okanagan Senate

Meeting Minutes

January 27, 2006

Attendance

Present: President M. C. Piper (Chair), Mr. R. Adl, Mr. P. Arthur, Mr. G. August, Dean J. Bottorff, Acting Dean R. Campbell, Dr. J. Castricano, Ms. T. Cho, Dr. J. Cioe, Ms. L. Driscoll, Dr. J. Gustar, Dean M. Isaacson, Dr. D. Keyes, Dr. R. Klukas, Mr. M. Koovisk, Dr. A. Labun, Dr. R. Lalonde, Ms. R. McAuley, Dr. L. S. McCoubrey, Ms. K. Plancke, Ms. D. Polson, , Dean B. Reich, Ms. C. Ricketts, Dr. D. Salhani, Dr. C. Scarff, Dr. D. Senese, Acting Registrar D. Robinson, Dr. M. Ungureanu, Mr. Z. Webster, Dr. M. Williams, Dr. P. Wylie, Dr. P. Wrzesniewski, Associate Vice-President G. Zilm.

By Invitation: Ms. L. Collins, Mr. C. Eaton (Enrolment Services).

Regrets: Chancellor A. McEachern, Deputy Vice-Chancellor B. McBride, Dr. J. Bassett-Smith, Dean B. Bauer, Dean R. Belton, Mr. A. Benty, Dr. W. Broughton, Dr. Mercedes Duran-Cogan, Dean M. Krank, Ms. Tina Marten.

Recording Secretary: Ms. K. Ross.

Call to Order

MINUTES OF THE PREVIOUS MEETING

Moved: Dr. Cioe

Seconded: Dr. Gustar

That the minutes of the inaugural Okanagan Senate Meeting of December 5, 2005 be adopted as circulated.

CARRIED.

Remarks from the Chair and Related Questions

DEPUTY VICE-CHANCELLOR

The President indicated that the Deputy Vice-Chancellor has been granted a leave of absence for medical reasons. President Piper will act as the Deputy-Vice Chancellor until

an Acting Deputy-Vice Chancellor is appointed early next week. She expressed her appreciation and good wishes to Dr. McBride.

TRIP TO ASIA

The President recalled her recent trip to Asia during which she had visited UBC's sister universities in Hong Kong, Seoul, and Taipei. The intent of the President's trip was two-fold: the first was to thank each University and UBC alumni for their support and assure them of a smooth transition with respect to her successor. The second was to discuss new agreements between each University and UBC. These include an agreement with the University of Hong Kong, whereby a Hong Kong University House is being built at UBC Vancouver to support faculty and student exchanges. The National University of Singapore has renewed its original five year student exchange agreement for an additional three years. Finally, five scholarships were offered to UBC students by the President of the Seoul National University. President Piper encouraged all students at both UBC campuses to think broadly about opportunities to study in Asia.

GIFT: FACULTY OF MANAGEMENT

The President announced that an \$80,000 scholarship had been gifted to the Faculty of Management from an Okanagan University College alumnus.

STUDENT RECRUITMENT

The President congratulated Ms. Deborah Robinson and her team for its student recruitment activities, including an invitation to guidance counselors from across B.C. to tour UBC Okanagan.

Admissions and Awards Committee

Dr. Sharon McCoubrey, as the Chair of the Committee, presented the reports.

NEW AWARDS

Please see 'Appendix A: Report on New Awards'

The Admissions and Awards Committee had circulated a recommendation to approve various new awards.

Moved: Dr. McCoubrey

Seconded: Dr. Lalonde

That Senate accept the awards as listed in the Committee report and recommend them to the Board of Governors for approval and that letters of thanks be sent to award donors.

CARRIED.

ADMISSIONS

Note: The full text of this document is not included in the Minutes. Copies are available from the Manager, Senate Secretariat.

The Admissions and Awards Committee had circulated a recommendation to approve admissions changes for the Faculty of Management.

*Moved: Dr. McCoubrey
Seconded: Dean Reich*

That Senate accept the admissions changes as listed in the Committee report and as proposed by the Faculty of Management.

Dr. Lalonde's suggestion to replace the calendar language of 'roll out' was accepted under advisement.

THE MOTION WAS PUT AND CARRIED.

Curriculum Committee

Dr. Daniel Salhani, as the Chair of the Committee, presented the report.

NEW COURSES

Please see 'Appendix B: New Courses'

The Curriculum Committee had circulated a recommendation to approve new courses.

*Moved: Dr. Salhani
Seconded: Dr. Gustar*

That Senate approve the new courses as recommended by the Committee.

CARRIED.

Nominating Committee

Dr. Robert Lalonde, as the Chair of the Committee, presented the report.

MEMBERSHIP OF SENATE COMMITTEES

Please see 'Appendix C: Membership of Senate Standing Committees'

The Nominating Committee had circulated a recommendation to approve the elected membership of Senate Committees.

Moved: Dr. Lalonde

Seconded: Dr. Cioe

That Senate approve the appointments of members of Senate to Senate Committees as outlined in the Committee report.

Dr. Ungureanu reminded Senate members that her membership on the Curriculum Committee is temporary until a second Senate representative from the Faculty of Management is appointed to that Committee. Mr. Koovisk echoed Dr. Ungureanu's note from the student representative perspective. Dr. Williams questioned the status of non-Senate members on committees and the voting status of those members. Ms. Collins advised that committees can co-opt external members to their committee as well as determine their voting status.

THE MOTION WAS PUT AND CARRIED.

Policies and Procedures Committee

Dean Michael Isaacson, as the Chair of the Committee, presented the reports.

REGULAR MEETING TIMES OF SENATE

Please see 'Appendix D: Regular Meeting Times of Senate'

The Policies and Procedures Committee had circulated a recommended schedule of senate meetings for the remainder of the 2005/06 year and future years.

Moved: Dean Isaacson

Seconded: Dr. Gustar

That Senate approve the schedule of senate meetings as outlined in the Committee Report.

Dean Isaacson confirmed the two-hour meetings rather than three-hour meetings as correct. Due to the availability of public transit, Dr. Wylie hoped that the senate meetings would not be held past 5:30 p.m.

THE MOTION WAS PUT AND CARRIED.

DELAYED OUC GRADUANDS

The Policies and Procedures Committee had circulated a recommendation to accept delayed OUC Graduands.

*Moved: Dean Isaacson
Seconded: Dr. Williams*

That students who have successfully completed the requirements for OUC degrees for which UBC has assumed full responsibility, the Bachelor of Arts, the Bachelor of Education, the Bachelor of Fine Arts, the Bachelor of Science, the Bachelor of Science in Nursing, and the Bachelor of Social Work, , but who did not graduate from OUC, be deemed eligible to apply to graduate with the corresponding UBC degree.

CARRIED.

EN'OWKIN AFFILIATION AGREEMENT

Note: The full text of this document is not included in the Minutes. Copies are available from the Manager, Senate Secretariat.

The Policies and Procedures Committee had circulated a recommendation for the approval of an En'owkin Affiliation Agreement. Jeanette Armstrong, Executive Director of the En'owkin Affiliation Agreement, who was present as an observer, was invited to speak briefly to the agreement.

*Moved: Dean Isaacson
Seconded: Dr. Cioe*

That Senate approve the circulated En'owkin Affiliation Agreement and recommend its approval by the Council of Senates.

CARRIED.

ESTABLISHMENT OF THE COUNCIL OF SENATES

Please see 'Appendix E: Establishment of the Council of Senates'

The Policies and Procedures Committee had circulated documentation about the establishment of the Council of Senates for information.

In response to a question relating to the election of four members from each Senate, Dean Isaacson noted that the President has chosen to accept the report of *the Ad Hoc Committee to Consider the UBC Council of Senates* save only for the number of committee chairs from each Senate that will initially serve on the Council. Dr. Williams voiced some concern about the level of representation of faculty members on the Council of Senates. The President reiterated that the establishment of the Council of Senates is within her jurisdiction, and that she anticipates the likelihood of issues being referred to the Council would be minimal.

Report from the Associate Vice-President, Enrolment Services and Registrar

For information, Ms. Robinson informed Senate members that the draft Academic Year 2006/2007 is available for review on the web, see:

<http://okanagan.students.ubc.ca/calendar/academicyear.cfm?go=2006&action=draft>

All edits or inquires to be directed to Kelly Ross at: Kelly.ross@ubc.ca

Ms. Collins recommended to Dr. Lalonde that the IAGB approved November 10 date could be added to the draft calendar should that item be recommended for approval to the Senate by the Policies and Procedures Committee. Upon discussions about withdrawal dates between Dean Reich and Dr. Cioe, President Piper recommended that Dr. Cioe's inquiry be put on the next senate agenda under '*Business Arising*'.

Honorary Degrees 2006 (in camera)

The Procedure Committee had circulated a recommendation for the approval of honorary degree recipients for 2006.

Moved: Dean Isaacson

Seconded: Dr. Williams

That Senate approve the individuals chosen for the degree of Doctor of Letters (Honoris Causa).

CARRIED.

The meeting adjourned at 4:30 p.m.

Appendix A – Report on New Awards

Ed and Rose HOFFMAN Family Entrance Scholarship from a Secondary School: A \$20,000 scholarship (payable at \$5,000 per year) is offered by the Ed and Rose Hoffman family to an undergraduate student entering the Faculty of Management at the University of British Columbia Okanagan from a secondary school, with preference for a student with long-term connections to the Okanagan region. Candidates for the scholarship must demonstrate academic excellence in combination with significant leadership in their school or wider community. Subject to their maintaining continued scholarship standing, award recipients will have their scholarships renewed for a further three years of study or until they obtain their first undergraduate degree (whichever is the shorter period). Candidates must be nominated by their secondary schools. (First award available for the 2006/07 Winter Session)

HSBC Undergraduate Award in Environmental Studies: Merit-based awards with a maximum value equal to full tuition (30 credits) have been endowed by HSBC Bank Canada for continuing undergraduate students in environmental studies working towards a degree in Environmental Chemistry, Earth & Environmental Sciences, or Freshwater Sciences in the Chemistry, Earth and Environmental Sciences Unit at The University of British Columbia Okanagan. The awards are made to students who demonstrate high academic achievement but also have financial need. (First awards available for the 2006/07 Winter Session)

INTERIOR Savings Credit Union Bursary: A \$1,000 bursary is offered by Interior Savings Credit Union to an undergraduate student at The University of British Columbia Okanagan. (First award available for the 2005/06 Winter Session)

KELOWNA Garden Club Bursary: A \$500 bursary is offered by the Kelowna Garden Club to an undergraduate student who has completed at least one year at UBC Okanagan in the Biology and Physical Geography Unit of the Irving K. Barber School of Arts and Sciences. (First award available for the 2006/07 Winter Session)

Graham and Lorna REID Scholarship: Scholarships totalling \$5,000 are offered by Graham and Lorna Reid to students at The University of British Columbia Okanagan. (First awards available for the 2006/07 Winter Session)

Barbara TILLEY Memorial Bursary: Two \$1,000 bursaries are offered by Donald J. Tilley in memory of his wife, Barbara Tilley, to acknowledge the excellent care provided by the nursing profession. The bursaries are given to undergraduate students in the School of Nursing Program at The University of British Columbia Okanagan. (First awards available for the 2005/06 Winter Session)

Appendix B: New Courses

Faculty of Creative and Critical Studies - English

ENGL 377 (3) English Canadian Film. The development of English Canadian film is studied by concentrating on various movements and forms (the feature fiction film, documentary, animation, direct cinema, and experimental film) as they have evolved in the work of our filmmakers. The focus of this survey is on identity, nationhood, and representation.

ENGL 378 (3) Documentary and Docudrama. The reality effect of film is investigated by tracing its origins in the dramatic genres of melodrama, realism, and naturalism into the filmic genres of documentary and docudrama. Modern and post modern examples of these genres will be surveyed.

Faculty of Arts and Sciences - Women's Studies

WMST 495 Topics in Women's Studies. This course focuses on a selected topic in Women's Studies. Content will vary from year to year. Consult course listings for current year's offering.

Appendix C: Membership of Senate Standing Committees

| Curriculum Committee | |
|-----------------------------|--|
| <i>Elected from Senate</i> | <i>Seat</i> |
| Bauer, Bernie | <i>Dean, Arts & Sciences</i> |
| Broughton, Wayne | <i>Faculty Representative: Joint Faculties</i> |
| Currie, Russell | <i>Faculty Representative: Management</i> |
| Gustar, Jennifer | <i>Faculty Representative: Joint Faculties</i> |
| Salhani, Daniel* | <i>Faculty Representative: Health and Social Development</i> |
| Polson, Deanna | <i>Student Representative: FCCS</i> |
| Ungureanu, Manuela** | <i>Acting Faculty Representative: Management</i> |
| Ricketts, Chelsea | <i>Student Representative: Students At-Large</i> |
| <i>Ex-Officio</i> | |
| Piper, Martha | <i>President</i> |
| McBride, Barry | <i>Academic Vice President</i> |
| Foster, Stephen | <i>Faculty Curriculum Chair: FCCS</i> |
| Krank, Marvin | <i>Graduate Studies Representative</i> |
| Prowse, Gail | <i>Faculty Curriculum Chair: Nursing</i> |
| Currie, Russell | <i>Faculty Curriculum Chair: Management</i> |
| Isaacson, Michael | <i>Faculty Curriculum Chair: Applied Science</i> |
| Vacant | <i>Faculty Curriculum Chair: Education</i> |
| Silzer, Brian | <i>Registrar</i> |

| Policies and Procedures Committee | |
|--|--|
| <i>Elected from Senate</i> | <i>Seat</i> |
| Bottorff, Joan | <i>Dean, Health & Social Development</i> |
| Cioe, Jan | <i>Faculty Representative: Arts & Sciences</i> |
| Isaacson, Michael* | <i>Dean, Applied Science</i> |
| Keyes, Daniel | <i>Faculty Representative: FCCS</i> |
| Williams, Maury | <i>Faculty Representative: Joint Faculties</i> |
| Joseph Ferguson | <i>Student Representative: Management</i> |
| McAuley, Robyn | <i>Student Representative: Education</i> |
| <i>Ex-Officio</i> | |
| Piper, Martha | <i>President</i> |
| McBride, Barry | <i>Academic Vice President</i> |
| Silzer, Brian | <i>Registrar</i> |

| Admissions and Awards Committee | |
|--|--|
| <i>Elected from Senate</i> | <i>Seat</i> |
| August, Gary | <i>Representative of the Convocation</i> |
| Bassett-Smith, Joan | <i>Faculty Representative: Health & Social Development</i> |
| Labun, Andrew | <i>Faculty Representative: Applied Science</i> |
| McCoubrey, Sharon* | <i>Faculty Representative: Education</i> |

| | |
|---------------------|--|
| Wrzesniewski, Piotr | <i>Faculty Representative: Joint Faculties</i> |
| Cho, Trisha | <i>Student Representative: Students At-Large</i> |
| Dionne, Richard** | <i>Student Representative: Students At-Large</i> |
| Ex-Officio | |
| Piper, Martha | <i>President</i> |
| Robinson, Deborah | <i>Registrar or designate</i> |
| Vacant | <i>Graduate Studies Representative</i> |
| Hatt, Linda | <i>Associate Dean: Arts and Sciences</i> |
| Labun, Andrew | <i>Associate Dean: Applied Science</i> |
| Salhani, Daniel | <i>Associate Dean: Health and Social Development</i> |
| Vacant | <i>Associate Dean: FCCS</i> |
| Vacant | <i>Associate Dean: FCCS</i> |

| | |
|--|--|
| Learning and Research Committee | |
| <i>Elected from Senate</i> | <i>Seat</i> |
| Arthur, Peter | <i>Faculty Representative: Joint Faculties</i> |
| Belton, Robert | <i>Dean, FCCS</i> |
| Campbell, Robert | <i>Dean, Education</i> |
| Driscoll, Lesley | <i>Representative of the Convocation</i> |
| Reich, Blaize* | <i>Dean, Management</i> |
| Marten, Tina | <i>Student Representative: Graduate Studies</i> |
| Plancke, Kathryn | <i>Student Representative: Health and Social Development</i> |
| <i>Ex-Officio</i> | |
| Piper, Martha | President |
| McBride, Barry | Academic Vice-President |
| Silzer, Brian | Registrar |

| | |
|---|--|
| Appeals of Standing and Discipline Committee | |
| <i>Elected from Senate</i> | <i>Seat</i> |
| Adl, Ramine | <i>Faculty Representative: Joint Faculties</i> |
| Driscoll, Lesley | <i>Representative of the Convocation</i> |
| Klukas, Richard | <i>Faculty Representative: Applied Science</i> |
| Scarff, Carol* | <i>Faculty Representative: Education</i> |
| Senese, Donna | <i>Faculty Representative: Joint Faculties</i> |
| Benty, Andrew | <i>Student Representative: Applied Science</i> |
| Webster, Zach | <i>Student Representative: Students At-Large</i> |
| <i>Ex-Officio</i> | |
| Silzer, Brian | <i>Registrar</i> |

**Committee Chair*

***Interim Member of this Committee for a one year term*

Appendix D: Regular Meeting Time of Senate

Senators will recall that the issue of scheduling regular Senate meetings was referred to the Policies and Procedures Committee, with the intent that the Committee would bring its recommendations to Senate for approval at the January meeting.

The Committee has considered the matter, and recommends that the schedule of senate meetings for the remainder of the 2005/06 year be as listed below:

| | |
|---------------------|-----------------------|
| Friday, February 17 | 2:30 p.m. – 5:30 p.m. |
| Tuesday, March 21 | 4:30 p.m. – 6:30 p.m. |
| Thursday, April 20 | 5:00 p.m. – 7:00 p.m. |
| Friday, May 12 | 4:30 p.m. – 6:30 p.m. |

The Committee also recommends that, subject to specific scheduling changes that may be made, including to possible changes associated with the Term 2 mid-term break, regular meetings of the Senate during the 2006/07 year and beyond will be scheduled from 2:30 p.m. to 5:30 p.m. on the third Friday of each month from September to May.

The Committee regrets that, because the 2005/06 schedule is being established part-way through the academic year, it is possible that the recommended meeting schedule may not match the availability of all Senators.

Respectfully Submitted,

Michael Isaacson
Chair, Okanagan Senate Policies & Procedures Committee

Appendix E: Establishment of the Council of Senates

Senators will recall that an *ad hoc* committee of the Vancouver Senate and an *ad hoc* committee of the Interim Academic Governing Body for UBC Okanagan prepared a joint report relating to the establishment of the Council of Senates. The associated recommendations relating to the establishment of the Council were approved by the Vancouver Senate, but rejected by the Okanagan Senate.

The differing viewpoints appear to relate solely to whether the two Senates will have equal representation on the Council, or whether the Vancouver Senate will have a somewhat higher representation than does the Okanagan Senate.

It is unlikely that both Senates will endorse any modified recommendation regarding their representation on the Council, but it is noted that the two Senates' endorsement of corresponding recommendations are desirable, but not required for the establishment of the Council.

Accordingly, the President has requested that the Secretary to the Senates and the Council of Senates proceed to establish the Council on the basis of the recommendations approved by the Vancouver Senate, with the following exception:

That, initially, there be elected to the Council of Senates three chairs of standing committees from the Vancouver Senate and three chairs of standing committees from the Okanagan Senate.

The President's request for the Council to be established with this initial membership is intended for it to consider and reach its own decision regarding its ongoing membership, consistent with the requirements of the University Act.

Respectfully Submitted,
Michael Isaacson, Chair, Okanagan Senate Policies & Procedures Committee

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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To: **Okanagan Senate**

From: **Dr Russell Currie, Admissions and Awards Committee, UBC Okanagan**

Re: **New Awards** (approval)

Date: **17 February 2006**

The Committee brings forward the following recommendation for the approval of Senate:

That Senate accept the awards as listed and recommend them to the Board of Governors for approval and that letters of thanks be sent to award donors.

Ed and Rose HOFFMAN Family Entrance Scholarship from a College or University: Scholarships of \$5,000 each are offered by the Ed and Rose Hoffman family to outstanding undergraduate students transferring into the second or third year in the Faculty of Management at The University of British Columbia Okanagan from a college or university, with preference for a student with long-term connections to the Okanagan region. Candidates for the scholarship must demonstrate academic excellence in combination with significant leadership in their school or wider community. Holders of the scholarship who maintain an 82% average or greater in a full program of study, or who stand in the top 10% of their class, are eligible to have the award renewed for a further two years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must complete the Application for Scholarships for Students Entering from a College or University. (First award available for the 2006/07 Winter Session)

STANTEC Scholarship in Engineering at UBC Okanagan: A \$3,000 scholarship is offered by Stantec to an outstanding student at The University of British Columbia Okanagan entering the final year of the undergraduate degree in Engineering. Preference is given to a student with an interest in sustainability who has demonstrated good communication and leadership skills. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2007/08 Winter Session)

VALLEY First Credit Union Entrance Scholarship: A \$5,000 scholarship is offered by Valley First Credit Union to an outstanding student entering The University of British

Columbia Okanagan directly from an Okanagan region secondary school. Candidates must be nominated by their secondary schools. (First award available for the 2006/07 Winter Session)

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To: **Okanagan Senate**

From: **Dr Russell Currie, Admissions and Awards Committee, UBC Okanagan**

Re: **Admissions** (approval)

Date: **17 February 2006**

The Committee brings forward the following recommendation for the approval of Senate:

That Senate approve the admissions proposals as listed.

| Major in Political Science | |
|---|--|
| <p>Faculty: IK Barber School of Arts & Sciences</p> <p>Department: Economics, History, Philosophy, Political Science & Sociology</p> <p>Faculty Approval Date: January 24, 2006</p> <p>Effective Session Term 2 Year 2006 for Change</p> | <p>Date: December 12, 2005</p> <p>Contact Person: Dr. David Ding</p> <p>Phone: 250-807-9374</p> <p>Email: david.ding@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>Add the following sentence to the Calendar description of the Political Science Major, <i>right before</i> the subtitle “First and Second Years”: “Admission into the program requires an overall average of at least 70% in all courses attempted towards the B.A. degree.”</p> | <p>URL: http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,282,857,984</p> <p>Present Calendar Entry:</p> <p>Major in Political Science</p> <p><i>The completion of a degree in Political Science has long been recognized as sound undergraduate preparation for careers in law, business, politics, social work, and public administration. The Major in Political Science is designed to produce a graduate with a solid understanding of the institutions of government; their relationship to politically active non-governmental organizations; the articulation and implementation of public policy; and the role of the</i></p> |

| | |
|---|--|
| | <p><i>informed citizen in a liberal-democratic system.</i></p> <p>First and Second Years</p> <p>Type of Action: Admission to the Program Correction</p> <p>Rationale: The “at least 70%” GPA requirement has not been printed in the calendar even though the Political Science Department admission policy required it.</p> |
| Faculty of Education | |
| <p>Faculty: Education Faculty Approval Date: January 2006 Effective Session: 2006 Term: SUMMER SESSION TERM 2 Year 2006</p> | <p>Date: Effective January 2006 Contact Person: Dr. Robert Campbell Phone: 250.807.9170 Email: robert.campbell@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>French Education Specialty</p> <p>Admission Requirements</p> <p>GPA: A grade point average of at least 65% in the last 60 credits of post secondary course work attempted;</p> <p>English Requirements: 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be English literature. Courses in creative writing, technical or business writing, or communication are not acceptable;</p> <p>Bachelor of Arts, Fine Arts or Science degree, or equivalent, with a minimum 18 credits of course work at the 300 level or higher in French;</p> <p>Successful completion of the oral and written French Competency exam to the level specified for French as a Second Language.</p> | <p>URL: http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,284,838,976</p> <p>Present Calendar Entry:</p> <p>French Education Specialty</p> <p>Two options are offered in this program:</p> <p style="padding-left: 40px;">French as a Second Language (FSL) French Immersion (FRIM)</p> <p>Admission Requirements for French as a Second Language</p> <p>GPA: A grade point average of at least 65% in the last 60 credits of post secondary course work attempted;</p> <p>English Requirements: 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be English literature. Courses in creative writing, technical or business writing, or communication are not acceptable;</p> <p>Bachelor of Arts, Fine Arts or Science degree, or equivalent, with a minimum 18 credits of course work at the 300 level or higher in French;</p> <p>Successful completion of the oral and written French Competency exam to the level specified for French as a Second Language.</p> |

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| <p>Program of Study for STEP French Education Specialty</p> | <p>Admission Requirements for French Immersion</p> <p>GPA: A grade point average of at least 65% in the last 60 credits of post secondary course work attempted;</p> <p>English Requirements: 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be English literature. Courses in creative writing, technical or business writing or communication are not acceptable;</p> <p>Bachelor of Arts, Fine Arts or Science degree, or equivalent, with a minimum of 18 credits of course work at the 300 level or higher in one or two teachable subjects;</p> <p>Successful completion of the oral and written French Competency exam to the level specified for French Immersion.</p> <p>Program of Study for STEP French Education Specialty</p> |
| <p>Summer Session (July-August) Term 2</p> | <p>Summer Session (July-August) Term 2</p> |
| <p>EDUC 447 The Adolescent in the Classroom</p> | <p>EDUC 447 The Adolescent in the Classroom</p> |
| <p>EDUC 450 Policy and Organization: The School, Community and Society</p> | <p>EDUC 450 Policy and Organization: The School, Community and Society</p> |
| <p>EDUC 453 Information Communication Technology for Secondary Teachers</p> | <p>EDUC 453 Information Communication Technology for Secondary Teachers</p> |
| <p>Winter Session Term 1</p> | <p>Winter Session Term 1</p> |
| <p>EDUC 405 Concept Studies Module I: The Culture of Education</p> | <p>EDUC 405 Concept Studies Module I: The Culture of Education</p> |
| <p>EDUC 491 Curriculum and Instruction: French as a Second Language</p> | <p>EDUC 491 Curriculum and Instruction: French as a Second Language (FSL students only)</p> |
| <p>EDUC 488 Curriculum and Instruction: French Immersion</p> | <p>EDUC 488 Curriculum and Instruction: French Immersion (French Immersion students only)</p> |
| <p>EDUC 540 Learning Communities Seminar: Secondary Education</p> | <p>EDUC 540 Learning Communities Seminar: Secondary Education</p> |
| <p>Winter Session Term 2</p> | <p>Winter Session Term 2</p> |
| <p>EDUC 550 Learning Communities Practicum</p> | <p>EDUC 550 Learning Communities Practicum</p> |
| <p>Summer Session (May - June) Term 1</p> | <p>Summer Session (May - June) Term 1</p> |
| <p>EDUC 430 Guided Reflective Inquiry Project (four weeks)</p> | <p>EDUC 430 Guided Reflective Inquiry Project (four weeks)</p> |
| <p>EDUC 456 Special Needs in Secondary Education</p> | <p>EDUC 456 Special Needs in Secondary Education</p> |
| <p>EDUC 459 ESL in Secondary Education</p> | <p>EDUC 459 ESL in Secondary Education</p> |
| <p>Completion of the STEP French Education specialty meets the requirements of the BC College of Teachers for a Professional Teaching Certificate.</p> | <p>Completion of the STEP French Education specialty meets the requirements of the BC College of Teachers for a Professional Teaching Certificate.</p> |
| <p>To complete the UBC Okanagan Bachelor of Education Degree, STEP French Education specialty students are required to take an additional 12 approved credits.</p> | <p>To complete the UBC Okanagan Bachelor of Education Degree, STEP French Education specialty students are required to take an additional 15 approved credits.</p> |
| | <p>Type of Action:</p> <p>Combine two sub-specialties (1.French as a Second Language and 2. French Immersion) into one specialty—French Education</p> |

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| | <p>Rationale: Have one French stream only—that requires all student to take both the French as Second Language course and the French Immersion course. This more accurately reflects the realities of teaching French in B.C. Schools.</p> |
| <p>Faculty: EDUCATION Faculty Approval Date: Effective Session: W2006 Term : All -- Year 2006 for Change</p> | <p>Date: Effective January 2006 Contact Person: Dr. Robert Campbell Phone: 250.807.8117 Email: robert.campbell@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>Changing Degree Programs</p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the Student Service Centre and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form. Readmission and Change of Degree Program forms are considered for the Winter session only. For current UBC students, evaluations for degree changes will take place in mid-June when final grades for the previous Winter Session are released to the Undergraduate Admissions office.¹ Because of this unavoidable delay, applicants awaiting faculty transfer decisions may wish to register for courses using the eligibility from their current program.</p> <p>Students applying to change degree programs are required to meet faculty or school prerequisites.</p> <p>¹ For current UBC students applying for admission to the Faculty of Education at UBC Okanagan, evaluations for degree changes will be based on interim grades achieved over the last 60 transferable credits of course work attempted.</p> | <p>URL:</p> <p>http://okanagan.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0</p> <p>Present Calendar Entry:</p> <p>Changing Degree Programs</p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the Student Service Centre and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form. Readmission and Change of Degree Program forms are considered for the Winter session only. For current UBC students, evaluations for degree changes will take place in mid-June when final grades for the previous Winter Session are released to the Undergraduate Admissions office. Because of this unavoidable delay, applicants awaiting faculty transfer decisions may wish to register for courses using the eligibility from their current program.</p> <p>Students applying to change degree programs are required to meet faculty or school prerequisites.</p> <p>Type of Action:</p> <p>Revise admission policy for currently enrolled UBC students “Changing Degree Programs”.</p> <p>Rationale:</p> <p>Internal applicants comprise the majority of the applicant pool for the Faculty of Education. <u>Given that we compete with other academic institutions for qualified applicants in making timely offers of admission</u>, this policy will negatively impact internal applicants seeking to change their degree program to the Bachelor of Education. A mid-June evaluation for</p> |

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| | <p>internal applicants seeking admission to the Faculty of Education is simply too late for applicants expected to start the Secondary Teacher Education Program in July. Elementary Teacher Education Program applicants often receive an early offer of admission from other academic institutions. In such instances, students are then faced with a deadline to accept the offer and pay a deposit, or decline the offer on the chance they may receive one from UBC Okanagan. Or, accept the early offer, pay the deposit, then, if they receive and accept an offer from UBC Okanagan, lose a deposit of anywhere from \$200-500.</p> <p>By comparison, the admission process for an external/non-UBC applicant allows for evaluation of applications on the basis of interim grades and a subsequent firm offer of admission if eligible. (This offer would be converted to a final offer of admission once final transcripts indicating degree conferral/grades had been received; assuming the applicant remains eligible.)</p> <p>The Faculty of Education requires that internal applicants be evaluated for degree changes on the basis of interim grades, and, if eligible, be made a firm offer of admission. (This offer would be converted to a final offer of admission once final transcripts indicating degree conferral/grades had been received; assuming the applicant remains eligible.)</p> |
| <p>Faculty: EDUCATION Faculty Approval Date: January 2006 Effective Session: W2006 Term: All Year: 2006 for Change</p> | <p>Date: Effective January 2006 Contact Person: Dr. Robert Campbell Phone: 250.807.9170 Email: robert.campbell@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>Middle School Education Specialty Admission Requirements</p> <ul style="list-style-type: none"> • GPA: A grade point average of at least 65% in the last 60 credits of post secondary course work attempted; • English Requirements: 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be English literature. Courses in creative writing, technical or business writing or communication are not acceptable; | <p>URL: http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,284,838,976</p> <p>Present Calendar Entry: Middle School Education Specialty Admission Requirements</p> <ul style="list-style-type: none"> • GPA: A grade point average of at least 65% in the last 60 credits of post secondary course work attempted; • English Requirements: 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be English literature. Courses in creative writing, technical or business writing or communication are not acceptable; |

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| <ul style="list-style-type: none"> • A Bachelor of Arts, Science, Fine Arts degree or equivalent with a minimum of 18 credits of coursework at the 300-level or higher in one or two teachable subjects. See 1,2,3 below. • Note: It is strongly recommended that students have academic preparation in two teachable subjects; • Applicants with a French major or teaching concentration must also successfully complete the oral and written French Competency exam to the level specified for French as a Second Language. <p>Teachable subjects include English, French Language & Literature, Geography, History, Biology, Chemistry, Computer Studies/Computer Science, Earth/Geological Sciences, Math, Physics, Music, Art/Visual Arts, Home Economics, Technology Studies.</p> <p>A teaching concentration consists of 18 credits of course work at the 300-level or higher. A teaching major consists of 30 credits of course work at the 300-level or higher.</p> <p>Teachable Subjects include: English, French Language & Literature, Geography, History, Biology, Chemistry, Computer Studies/Computer Science, Earth/Geological Sciences, Mathematics, Physics, Music, Art/Visual Arts, Home Economics, Technology Studies, Social Studies, Physical Education.</p> <ol style="list-style-type: none"> 1. A teaching concentration in Geography or History requires completion of 6 credits of approved Canadian Studies* in addition to a minimum 18 credits of course work at the 300-level or higher. <p>A teaching major in Geography or History requires completion of 6 credits of approved Canadian Studies which may be included in the minimum 30 credits of course work at the 300-level or higher.</p> <ol style="list-style-type: none"> 2. A teaching concentration or major in Social Studies may include course work in one or a combination of Anthropology, Economics, Political Science, Sociology, History or Geography. <p>A teaching concentration in Social Studies requires completion of 6 credits of approved Canadian Studies, 3 credits of</p> | <ul style="list-style-type: none"> • A Bachelor of Arts, Science, Fine Arts degree or equivalent with a minimum of 18 credits of coursework at the 300-level or higher in one or two teachable subjects. Note: It is strongly recommended that students have two teachable subjects; • Applicants with a French major or teaching concentration must also successfully complete the oral and written French Competency exam to the level specified for French as a Second Language. <p>Type of Action:</p> <p>Elaboration of definitions for teaching concentration, teaching major and “teachable subjects” for the STEP Middle School Education Specialty.</p> <p>Rationale:</p> <p>To provide prospective applicants with detailed information on acceptable teachable subjects, teaching concentration and teaching major requirements for the STEP Middle School Education Specialty.</p> |
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| | Test | Competence Level ¹ | | Test | Competence Level ¹ |
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| CAEL | Canadian Academic English Language assessment | overall 70 | CAEL | Canadian Academic English Language assessment | overall 70 |
| | with the speaking sub-test ² | 60 | | with the speaking sub-test ² | 60 |
| CEL | UBC Certificate in English Language ³ | 600 | CEL | UBC Certificate in English Language ³ | 600 |
| CELP | Canadian English Language Proficiency Index Program ³ | | CELP | Canadian English Language Proficiency Index Program ³ | |
| | CELPIT-A (Academic Reading and Writing) ⁴ | 4L | | CELPIT-A (Academic Reading and Writing) ⁴ | 4L |
| | CELL (Listening) | 4L | | CELL (Listening) | 4L |
| | CELTOP (Speaking) ² | 4L | | CELTOP (Speaking) ² | 4L |
| CPE | Cambridge Proficiency Examination | C | CPE | Cambridge Proficiency Examination | C |
| IELTS | International English Language Testing System (Academic) | 6.5 with no part less than 6.0 | IELTS | International English Language Testing System (Academic) | 6.5 with no part less than 6.0 |
| MELAB | Michigan English Language Assessment Battery | 85 | MELAB | Michigan English Language Assessment Battery | 85 |
| | with the MELAB Oral Interview ² | | | with the MELAB Oral Interview ² | |
| TOEFL ⁵ | Test of English as a Foreign Language | | TOEFL ⁵ | Test of English as a Foreign Language | |
| | either the paper-based test | 55 | | either the paper-based test | 55 |
| | with the TWE (Test of Written English) | 4.0 | | with the TWE (Test of Written English) | 4.0 |
| | or the computer-based test | 22 | | or the computer-based test | 22 |
| | with the essay | 4.0 | | with the essay | 4.0 |
| | or the Internet-based test | Overall Score: 86 | | or the Internet-based test | Overall Score: 86 |
| | | Reading: 21 | | | Reading: 21 |
| | | Listening: 21 | | | Listening: 21 |
| | | Writing: 20 | | | Writing: 20 |
| | | Speaking: 20 | | | Speaking: 20 |
| OUC or OC ESL | Intensive Language Development Program | Level 6 ⁵ | OUC-ESL | Intensive Language Development Program | Level 6 ⁵ |
| ¹ Unless otherwise stated, the score is the minimum on each part of the examination. Tests taken more than two years prior to application for admission will not be considered. | | | ¹ Unless otherwise stated, the score is the minimum on each part of the examination. Tests taken more than two years prior to application for admission will not be considered. | | |
| ² To be implemented for Summer Session 2005. | | | ² To be implemented for Summer Session 2005. | | |
| ³ From UBC's English Language Institute. See www.eli.ubc.ca/iep for further details. | | | ³ From UBC's English Language Institute. See www.eli.ubc.ca/iep for further details. | | |
| ⁴ From UBC's Applied Research and Evaluation Services (ARES). The Canadian English | | | ⁴ From UBC's Applied Research and Evaluation Services (ARES). The Canadian English | | |

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| <p>Language Proficiency Index Test - Academic (CELPIT-A) portion of this test satisfies the Language Proficiency Index (LPI) requirement for first-year English courses at UBC with a score of at least 5 on the essay section.</p> <p>⁵ Level 6 requires completion of Okanagan University College or Okanagan College ESLE 060, ESLR 062, and ESLW 061. UBC requires a grade of 70% or higher in each course to satisfy the English Language Admission Standard.</p> | <p>⁴ From UBC's Applied Research and Evaluation Services (ARES). The Canadian English Language Proficiency Index Test - Academic (CELPIT-A) portion of this test satisfies the Language Proficiency Index (LPI) requirement for first-year English courses at UBC with a score of at least 5 on the essay section.</p> <p>⁵ Level 6 requires completion of Okanagan University College ESLE 060, ESLR 062, and ESLW 061.</p> <p>Type of Action: Update the list of English Language Proficiency Tests.</p> <p>Rationale:</p> <ol style="list-style-type: none"> 1. Admissions would like the calendar to reflect that the OUC English as a Second Language Program has now moved to Okanagan College. 2. Admissions would like to ensure that the minimum standard set is sufficient to ensure preparedness to perform well at UBC. The minimum grades required to attain level 6 are 60%; however, a minimum grade of 70% lines up with the past minimum required by OUC before entering university-level study and is recommended as the UBC minimum as well. |
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THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



ENROLMENT SERVICES
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 Kelowna, B.C. Canada V1V 1V7
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To: **Okanagan Senate**
 From: **Dr Jennifer Gustar, Curriculum Committee**
 Re: **New Courses (approval)**
 Date: **17 February 2006**

The Curriculum Committee recommends the changes to the Bachelor of Applied Science program to implement Engineering Two, the program change to the College of Graduate Studies, and the new courses set out below for Senate's approval:

| Faculty of Applied Science | |
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| Department: Applied Science Faculty Approval Date: September 2006 | Date: January 30, 2006 Contact Person: Dr. Michael Isaacson c/o Teija Wakeman Phone: 250-807-8719 Email: teija.wakeman@ubc.ca |
| Second Year Engineering Two Curriculum APSC 201 Technical Communication 3 APSC 250 Dynamic Systems Analysis 6 APSC 251 Engineering Materials and Solid Mechanics 6 APSC 252 Thermodynamics and Heat Transfer 3 APSC 253 Fluid Mechanics 3 APSC 254 Instrumentation and Data Analysis 3 APSC 255 Analog and Digital Systems 3 APSC 256 Numerical Methods for Engineering Analysis 3 APSC 257 Principles of Engineering Design 3 APSC 258 Applications of Engineering Design 3 36 | http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,281,887,1023 Action: Add second year, " <i>Engineering Two</i> ". Rationale: Phasing in of 4-year program. |

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| <p>Third and Fourth Years</p> <p>Currently, the Faculty plans to establish full programs at UBC Okanagan in Civil, Electrical and Mechanical Engineering. Specific information on these programs, including their academic requirements, will be published over the next few years in future editions of the UBC Okanagan Calendar.</p> <p>Students proceeding to second year will have the option of continuing their engineering program at UBC Okanagan or transferring to UBC Vancouver into one of the following programs: Chemical and Biological Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics, Geological Engineering, Integrated Engineering, Materials Engineering, Mechanical Engineering, or Mining Engineering. Admission to a selected program is dependent on performance in first year.</p> | |
| <p>APSC 201 (3) TECHNICAL COMMUNICATION Written and oral communication in engineering. Report preparation, business correspondence and oral presentation of technical material. Prerequisite: APSC 176.</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum, for the Bachelor of Applied Science program, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 250 (6) DYNAMIC SYSTEMS ANALYSIS Multivariable calculus, ordinary differential equations, matrices, steps and impulse response. Students will solve differential equations for mechanical systems, study analogous resistor, capacitor, and inductor (RLC) electric circuits, and phasors. Prerequisite: All of APSC 171, APSC 173, APSC 174. [4-0-4]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum, for the Bachelor of Applied Science program, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 251 (6) ENGINEERING MATERIALS AND SOLID MECHANICS Introduces structure of engineering materials, emphasizing structure and properties of materials. Students will study (for example) stress and strain, shear force, bending moment diagrams, theory of beam bending, column analysis and design. A simple structure will be designed. Prerequisite: APSC 174. [4-2-2]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum, for the Bachelor of Applied Science program, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 252 (3) THERMODYNAMICS AND HEAT TRANSFER Introduces thermodynamic properties. The first and second laws of thermodynamics. Applications include simple thermodynamic processes and cycles. Students will be introduced to heat transfer, and apply combined heat transfer modes to the design of heat exchange equipment and electrical devices.</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum for the Bachelor of Applied Science, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |

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| Prerequisite: All of APSC 173, APSC 175. [3-0-1] | |
| <p>APSC 253 (3) FLUID MECHANICS Students will apply principles of conservation of mass, momentum and energy to fluid flow in closed and open systems and to turbo-machinery, including: analysis laminar and turbulent flow; dimensional analysis and modeling; pipe flow; valves and fittings; among others. Prerequisite: APSC 174. Co-requisite: APSC 250. [3-2-1]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum for the Bachelor of Applied Science, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 254 (3) INSTRUMENTATION AND DATA ANALYSIS Data acquisition, sensors, instrumentation, measurement techniques and their limitations, experimental design, and data analysis. Students will learn the limitations of measuring techniques and be introduced to statistics, basic probability and apply statistics to data analysis. Prerequisite: All of APSC 171, APSC 173. [3-2-1]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum for the Bachelor of Applied Science, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 255 (3) ANALOG AND DIGITAL SYSTEMS Introduces active electronic devices such as transistors, (linear amplifiers and switches), and simple linear and switched mode power supplies. Boolean algebra and simple logic circuits and families, More complex applications such as counters and timers. Introduces microcontrollers. Prerequisite: APSC 171. [3-2-1]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum for the Bachelor of Applied Science, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 256 (3) NUMERICAL METHODS FOR ENGINEERING ANALYSIS Introduces complex numbers, partial differential equations, Fourier series and numerical methods among other topics. Students will apply numerical methods. Engineering applications include design and analysis of networks, structures, and hydraulic systems. Prerequisite: APSC 173 [3-1-1]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum for the Bachelor of Applied Science, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 257 (3) PRINCIPLES OF ENGINEERING DESIGN Natural systems (ecosystem function, biodiversity, global processes) human systems (needs, values, governance, economics, ergonomics, esthetics), system relations (including ecological footprint); and engineering assessment approaches (decision theory, lifecycle assessment). Prerequisite: APSC 170. [3-0-1]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum, for the Bachelor of Applied Science program, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |
| <p>APSC 258 (3) APPLICATIONS OF ENGINEERING DESIGN Study of simple devices through "reverse engineering." Topics include tools and automation, lean manufacturing operations, and productivity. Use of probability, decision, economic, and systems theory to design a project from one of three disciplines. Teamwork will be emphasized. Prerequisite: APSC 257. [1-3-0]</p> | <p>Rationale: To phase in <i>Engineering Two</i>, the second year curriculum for the Bachelor of Applied Science, and to provide the prerequisite body of knowledge required for the engineering specializations.</p> |

| Faculty of Creative and Critical Studies | |
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| Department: Critical Studies Faculty Approval Date: January 2006 Effective Session Winter, Term _1_ Year __2006 | Date: January 30, 2006 Contact Person: Dr. Kenneth Phillips Phone: 250-807-9377 Email: kenneth.phillips@ubcca |
| Cultural Studies 101: The Idea of Culture in a Historical Perspective Survey of the history of culture as symbolic practices and the intellectual background of the interdisciplinary field of Cultural Studies. | Rationale: Introduction of new courses in Critical Studies to facilitate future development of a Cultural Studies major. |
| Cultural Studies 100: Culture Studies (CS) 100: Themes in Culture and Identity Introduction to the interdisciplinary methods and critical concepts of Cultural Studies and the study of contemporary culture. | Rationale: Introduction of new courses in Critical Studies to facilitate future development of a Cultural Studies major. |
| Department: Creative Studies Faculty Approval Date: January 2006 Effective Session _Winter Term 1 Year 2006 | Date: November, 2005 Contact Person: Nancy Holmes Phone: 807-9369 Email: nancy.holmes@ubc.ca |
| CRWR 383 (3) Writing of the Novel Advanced workshop in the writing of the novel or novella. Prerequisite: CRWR 217 and third-year standing; portfolio submission (only students whose portfolios are of superior quality will be admitted). | Type of Action: To add a new upper level course in creative writing. Rationale: There is currently no outlet for the senior student whose project is in long-form fiction, the most practiced fiction genre outside of the creative writing workshop setting. This course provides that outlet and complements the short fiction writing course. We will now have four third year courses for students, a number which rounds out the offerings for our majors by including the most popular and established genres in creative writing programs . The long and short fiction courses are both necessary to give students the opportunity to fully develop a portfolio to lead to their fourth year projects, to eventual publication and to graduate work in the field. Our program would be incomplete and inadequate without this major genre. |
| CRWR 480 (6) Portfolio Intensive manuscript production in two major genres: fiction, poetry, drama, or creative non-fiction. As students begin to shape their portfolios, they will be asked to place their work in a contemporary aesthetic context. Prerequisite: Six (6) credits from English 380, 381, 382 with a minimum grade of B in each of these two courses; the submission of a portfolio; and | Type of Action: To add a new course to the Creative Writing program to complete the major. Rationale: This course is one of two final upper level courses that the Major in Creative Writing needs in order to offer a BA in Creative Writing. This new UBCO major offers its graduates both the artistic skills they require as creative writers and a |

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| <p>permission of the Department of Creative Studies. Portfolio must be submitted by July 1 for September enrolment.</p> | <p>well-developed background in contemporary literature and literary theory. Students in this program will be required to take half of their upper level credits required for their major in creative writing courses and half in literary studies courses (English.) The English courses already exist; currently there are not enough upper level Creative Writing credits available in the calendar. This course is a key course for students to complete the BA degree.</p> <p>The portfolio course showcases and builds of their previous three years of foundational work. Students will work on a body of writing that they must present to a committee for graduation and that they will use to seek book publication or to apply to graduate programs in Creative Writing.</p> |
| <p>CRWR 481 (6) Advanced Theory and Practice For students who major in Creative Writing. Applied and theoretical aspects of contemporary creative writing, develops specialized skills for success in professional practice and graduate creative writing programs. Students will be encouraged to work in interdisciplinary and collaborative modes and do research as well as applied work. Prerequisite: Six (6) credits from English 380, 381, 382 with a minimum grade of B in each of these two courses; the submission of a portfolio; and permission of the Department of Creative Studies based on the portfolio and submission of an project proposal. The portfolio and project proposal must be submitted by July 1 for September enrolment.</p> | <p>Type of Action: To add a new course to the Creative Writing program to complete the major. Rationale: This course is one of two final upper level courses that the Major in Creative Writing needs in order to offer a BA in Creative Writing.</p> <p>This new UBCO major offers its graduates both the artistic skills they require as creative writers and a well-developed background in contemporary literature and literary theory. Students in this program will be required to take half of their upper level credits required for their major in creative writing courses and half in literary studies courses (English.) The English courses already exist; currently there are not enough upper level Creative Writing credits available in the calendar. This course is a key course for students to complete the BA degree.</p> <p>The purpose of this course is to broaden the student’s range of knowledge as an artist. The course encourages the exploration of deep aesthetic awareness about the nature of art and being an artist. Theoretical concepts will be balanced by applications and applications will be informed by theoretical knowledge and research. In some ways, this is a methods and forms course for writers. The goal is to provide students with skills and knowledge they might not otherwise fully address in other studio based writing courses. This course will build on the basic theory and practice course offered in their second year. Lastly, the course further encourages interdisciplinarity in a program that is already interdisciplinary in nature with its tie to English literature. Through encouraging an even wider range interdisciplinary skills, we hope to build strength into the future of our interdisciplinary graduate programs</p> |

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| Faculty of Arts & Sciences | |
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| Department: Biology & Phys. Geography (Unit 2) Faculty Approval Date: January 2006 Effective Session _Winter_ Term 2__ Year_2006 (the next scheduled running of this course is Jan/07) | Date: November 28, 2005 Contact Person: Bruce Mathieson Phone: 807-8760 Email: bruce.mathieson@UBC.ca |
| <p>BIOL 341 (3) NEUROBIOLOGY. The organization and function of vertebrate and invertebrate nervous systems. Mechanisms of electrical excitability of neurons; chemical neurotransmission; transduction and integration in selected sensorimotor systems; and neuroplasticity in development, learning and behaviour.</p> | <p>Type of Action: This is a new course at UBCO. I ran the course twice as a special topics course (Biol. 418) at OUC.</p> <p>Rationale: The course will provide biology students with an advanced understanding of nervous system structure and function. Students engaged in studies of human or comparative animal behaviours will find this useful, as will those preparing to enter any of the Health Profession programs or Graduate programs in science. UBCO does not currently offer a course that focuses on neurobiology, but the proposed course would supplement these existing courses: Comp. Vertebrate Physiology (Biol 356), Introduction to Animal Behaviour (Biol 359), Developmental Biology (Biol 263 & 363), and the Cognitive Neuroscience (Psych 327), Brain & Behaviour (Psyc 330) courses offered by the Psychology department.</p> |
| Unit: Community, Culture and Global Studies Faculty Approval Date: November 22, 2005 Effective Session Winter Term 1 Year 2006 | Contact Person: Naomi McPherson, Head Phone: 250-807-9325 Email: naomi.mcpherson@ubc.ca |
| <p>GEOG 354: Urban Canada: Growth, Form and Structure Patterns and processes of urban growth, spatial structure and organization of the Canadian city, land development and suburbanization, urban core densification, inner city revitalization, consumption and production spheres, quality of life. Emphasis will be on medium-sized cities. Prerequisite: GEOG 250 [3,0,0]</p> | <p>Type of Action: New Course</p> <p>Rationale: This course will fill an existing gap between introductory urban geography (GEOG250) and the fourth year planning course (GEOG 451). There are no third year courses on the morphology & structure of the city; it is part of the academic plan to develop urban geography at UBCO; allows students to strengthen links in their own community and to increase awareness of problems related to rapid urbanization and growth in the Okanagan Valley.</p> |
| Unit: Psychology and Computer Science Faculty Approval Date: Not Applicable ADC Approval Date: (DO NOT USE) Effective Session ___ Term __1_ Year_06 | Date: 2005.12.20 Contact Person: Jan Cioe Phone 807-8732 Email: jan.cioe@ubc.ca |

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| <p>PSYC 271 (3) Introduction to Data Analysis Introduction to behavioural data analysis focusing on the use of inferential statistics in psychology and the conceptual interpretation of data as related to basic experimental designs (laboratory, field research methods). A required course for students majoring in Psychology. Prerequisite: PSYC 270. STAT 121 is recommended Students who have completed PSYC 370 or 360 cannot take this course for additional credit. [3,0,0]</p> | <p>Type of Action: Creating a new course from part of an existing 3rd year class [i.e., Psyc370]</p> <p>Rationale: Allows the class size to increase to accommodate the demand for Psychology Majors. By creating this course Majors students will be able to complete their training in data analysis prior to entering into 3rd year content courses which often require students to read original research reports.</p> |
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| College of Graduate Studies | |
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| <p>Department: Interdisciplinary Program Faculty Approval Date: January 2006 Effective Session _W_ Term _2_ Year 2006</p> | <p>Contact Person: Marvin Krank Phone: 250-807-8773 Email: mkrank@ubc.ca</p> |
| <p>Interdisciplinary Graduate Studies > Program Requirements</p> <p>Master's Degree</p> <p>The minimum requirements for interdisciplinary master's programs are 30 credits in total. Some courses may be taken multiple times for credit at the discretion of the program.</p> <p>Research Methods and Analysis (at least 6 credits from the following courses);</p> <p>IGS 501 - Interdisciplinary Topics in Research Methods and Analysis (1-12credits) d IGS 503 - Indigenous Research Methods (1-6) d IGS 504 - Multivariate Statistics (6) IGS 505 - Introduction to Qualitative Enquiry (3) IGS 515 - Advanced Qualitative Methods (3)</p> <p>Special Topics (at least 12 credits from the following courses);</p> <p>IGS 520 – Special Topics in Interdisciplinary Studies (1-12) d IGS 523 – Special Topics in Indigenous Studies (1-6) d IGS 524 – Proseminar in Interdisciplinary Studies (3/6)</p> <p>New Courses:</p> <p>IGS 503 (1-6) d - Indigenous Research Methods IGS 504 (6) Multivariate Statistics Prerequisites: Six credits in univariate statistics</p> | <p>Interdisciplinary Graduate Studies > Program Requirements</p> <p>Master's Degree</p> <p>The minimum requirements for interdisciplinary master's programs are 30 credits in total:</p> <p>IGS 501 - Research Methods and Analysis (6 credits); IGS 520 - Special topics (12 credits); IGS 599 - Master's Thesis (6/12 credits). Type of Action: Program revisions for new course designations</p> <p>Rationale: These changes are editorial to accommodate the new courses proposed.</p> <p>New courses: the new courses proposed were offered this year under special topics or are planned for this coming summer. We anticipate they will be offered regularly in the future.</p> <p>All of the proposed changes to courses and new courses are cost neutral as they replace the more generic courses in the original program.</p> |

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| <p>and probability courses IGS 505 (3) Introduction to Qualitative Enquiry IGS 515 (3) Advanced Qualitative Methods IGS 523 (1-6) d Special Topics in Indigenous Studies IGS 524 (3/6) Proseminar in Interdisciplinary Studies</p> | |
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THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



ENROLMENT SERVICES
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To: **Okanagan Senate**

From: **Dr Jennifer Gustar, Curriculum Committee**

Re: **Joint Report, Curriculum and Admissions and Awards Committees, New Programs (approval)**

Date: **17 February 2006**

The Curriculum Committee and Admissions and Awards Committee jointly recommends the new Master of Social Work and Master of Science in Nursing programs for Senate's approval as enclosed.

| Master of Social Work | |
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| <p>Faculty: Health and Social Development Unit: School of Social Work Faculty Approval Date: January 2, 2006 Effective Session _Winter __ Term __1_ Year_06__ for Change</p> | <p>Date: February 1, 2006 Contact Person: Dr. Daniel Salhani Phone 78744 Email: Daniel.Salhani@ubc.ca</p> |
| <p>Proposed Calendar Entries:</p> <p>SOCIAL WORK</p> <p>Program Overview</p> <p>The Master of Social Work (M.S.W.) program in the School of Social Work provides students with advanced clinical education to professionals currently holding a BSW degree. It is designed to prepare students for clinical practice with individuals, families, and groups. The program prepares students for leadership roles in clinical practice organizations.</p> <p>DEGREE REQUIREMENTS</p> <p>The Master of Social Work program requires the completion of 33 credits. Students can choose between a graduating paper or thesis. The graduating paper is worth 3 credits and the thesis is worth 9 credits. All students are required to complete a 6 credit clinical practicum. Students choosing the essay option take 2 elective courses; one of which is required to be an Interprofessional course (HINT). Students may also take one approved course at the 400 level or one approved graduate level course outside UBCO. Students choosing the thesis options are required to take one additional approved graduate level research course (3 credits) and one additional elective.</p> <p>Completion of the part-time program requires a minimum of two years. Completion of the full-time program normally requires 12 months.</p> <p>ADMISSION REQUIREMENTS</p> <p>The program will be governed by the UBCO policies of the Faculty of Graduate Studies. Students applying to the program will hold a</p> | <p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Approval of Master of Social Work Program calendar description for admissions</p> <p>Rationale: Until recently, students wishing to attain a MSW degree were forced to relocate outside of the Okanagan. However, in 1999, the University of British Columbia collaborated with (the former) Okanagan University College (OUC) and (the former) University College of the Cariboo (UCC) to offer a decentralized MSW program. Following the completion of their second cohort of students, UBC will end its MSW program in the Interior of British Columbia. Nonetheless, a strong need exists to provide full and part-time graduate social work education in the Interior of B.C. Over the past decade, OUC graduated over 350 BSW student, many of whom continue to reside and work in the Interior of B.C.</p> <p>The proposed MSW program will provide much need advanced clinical social work education for graduate students who currently hold a BSW degree. The MSW program requires the accreditation from the Canadian Association of Schools of Social Work (CASW). In keeping with the UBC Academic Plan, this program seeks to establish a unique graduate program of excellence that serves local, provincial, national, and international students.</p> |

Bachelor of Social Work degree from an accredited social work program, have a minimum grade average of B+ (76%) in their third and fourth-year levels of their BSW program, have a minimum score of 600 on the TOEFL for students whose undergraduate degree was not completed in English, have completed a 3 credit course in statistics, have post BSW social work experience, have completed a proposed academic study plan, and have provided three letters of reference.

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Dr. Brian Rasmussen, MSW Coordinator

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| <p>Faculty: Health and Social Development Unit: School of Social Work Faculty Approval Date: January 2, 2006 Effective Session _Winter__ Term __1_ Year_06__ for Change</p> | <p>Date: February 1, 2006 Contact Person: Daniel Salhani Phone 78744 Email: Daniel.Salhani@ubc.ca</p> |
| <p>SOCW – SOCIAL WORK School of Social Work</p> <p>SOCW 500 (3) Foundations of Clinical Social Work Theory Foundational approaches to assess and critically analyze contemporary social work theory. Examines the implications of different theoretical frameworks with particular attention to the usefulness of these ideas for interventions with vulnerable and marginalized populations.</p> <p>SOCW 501 (3) Foundations of Clinical Social Work Practice An advanced understanding of clinical social work interventions and models to effect change. Advances understanding of therapeutic process dimensions of treatment and related practice skills. Prerequisite: SOCW 500</p> <p>SOCW 502 (3) Clinical Social Work and Community Practice Links clinical social work practice to the broader community contexts. Explores theoretical debates regarding the nature and meaning of community and its relevance to individual and family well-being and to professional practice.</p> <p>SOCW 503 (3) Clinical Practice and Social Policy Focuses on how social policy responds to, and impacts, clinical practice. Examines the substantive health and social policies that frame the provision of clinical services to clients/patients.</p> <p>SOCW 504 (3) Mental Health and Mental Illness Explores relevant mental health issues to social work practice in a broad range of settings. Critically examines social work's role in providing effective, evidence based, theoretically sound, interventions and treatments.</p> | <p>URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: Approval of course listing for calendar.</p> <p>Rationale: SOCW 500 (3) Foundations of Clinical Social Work Theory This course provides students with foundational approaches to assess and critically analyze contemporary social work theory. In conceptualizing psychosocial functioning, recognition is given to the complex interaction of individual dynamics, family interactions, life experiences, cultural and community influences, and the socio-political environment. Students are encouraged to critically integrate multiple theoretical perspectives. In particular, critical theories that illuminate the oppressive and harmful dimensions of social structures are explored, along with relational theories that contribute to our understanding of human development, psychosocial health, and personal suffering. Students will examine the implications of different theoretical frameworks with particular attention to the usefulness of these ideas for interventions with vulnerable and marginalized populations.</p> <p>SOCW 501 (3) Foundations of Clinical Social Work Practice Built on the theoretical foundations of SW 500 and provides students with an advanced understanding of clinical social work interventions to effect change. Students advance their understanding of therapeutic process dimensions of treatment and related practice skills. A range of practice approaches is critically examined, including crisis intervention and brief therapy, trauma therapy, cognitive behavioural therapy, relational and psychodynamic therapies, feminist therapy, cross-cultural practice, and constructivist approaches to treatment. Further, social work students consider environmental interventions, social action, and advocacy for diverse and vulnerable populations.</p> <p>SOCW 502 (3) Clinical Social Work and Community Practice Linking clinical social work practice to the broader community contexts within which both clinician and client are situated. Students will explore theoretical debates</p> |

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| <p>SOCW 505 (6) Social Work Field Practice. Provides an opportunity to apply and integrate theory and practice in clinical social work practice settings. Prerequisite: Completion of all required course work.</p> <p>SOCW 520 (3) Advanced Family Practice Reviews the major interdisciplinary theoretical perspectives and practice approaches that are relevant for advanced social work practice with families. An integrated model of family assessment and intervention advances practice skills and knowledge.</p> <p>SOCW 521 (3) Advanced Social Work Practice with Groups Advanced social work practice with treatment groups. Focus on group dynamics, group process and leadership skills with the aim of providing treatment for a wide range of psychosocial problems.</p> <p>SOCW 522 (3) Clinical Practice with Children and Adolescents Addresses the assessment and treatment of children and adolescents using biological, psychological, developmental, and social/environmental perspectives.</p> <p>SOCW 531 (3) Anti-Racist and Anti-Oppressive Clinical Practice Provides an opportunity to expand theoretical and analytical foundation in the awareness, knowledge, understanding, and skills needed to effectively carry out anti-oppressive social work practice.</p> <p>SOCW 540 (3) Selected Topics in Social Work Practice</p> <p>SOCW 541 (3) Directed Studies in Social Work A learning experience in a focused area of study, with the agreement, and under supervision of a faculty member selected by the student and approved by the Director, School of Social Work.</p> <p>SOCW 598 (3) Graduating Paper A scholarly paper in an area of interest that conforms to the demands of a peer-review social work journal.</p> | <p>regarding the nature and meaning of community and its relevance to individual and family well-being and to professional practice. Students will also examine clinical practice frameworks that address the client-community relationship as well as practitioner-community relationships. Models for incorporating community systems in clinical assessment and intervention will be examined. Students are expected to critically situate their own practice and professional development within this framework.</p> <p>SOCW 503 (3) Clinical Practice and Social Policy This lecture and seminar course focuses on the ways in which social policy responds to and impacts clinical practice on personal problems. It will prepare students to actively engage the substantive health and social policies that frame the provision of clinical services to clients/patients. The policy responses are developed through complex political and policy process by various levels of government and implemented through community agencies and other service programs. This course will critically review the history these policies, the political and therapeutic ideologies and other factors related to their development. It will critically analyze the nature of the resulting community clinical services systems, organizations and agencies in terms of coordination with broader social welfare programming, service efficacy and outcomes for clients/patients; it will examine the major policy issues that affect the provision of services to people with personal problems: financing the service system, individual rights, ethical practice, professional and interprofessional organization and collaboration and service and clinical integration; investigates the policy issues surrounding the provision of clinical services to diverse, vulnerable and marginalized groups. Finally, potential future scenarios with respect to mental health policies will be described and evaluated.</p> <p>SOCW 504 (3) Mental Health and Mental Illness This course explores relevant mental health issues to social work practice in a broad range of settings. Students critically examine concepts of mental health, normalcy, and mental illness. Students develop an understanding of a range of diagnostic categories, including psychotic, affective, anxiety and personality disorders. The course examines the role of social work practice from a biopsychosocial and a dynamic interactional view of the role of the environment in contributing to and sustaining mental health problems. Students are encouraged to understand the phenomenological experience of mental illness and social work's role in providing effective, evidence based, intervention and treatment.</p> <p>SOCW 505 (6) Social Work Field Practice The purpose of this course is to provide opportunities to</p> |
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| <p>SOCW 599 (9) Thesis An independent research or scholarly project which aims to develop knowledge and practice implications for clinical social work practice.</p> | <p>apply theory and skills in social work practice settings, to develop, integrate, and reinforce social work practice competence through performance in actual service situations and foster the acquisition of knowledge, values, and skills relevant to emerging conditions of social work practice. Students complete 450 hours in the practicum agency under the supervision of an approved agency-based instructor. This advanced practicum in the MSW program extends and deepens knowledge gained throughout the curricula. The practicum provides experiences that support the processes of application, critical analysis, synthesis, and evaluation of knowledge, and the development of skills and values. Students are expected to master the knowledge and skills needed for differential assessment and intervention in highly complicated personal and interpersonal problem situations. The focus of the practicum is on application of advanced knowledge and development of clinical skills in agency-based social work practice with clients who are likely to be experiencing serious difficulties in their personal and social well-being. The person/environment system and environmental factors will be the focus of intervention. The practicum is individually designed to enhance student' professional development and educational needs. Structure is provided by development of a written learning plan for the practicum and the completion of mid-point and final evaluations.</p> <p>SOCW 520 (3) Advanced Family Practice This course reviews the major interdisciplinary theoretical perspectives and practice approaches that are relevant for advanced social work practice with families. Students will hone their family assessment and intervention practice skills and apply their knowledge base and skills to case study examples and to practice lab settings. The course encourages a critical analysis of the dominant models of practice and encourages students to work towards an integrated theoretical model.</p> <p>SOCW 521 (3) Advanced Social Work Practice with Groups This course prepares students for advance social work practice with treatment groups. Students focus on group dynamics, group process and leadership skills with the aim of providing treatment for a wide range of psychosocial problems.</p> <p>SOCW 522 (3) Clinical Practice with Children and Adolescents The course of a child or adolescent's development is influenced by the interaction of a number of complex factors, including biological, psychological, social and societal. According to an ecological development framework, growth is inextricably intertwined with a child or adolescent's social environment: both the immediate</p> |
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| | <p>family and the larger social context of which the family is a part. Individual child characteristics, social relations, family, school, neighbourhood and cultural conditions interact over time in a reciprocal fashion to influence development and social patterns. Social work practice with children and adolescents must take these multiple factors into account. This course addresses assessment of the child and adolescent within this ecological developmental context. Accordingly, assessment of the child and adolescent utilizing biological, psychological and social/environmental perspectives will be presented. We will review various developmental frameworks. The effects and constraints on social work practice with children and adolescents, of variables such as gender, race, socio-economic status, sexual orientation, ability and culture and institutions, will also be addressed. Throughout the course there will be an emphasis upon integration of theory, practice, and research and the impact and contribution of diversity. In addition to the use of case studies, there will also be opportunities to practice skill development.</p> <p>SOCW 531 (3) Anti-Racist and Anti-Oppressive Clinical Practice This course provides students with an opportunity to expand their theoretical and analytical foundation in the awareness, knowledge, understanding and skills needed to effectively carry out anti-oppressive social work practice. Focusing on populations that are diverse in terms of race, ethnicity, class, gender, religion, sexual orientation, age and ability status, this course will look at the dimensions, causes, consequences and perpetuation of oppression and how these factors intersect at individual, institutional and systemic levels. Students will critically examine their own social identities, reflect on how socio-cultural beliefs, assumptions and value systems affect their social work practice, and develop perspectives and approaches for working with and across social identities. They will also examine relations between knowledge, values and ethics in various contexts of power and difference and explore how assumptions shape interventions in social work.</p> <p>SOCW 540 (3) Selected Topics in Social Work Practice</p> <p>SOCW 541 (3) Directed Studies in Social Work A learning experience in a focused area of study, with the agreement, and under supervision of a faculty member selected by the student and approved by the Director, School of Social Work. The learning experience will complement core courses and help the student prepare for a thesis or major paper. All directed studies involve a written contract between the student and the supervising faculty member outlining learning objectives, planned learning activities, learning outcomes and the basis for evaluation. A written paper or equivalent will be required.</p> |
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| <p>Interprofessional Health Courses</p> <p>The Faculty of Health and Social Development provides courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.</p> <p>HINT 501 (3) Research and Evidence-Based Practice An advanced understanding of research and its application to professional practice. Critical examination of the evidence to guide evidence-based practice. Scholarly processes related to conducting systematic literature reviews, ethical research, knowledge translation, and program evaluation.</p> <p>HINT 503 (3) Psychosocial Oncology</p> | <p>SOCW 598 (3) Graduating Paper The graduating paper provides an opportunity for students to complete a scholarly paper in an area of interest. This focused scholarly work is meant to conform to the demands of a peer-review social work journal. Indeed, students will be required to identify the social work journal(s) most likely to be interested in this work. The paper needs to be tightly focused and is expected to make a contribution to social work knowledge and practice. The essay does not require original data but nonetheless should be theoretically sophisticated and include a thorough literature review. Examples can include, but are not limited to, literature reviews (where the field requires this), a theory-practice paper with case studies, critiques of models or practices, innovative practice ideas, extending practice to diverse populations, etc.</p> <p>SOCW 599 (9) Thesis The Master's thesis is an independent research or scholarly project which aims to develop knowledge for clinical social work practice, provide a guided experience in conducting research, and demonstrate a student's mastery of the field she or he presents including a thorough knowledge of the relevant literature. Students may develop a project in any area of interest relevant to clinical social work. The thesis is based on independent study and scholarly research of a theoretical, empirical or historical focus which builds or tests theory through disciplined and focused study. In addition, the thesis demonstrates the candidate's competence in completing a research project.</p> <p>HINT 501 (3) Research and Evidence-Based Practice This course provides students (nursing and social work) with an advanced understanding of research and its application to professional practice. Central to this course is the critical examination of evidence to guide evidence-based practice. Further, students examine the practitioner-scientist model and its application to professional practice. Scholarly processes related to conducting systematic literature reviews, ethical research, knowledge translation (e.g., research-based clinical practice guidelines, integrative research reviews) and health care program evaluation will be highlighted. Students will have opportunities to increase their research literacy, knowledge of research paradigms and methodologies, and skillful critique of evidence for practice. In particular, students will examine inquiry within their practice domain and scholarly interests.</p> <p>HINT 503 (3) Psychosocial Oncology This elective seminar focuses on evidence-based research developments in psychosocial oncology. Students will explore state-of-the-art theory, research methods, findings, and intervention programs from a variety of disciplines</p> |
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| <p>Evidence-based interdisciplinary research approaches in psychosocial oncology. Research Prerequisite: HINT 501 or equivalent; permission of instructor</p> <p>HINT 506 (3) Participatory Inquiry through Action Research. A focus on the personal and community transformation of participants through research. Prerequisite: HINT 501 or equivalent</p> <p>HINT 511 (3) Special Topics in Interdisciplinary Health Research. Prerequisite: HINT 501 or equivalent</p> <p>HINT 512 (3) Special Topics in Interprofessional Practice</p> <p>HINT 521 (3) Interprofessional Collaboration</p> <p>HINT 522 (3) Leadership in Human Service Organizations Examines the theory and practice of leadership in human service organizations. Provides an in depth understanding of the complex range of environmental, community, organizational, ethical and professional contexts of managing or supervising in modern agencies.</p> <p>HINT 523 (3) Professional Ethics Provides health care professions with foundational knowledge of ethics and ethical decision-making in clinical practice. Enhances knowledge of professional ethical obligations and standards of practice through the process of analyzing current ethical issues.</p> <p>HINT 524 (3) Interprofessional Practice Issues in Healthy Aging Critical examination of multidisciplinary theories, models and concepts associated with healthy aging. Offers an understanding of the standards, roles and contributions associated with various disciplines within interdisciplinary community-based health teams.</p> <p>HINT 525 (3) Disabilities Studies and Interprofessional Health Care Examination of disability studies and its</p> | <p>including nursing, psychology, medicine, health services management and social work that have contributed to the emergent field of psychosocial. Open to graduate students in health sciences, social work, psychology, and management.</p> <p>HINT 506 (3) Participatory Inquiry through Action Research Knowledge is generated through collective inquiry having the potential to ensure sustainability of outcomes while working toward social justice and self-determination within the community. This course explores the dialectic of action and reflection (praxis) within multiple historic and social contexts. Theories and epistemologies that inform action research, approaches to action research, including methodologies and philosophical orientation will be examined.</p> <p>HINT 511 (3) Special Topics in Interdisciplinary Health Research.</p> <p>HINT 512 (3) Special Topics in Interprofessional Practice</p> <p>HINT 521 (3) Interprofessional Collaboration</p> <p>HINT 522 (3) Leadership in Human Service Organizations This seminar course examines the theory and practice of leadership in human service organizations. The course is intended to provide students with an in depth understanding of the complex range of environmental, community, organizational, ethical and professional contexts of managing or supervising in modern agencies. Case study methods will be employed in order to ensure the integration of theory and practice. Students will be expected to utilize their own practice experience as an integral tool in the analysis of cases. Students will be expected to articulate both the theoretical, ethical and practical grounding of their own management style and explain why it would be appropriate in their work situation.</p> <p>HINT 523 (3) Professional Ethics This course will provide students from diverse caring professions with foundational knowledge of ethics and ethical decision-making in clinical practice. In particular, students will be challenged to identify and analyze ethical dimensions of practice and critically apply conceptual frameworks appropriate to their discipline of ethical decision making for thinking through alternative courses of action when ethical dilemmas arise in practice. Students will enhance their knowledge of professional ethical obligations and standards of practice through the process of analyzing ethical issues that reflect current challenges in</p> |
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| <p>relationship to clinical practice. Various theoretical frameworks used to understand disability and their implications for practice are critically examined.</p> <p>HINT 526 (3) Global Health Enhances understanding of global health and the interdependency of the global community in disease management.</p> | <p>clinical practice.</p> <p>HINT 524 (3) Interprofessional Practice Issues in Healthy Aging This course critically addresses multidisciplinary theories, models, and concepts of healthy aging. Students will gain an understanding of the standards, roles and contributions associated with various disciplines within interdisciplinary community-based health teams. Contemporary issues, determinants and evidence-based, best practices related to promoting and sustaining healthy aging in urban and rural settlements will be explored, grounded in leading research.</p> <p>HINT 525 (3) Disabilities Studies and Interprofessional Health Care Who is “disabled” or “ill”? Who is “deformed”? Who is “normal” and “healthy”? How do different groups perceive each other, how is this manifested in their discursive practices, and how does it affect the way people act both individually as a society? These questions are at the heart of what has come to be known as Disability Studies. Disability Studies embraces a social model of disability and draws on poststructuralist and social constructionist theories. Disability is not seen as residing in the individual but rather socially constructed through the language practices (institutional and cultural practices) at work in society. However, individuals live the consequences of language practices. So, yes, disability is a social construction, but it is deeply confounded with ableism, that it bears enormous power in lives and communities. To individuals who live with disabilities, “disability” does exist – it saturates the social and cultural contexts where they live their lives (adapted from Fine, Weis, Weseen, & Wong, 2000). Therefore, how do disability studies inform practice with individuals and families and how might it inform out commitment to social justice and societal transformation? How might an awareness and knowledge of disability studies inform clinical practice? With these foundational questions and tensions in mind, the focus of this course will be on an examination of disability studies and its relationship to clinical practice. Various theoretical frameworks used to understand disability and their implications for practice will be explored. Speakers, films and documentaries, and textual narratives that stress the perspective of people with disabilities will be used to facilitate seminar discussions.</p> <p>HINT 526 (3) Global Health This course is designed to increase the students' understanding of global health, the interdependency of the global community in disease management and the impact globalization has on different health environments. We examine the relationship between a sustainable environment and health and the ideologies underpinning the various voices informing global health.</p> |
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| Master of Science in Nursing | |
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| <p>Faculty: Health and Social Development Department: School of Nursing Faculty Approval Date: December 15, 2005 Effective Session Winter Term One Year 06 for Change</p> | <p>Date: February 2, 2006 Contact Person: Joan Bassett-Smith Phone: 79551 Email: joan.bassett-smith@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>NURSING Degree offered: M.S.N.</p> <p>Program Overview</p> <p>The Masters of Science in Nursing (M.S.N.) Program in the School of Nursing provides opportunities for baccalaureate nurses to develop and advance their professional knowledge, practice and scholarship. Graduate students will engage in scholarly inquiry within a chosen area of nursing practice within the domains of: clinical work, education, administration or research. Graduates will be prepared to participate in knowledge development, application, integration and translation through leadership roles within their practice setting.</p> <p>DEGREE REQUIREMENTS</p> <p>The M.S.N. requires the completion of 33 credits and includes three components: A 15 credit core of 5 courses, a 9 credit segment of focus courses, a 3-6 credit segment of elective courses with an option of a scholarly project valued at 3 credits or a research thesis valued at 6 credits. Students choosing the thesis option are required to take at least one additional approved graduate level research course (3 credits). The program may be taken on a full or part-time basis.</p> | <p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Approval of Master of Science in Nursing Program calendar description for admissions</p> <p>Rationale: Recognizing that nursing is the largest employed sector of the health care system, the School of Nursing will make an obvious and vital contribution to developing graduate level health sciences and strengthening the interdisciplinary profile of health science research and education at UBC Okanagan. By building on the strengths and capacities of the BSN program and its strong local, provincial, national, and international partnerships, we are in a key position to extend to the graduate level the existing academic excellent of this program and its many projects within health care.</p> <p>The proposed UBC Okanagan Master of Science in Nursing (MSN) program supports and forwards the faculty's well developed expertise in professional education, nursing practice and community development to an exciting profile of scholarly activity and research. Developing a master's program has been an active goal of the School of Nursing since the early 1990's. Over ten years ago a master's interest group was established by the school to support students engaging in the master's program. With over 1200 BSN graduates, an intake of 96-110 new BSN students' yearly and approximately 80 nurses in the master's interest group there is a clear need for master's education in nursing in the Interior Health Region.</p> |

ADMISSION REQUIREMENTS

The program will be governed by UBCO policies of the College of Graduate Studies. Students applying to the program will hold a baccalaureate degree, normally in nursing, have a minimum overall average of B+ (76%) standing in their third and fourth year levels of their baccalaureate with an A- (80%) in 12 credits of nursing courses, have a minimum score of 600 on a TOEFL4 or a minimum score range of 6.5 – 7.0 on an IELTS. As program capacity is limited, in addition to meeting the minimum admission criteria, applicants will be evaluated in relation to: record of academic and professional achievement, 3 letters of reference and quality and feasibility of the proposed plan of study.

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<http://web.ubc.ca/okanagan/nursing/welcome.html>

Dr. Carole Robinson, MSN
Coordinator

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| <p>Faculty: Health and Social Development Department: School of Nursing Faculty Approval Date: December 15, 2005 Effective Session Winter Term One Year 06 for Change</p> | <p>Date: February 2, 2006 Contact Person: Joan Bassett-Smith Phone: 79551 Email: joan.bassett-smith@ubc.ca</p> |
| <p>NRSNG – NURSING School of Nursing</p> <p>Core Courses:</p> <p>NRSNG 500 (3) Nursing Knowledge Examines historical and contemporary philosophies of science as they have been applied to and informed the development of nursing knowledge.</p> <p>Prerequisite: Admission to the MSN program.</p> <p>NRSNG 501 (3) Constructions of Health and Healing Examines the constructions of health, illness, healing and the body in the context of contemporary health care practice.</p> <p>NRSNG 502 (3) Historical, Political and Economic Context of Nursing Practice Using the context of nursing practice, historical, political and economic influences on health care are critiqued.</p> <p>NURS 503 (3) Promoting Health through Reflective and Relational Practice Using reflection as a basis, this course examines personal and professional meanings emerging from being in relation.</p> <p>NRSNG 598 (3) Scholarly Project</p> <p>NRSNG 599 (6) Research Thesis</p> <p>Focus Courses:</p> <p>Nursing Education</p> <p>NRSNG 520 (3) Introduction to Nursing Education Examines issues and trends in nursing education, including implications for the teaching practices of nurse educators. Prerequisites: NURS 500, 501, 502, 503 &</p> | <p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Approval of course listing for calendar.</p> <p>Rationale: NRSNG 500 (3) Nursing Knowledge This course will engage the student in a critical analysis of the multiple ways nursing knowledge has been constructed. It will examine and critique historical and contemporary modes of inquiry including evidence based practice. The course will also examine and critique emerging paradigmatic influences and how they might impact on future health care practice in a local, national or global community.</p> <p>NRSNG 501 (3) Constructions of Health and Healing This course explores the constructions of health, illness, healing and the body in the context of contemporary health care practices locally, nationally and globally. The courses then moves to analyzing and critiquing dominant discourses and the ways in which recipients of care (individuals, families, communities, societies) position and re-position themselves enabling the development of alternative discourses and meanings and develop alternative discourses. Transformative (alternative) discourses are explored in relation to individual and collective agency.</p> <p>NRSNG 502 (3) Historical, Political and Economic Context of Nursing Practice This course provides a critical examination of the historical, political and economic nature of health and health care delivery including nursing work and within the context of inter-professional practice. The influence of corporatization and globalization on health care will be explored and critiqued. Influencing intersections of poverty, racialization, class and gender will be examined in relation to access and equity in health care delivery. The effects of these intersections on health care systems and policy will be considered.</p> <p>NRSNG 503 (3) Promoting Health through Reflective and Relational Practice</p> |

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| <p>INTP 500</p> <p>NRSG 521 (3) Teaching and Learning in Nursing Practice Examines theory, research and best practices for teaching and learning in the laboratory and nursing practice courses in acute and community settings. Prerequisites: NURS 520</p> <p>Advanced Practice in Nursing</p> <p>NRSG 530 (3) Families in Health and Illness Focuses on health and illness in the context of family experiences. Prerequisites: NURS 500, 501, 502, 503 & INTP 500</p> <p>NRSG 531 (3) Advanced Family-Centred Nursing Practice Focuses on nursing interventions with families experiencing potential or actual health problems. Prerequisites: NURS 530</p> <p>Nursing Leadership and Management</p> <p>NRSG 540 (3) Nursing Leadership and Management Develops knowledge and competencies in nursing leadership and management and integrates evidence based nursing management concepts to improve health outcomes. Prerequisites: NURS 500, 501, 502, 503 & INTP 500.</p> <p>NRSG 541 (3) Nursing Leadership and Issues in Nursing Practice Examine historical and contemporary nursing leadership, and the current issues and challenges that confront nursing leaders. NURS 540</p> <p>Electives</p> <p>NRSG 512 (3) Directed Studies in Nursing</p> <p>NRSG 513 (3) Special Topics in Advanced Nursing Practice Focuses on research and developments in advanced nursing practice not covered by other courses. Topics will vary.</p> | <p>Using reflection as a basis, this course examines personal and professional meanings emerging from being in relation. This course is designed around reflexive writing, conversation, dialogue and critique. Language and activities, social relationships, organizational practices and the environment are problematized in order to make explicit nurses ways of acting that underpin relationships in practice. A critical examination of relational ethics and other ethical perspectives that inform nursing practice will be undertaken. Students will have opportunities to analyze and critique their practice in direct care provision and in health care system administration and leadership.</p> <p>NRSG 520 (3) Introduction to Nursing Education An examination of issues and trends in nursing education, including implications for the teaching practices of nurse educators. Students will review current literature associated with six major components of nursing education: professional socialization, curriculum, teaching as relational practice, practice-based learning, interprofessional education and educational research. From this overview, each student will explore a trend of interest to their teaching and be supported to expand and reconstruct their current teaching knowledge and practices.</p> <p>NRSG 521 (3) Teaching and Learning in Nursing Practice This course will review and contrast many types of practice-based learning models and practices applicable to nursing education programs. Through a study of recent literature and a field observation assignment, students will develop in-depth knowledge of the roles and responsibilities of a practice course educator. The competencies and aptitudes associated with practice-based teaching and learning will be described through examination of the following topics: the political, social, physical and personal climates of practice settings; approaches to planning student assignments and managing individual and group learning activities; utilization of various forms of learner assessments; strategies for teaching students engaged with in-action learning; critique and analysis of approaches to developing reflective practice; processes and practices associated with evaluation of students; and evaluation of the learning experience, the practice setting and one's own teaching. Relational, ethical and legal aspects of teaching that permeate all components of practice-based teaching and learning will be a unifying course concept addressed through seminar discussion and reflective writing throughout the course.</p> <p>NRSG 530 (3) Families in Health and Illness This course facilitates the understanding of diversity in health and illness experiences from the perspective of family through an examination of relevant theoretical and</p> |
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| <p>Prerequisite: Permission of course professor</p> | <p>research literature, providing a foundation for family nursing care throughout the lifespan</p> <p>NRSG 531 (3) Advanced Family-Centred Nursing Practice This course will provide the opportunity for students to extend their intervention skills to manage the health care of individuals and families across the life span in a changing health care system. Emphasis will be on health promotion and management of complex family health issues related to health risk, acute illness, chronic disease, and end-of-life. Clinical decision making along with skills related to the integration of evidence into practice will be developed.</p> <p>NRSG 540 (3) Nursing Leadership and Management This course will explore traditional and contemporary theories of nursing leadership and issues related to nursing resource management. Ideological critique will enable the student to identify strengths and limitations of various theories, strategies and research evidence for use in leadership situations in nursing practice to enhance nursing work life and patient outcomes.</p> <p>NRSG 541 (3) Nursing Leadership and Issues in Nursing Practice This course is designed to build on the knowledge and competencies developed in Nursing 508. Historical and contemporary, international and Canadian nursing leaders will be used as case examples in order to problematize the circumstances surrounding the development of these leaders and their impact on practice, research and education. Knowledge gained through this exploration and an examination of relevant research will be used to explore contemporary leadership issues and challenges, approaches and the impact these have on practice, research and education. A personal vision of leadership will be developed and evidence based strategies to enact this vision will be identified.</p> <p>NRSG 512 (3) Directed Studies in Nursing A learning experience in a focused area of study, with the agreement, and under supervision of a faculty member selected by the student and approved by the Director, School of Nursing. The learning experience will complement core courses and help the student prepare for a thesis or major paper. Each directed study course is allocated either 3 or 6 credits depending on the extensiveness of the intended studies. All directed studies involve a written contract between the student and the supervising faculty member outlining learning objectives, planned learning activities, learning outcomes and the basis for evaluation. A written paper or equivalent will be required.</p> |
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| <p>Interprofessional Health Courses</p> <p>The Faculty of Health and Social Development provide courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.</p> <p>HINT 501 (3) Research and Evidence Based Practice An advanced understanding of research and its application to professional practice. Critical examination of the evidence to guide evidence-based practice. Scholarly processes related to conducting systematic literature reviews, ethical research, knowledge translation, and program evaluation.</p> <p>HINT 503 (3) Psychosocial Oncology Prerequisite: HINT 501 or equivalent. Permission of Course Professor required.</p> <p>HINT 506 (3) Participatory Inquiry through Action Research Prerequisite: HINT 501 or equivalent</p> <p>HINT 511 (3) Special Topics in Interdisciplinary Health Research Prerequisite HINT 501 or equivalent</p> <p>HINT 512 (3) Special Topics in Interprofessional Practice</p> <p>HINT 521 (3) Interprofessional Collaboration (3)</p> <p>HINT 522 (3) Leadership in Human Service Organizations</p> | <p>NRSG 513 (3) Special Topics in Advanced Nursing Practice This elective seminar is aimed at developing in-depth knowledge regarding a special topic related to advanced nursing practice not covered by other courses. Topics will vary. Various theoretical models and related research will be introduced that are relevant to the main topic of the course, with an emphasis on those substantiated for evidence-based, patient-centred, relational-centred nursing practice..Current issues, trends and future development will be discussed.</p> <p>HINT 501 (3) Research and Evidence Based Practice This course provides students (nursing and social work) with an advanced understanding of research and its application to professional practice. Central to this course is the critical examination of evidence to guide evidence-based practice. Further, students examine the practitioner-scientist model and its application to professional practice. Scholarly processes related to conducting systematic literature reviews, ethical research, knowledge translation (e.g., research-based clinical practice guidelines, integrative research reviews) and health care program evaluation will be highlighted. Students will have opportunities to increase their research literacy, knowledge of research paradigms and methodologies, and skillful critique of evidence for practice. In particular, students will examine inquiry within their practice domain and scholarly interests.</p> <p>HINT 503 (3) Psychosocial Oncology This elective seminar focuses on evidence-based research developments in psychosocial oncology. Students will explore state-of-the-art theory, research methods, findings, and intervention programs from a variety of disciplines including nursing, psychology, medicine, health services management and social work that have contributed to the emergent field of psychosocial. Open to graduate students in health sciences, social work, psychology, and management.</p> <p>HINT 506 (3) Participatory Inquiry through Action Research Knowledge is generated through collective inquiry having the potential to ensure sustainability of outcomes while working toward social justice and self-determination within the community. This course explores the dialectic of action and reflection (praxis) within multiple historic and social contexts. Theories and epistemologies that inform action research, approaches to action research, including methodologies and philosophical orientation will be examined.</p> <p>HINT 511 (3) Special Topics in Interdisciplinary Health Research. Prerequisite: HINT 501 or equivalent</p> |
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| <p>HINT 523 (3) Professional Ethics</p> <p>HINT 524 (3) Interprofessional Practice Issues in Healthy Aging</p> <p>HINT 525 (3) Disabilities Studies and Interprofessional Health Care</p> <p>HINT 526 (3) Global Health</p> | <p>HINT 512 (3) Special Topics in Interprofessional Practice</p> <p>HINT 521 (3) Interprofessional Collaboration</p> <p>HINT 522 (3) Leadership in Human Service Organizations This seminar course examines the theory and practice of leadership in human service organizations. The course is intended to provide students with an in depth understanding of the complex range of environmental, community, organizational, ethical and professional contexts of managing or supervising in modern agencies. Case study methods will be employed in order to ensure the integration of theory and practice. Students will be expected to utilize their own practice experience as an integral tool in the analysis of cases. Students will be expected to articulate both the theoretical, ethical and practical grounding of their own management style and explain why it would be appropriate in their work situation.</p> <p>HINT 523 (3) Professional Ethics This course will provide students from diverse caring professions with foundational knowledge of ethics and ethical decision-making in clinical practice. In particular, students will be challenged to identify and analyze ethical dimensions of practice and critically apply conceptual frameworks appropriate to their discipline of ethical decision making for thinking through alternative courses of action when ethical dilemmas arise in practice. Students will enhance their knowledge of professional ethical obligations and standards of practice through the process of analyzing ethical issues that reflect current challenges in clinical practice.</p> <p>HINT 524 (3) Interprofessional Practice Issues in Healthy Aging This course critically addresses multidisciplinary theories, models, and concepts of healthy aging. Students will gain an understanding of the standards, roles and contributions associated with various disciplines within interdisciplinary community-based health teams. Contemporary issues, determinants and evidence-based, best practices related to promoting and sustaining healthy aging in urban and rural settlements will be explored, grounded in leading research.</p> <p>HINT 525 (3) Disabilities Studies and Interprofessional Health Care Who is “disabled” or “ill”? Who is “deformed”? Who is “normal” and “healthy”? How do different groups perceive each other, how is this manifested in their discursive practices, and how does it affect the way people act both individually as a society? These questions are at the heart of what has come to be known as Disability Studies. Disability</p> |
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| | <p>Studies embraces a social model of disability and draws on poststructuralist and social constructionist theories. Disability is not seen as residing in the individual but rather socially constructed through the language practices (institutional and cultural practices) at work in society. However, individuals live the consequences of language practices. So, yes, disability is a social construction, but it is deeply confounded with ableism, that it bears enormous power in lives and communities. To individuals who live with disabilities, “disability” does exist – it saturates the social and cultural contexts where they live their lives (adapted from Fine, Weis, Weseen, & Wong, 2000). Therefore, how does disability studies inform practice with individuals and families and how might it inform our commitment to social justice and societal transformation? How might an awareness and knowledge of disability studies inform clinical practice?</p> <p>With these foundational questions and tensions in mind, the focus of this course will be on an examination of disability studies and its relationship to clinical practice. Various theoretical frameworks used to understand disability and their implications for practice will be explored. Speakers, films and documentaries, and textual narratives that stress the perspective of people with disabilities will be used to facilitate seminar discussions.</p> <p>HINT 526 (3) Global Health This course is designed to increase the students' understanding of global health, the interdependency of the global community in disease management and the impact globalization has on different health environments. We examine the relationship between a sustainable environment and health and the ideologies underpinning the various voices informing global health.</p> |
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February 3, 2006

To: **Okanagan Senate**
From: **Dr. Robert Lalonde, Chair, Nominating Committee, UBC Okanagan**
Subject: **Vice-Chair, Senate** (approval)

Under Section 37(1) (a) of the *University Act*, Senate must elect a Vice-Chair at least annually. The Nominating Committee recommends Dr. Jan Cioe to serve as Vice-Chair of the Okanagan Senate.

That Dr. Jan Cioe be appointed as Vice Chair of the Okanagan Senate for the term from February 17, 2006 until January 31, 2007.

Respectfully Submitted,

Robert Lalonde
Chair, Okanagan Senate Nominating Committee

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February 3, 2006

To: **Okanagan Senate**
From: **Dr. Robert Lalonde, Chair, Nominating Committee, UBC Okanagan**
Subject: **Election of four Senators to the Council of Senates (approval)**

The Nominating Committee is responsible for recommending four Senators to the Council of Senates.

That Senate elect the following four Senators to the Council of Senates, effective March 1, 2006.

*Mr. Matthew Koovisk
Mr. Zach Webster
Mr. Gary August
Dr. Maurice Williams*

Respectfully Submitted,

Robert Lalonde
Chair, Okanagan Senate Nominating Committee



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To: **Okanagan Senate**

From: **Dr Michael Isaacson, Chair, Policies and Procedures Committee**

Re: **Establishment of the School of Engineering within the Faculty of Applied Science, UBC Okanagan**

Date: **17 February 2006**

That Senate approve the establishment of the School of Engineering within the Faculty of Applied Science at UBC Okanagan, effective April 1, 2006.

Background and Rationale

In 2005, the Faculty of Applied Science was transformed to a dual-campus faculty with activities at both the Vancouver and Okanagan campuses. The Faculty's activities on the Vancouver campus are carried out through two schools, six departments and several research centres. However, at UBC Okanagan there is not yet an administrative home for the Faculty's activities. To date, these have been carried out on an interim basis out of the Office of the Dean.

The UBC Okanagan Engineering Task Force II Report, which has considered the development of engineering at UBCO, has recommended that the most suitable administrative structure for the Faculty's engineering activities at UBCO is a School of Engineering. The report emphasizes the importance of establishing this quickly, and the need to enhance integration through the establishment one school rather a number of departments.

The establishment of an administrative unit for the Faculty's engineering activities at UBCO is needed to allow for the development and administration of activities in areas such as student admissions, curriculum, teaching loads, faculty, staff and student recruitment, promotion and tenure, and so on; and it will also assist in the timely recruitment of a School Director.

The establishment of a *School* rather than a *Department* appropriately distinguishes the Okanagan unit from departments in various engineering disciplines in Vancouver, and provides it with an appropriate level of curriculum and budgetary responsibility.

The University's definition of a School is outlined in the Senate report: "Report of the Committee Appointed to Examine the Organization of the University (the "Chant Report") (February 1949). The proposed School of Engineering is fully consistent with this definition, and is analogous to the administrative structure of the Schools of Nursing and Social Work within the Faculty of Health and Social Development at UBC Okanagan.

Respectfully Submitted,

Michael Isaacson
Chair, Okanagan Senate Policies & Procedures Committee

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To: **Okanagan Senate**

From: **Dr Isaacson, Chair, Policies and Procedures Committee, UBC Okanagan**

Re: **UBC Degrees to OUC Graduates (approval)**

Date: **17 February 2006**

INTRODUCTION

At its inaugural meeting on December 5, 2005, the Okanagan Senate passed the following motion:

That the Senate refer to its Policies and Procedures Committee in consultation with the Registrar, the task of considering the granting of UBC degrees to graduates of Okanagan University College, and bringing forward associated recommendations to Senate for approval.

The Committee has considered the matter and reports as follows:

PART I. RECOMMENDATIONS (FOR APPROVAL)

RECOMMENDATION 1 – GRADUATES OF OUC DEGREES NOW OFFERED BY UBC

That the Okanagan Senate approve in principle the conferral of corresponding University of British Columbia degrees on Okanagan University College alumni holding one or more of the following degrees conferred by Okanagan University College as the sole granting institution between January 1, 1998 and June 30, 2005:

- *Bachelor of Arts*
- *Bachelor of Education*
- *Bachelor of Fine Arts*
- *Bachelor of Science*
- *Bachelor of Science in Nursing*
- *Bachelor of Social Work*

Rationale

Okanagan University College was given degree-granting authority by the Province of British Columbia in 1995, and conferred its first degrees as the sole granting institution in 1998.

The above list of degrees includes those OUC degrees for which UBC Okanagan assumed full responsibility as of July 1, 2005. All these degrees meet or exceed normal academic standards for university degrees in Canada. UBC becomes the institution of record for purposes of parchment authentication and verification of degrees: services that the now-defunct Okanagan University College can no longer provide. This does not mean that UBC will hold the entire academic record, as this will reside with the new Okanagan College, but will have record of the credential being conferred. Okanagan College will be the custodian of the complete OUC student record. Under this arrangement, this group of OUC alumni are welcomed to the UBC community as new members of the UBC convocation.

From 1989 to 1997, OUC delivered degree programs in conjunction with UBC and the University of Victoria, and conferred those degrees under the authority of the partner universities. The parchments from these partner degrees already list a currently operating university as the institution of record, i.e., UBC or the University of Victoria. This group of alumni will retain their original status and will not be eligible to receive new UBC degrees.

It is noted that the Bachelor of Business Administration is not included in the degrees listed within Recommendation 1. The University of British Columbia and Okanagan College are discussing co-conferral of the BBA for students who entered the program in 2005. Once an agreement between the two institutions relating to this degree has been reached, the Policies and Procedures Committee will bring forward to Senate a recommendation with respect to BBA Alumni, but relating specifically to this degree.

RECOMMENDATION 2 – PARCHMENT SPECIFICATIONS

That the parchment issued under Recommendations 1 and 2 above bear the words “Degree first conferred by Okanagan University College on [INSERT MONTH AND YEAR],” in addition to the month and year of approval by the UBC Okanagan Senate.

Rationale

The addition of this text to the parchment: (a) signifies a relationship between OUC and UBC; (b) clarifies that the holder completed one degree program, rather than two; and (c) denotes the date when the student completed his or her degree program.

PART II. PRINCIPLES AND PROCEDURES (FOR INFORMATION)

Subject to Senate's approval of the above recommendations, the Registrar intends to implement the awarding of these degrees on the following basis:

1. The Registrar will develop a list of holders of OUC degrees that should be given the opportunity to accept UBC degrees. (It is noted that OUC honorary degree holders will not be included on this list, but instead the Policies and Procedures Committee may consider future nominations of such individuals for UBC honorary degrees.)
2. At the appropriate times, Senate will be requested to approve the following motion in order to confer these degrees: *“That the listed holders of Okanagan University College degrees be granted the opportunity to accept the University of British Columbia degree for which they are recommended, and that the Registrar, in consultation with UBC Okanagan Deans, and the President as Chair of the Okanagan Senate be empowered to make any necessary adjustments.”*
3. Following Senate approval of the conferral of degrees on OUC graduates, these individuals will be added to the roll of convocation at that time and Enrolment Services will produce UBC parchments as appropriate. OUC graduates receiving UBC degrees will not be asked to relinquish OUC parchments.
4. For OUC graduates accepting UBC degrees, the UBC Student Information System will contain identifying data about the person (including a UBC student number) and his/her degree(s) sufficient for purposes of degree verification. However, the full transcript of academic record will be maintained by Okanagan College. Transfer credit will not be assigned by UBC. The UBC transcript will show the conferral of the UBC degree and will note that the full record may be obtained from Okanagan College.
5. For OUC graduates accepting UBC degrees, Enrolment Services will provide contact information to UBC Advancement Services and the UBC Alumni Association, consistent with current practice for all other UBC graduates.

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It is noted that the Bachelor of Business Administration is not included in the degrees listed within Recommendation 1. It is intended that this degree will be co-conferred by the University of British Columbia and Okanagan College. Once an agreement between the two institutions relating to this degree has been reached, the Policies and Procedures Committee will bring forward to Senate a recommendation analogous to Recommendation 1, but relating specifically to this degree.

RECOMMENDATION 2 – PARCHMENT SPECIFICATIONS

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