

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9259 · Fax: (250) 807-8007
www.senate.ubc.ca

THE OKANAGAN SENATE

AGENDA

Wednesday 27 October 2010

3:30 pm to 5:30 pm

ART 386 | UBC OKANAGAN CAMPUS

1. Senate Membership – Mr. James Ridge

a. Nominating Committee (approval)

The Secretary calls for the following motion:

That Dr. Gordon Lovegrove be elected to serve on the Nominating Committee until 31 August 2011 and thereafter until a successor is elected.

b. Call for Nominations, Vice-Chair of Senate (information)

This is a call for nominations for one (1) Senator to serve as Vice-Chair of Senate for a term of not more than one year, pursuant to s.37(1)(a) of the *University Act*. Nominations deadline is 5 November 2010. If necessary, an election will be held at the 24 November 2010 meeting of Senate.

c. Second Call for Nominations (information)

One (1) student representative to serve on the Nominating Committee until March 31, 2011 and thereafter until a successor is elected.

2. Minutes of the Previous Meeting, 22 September 2010 (approval) (circulated – Item 2) – Dr. Doug Owrām

3. Business Arising from the Minutes – Dr. Doug Owrām

- 4. Deputy Vice-Chancellor's Remarks – Dr. Doug Owram**
 - 5. Academic Policy Committee – Dr. Jan Cioe**
 - a. *Policy O-2: Faculty Councils* (approval) (circulated – Item 5a)
 - b. *Policy O-5: Research Centres and Research Institutes* (approval) (circulated – Item 5b)
 - c. *Policy O-100: Review of Assigned Standing in a Course* (approval) (circulated – Item 5c)
 - 6. Admissions and Awards Committee – Dr. Sharon McCoubrey**
 - a. Admissions Proposals (approval) (circulated – Item 6a)
 - i. Canadian Aboriginal Applicants
 - ii. Bachelor of Applied Science – Admission Requirements
 - iii. Admission Requirements for ETEP and STEP
 - iv. Secondary Teacher Education Program (STEP)
 - 7. Joint Report of the Admissions and Awards Committee and the Curriculum Committee – Dean Marvin Krank**
 - a. Psychology Graduate Program Changes (approval) (circulated – Item 7a)
 - 8. Nominating Committee – Dr. Mercedes Duran-Cogan**
 - a. Adjustment to Senate Committee Membership (approval) (circulated – Item 8a)
 - b. Okanagan Representatives of Okanagan Senate Committees One (1) and Five (5), Membership Adjustments (approval) (circulated – Item 8b)
 - c. Okanagan Representative for the Presidential Search Committee for the Appointment of the Associate Vice-President for Research and International (approval) (circulated – Item 8c)
 - 9. Other Business**
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Regrets: Kelly Ross (250) 807-9259 or email kelly.ross@ubc.ca
UBC Senates and Council of Senates website www.senate.ubc.ca

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THE OKANAGAN SENATE

MINUTES - DRAFT

Wednesday 22 September 2010

3:30 pm to 5:30 pm

ART 386 | UBC OKANAGAN CAMPUS

Attendance

Present: Dr. D. Owram (Vice-Chair), Mr. J. Ridge (Secretary), Dr. A. Abd-El-Aziz (Provost and Vice-Principal), Dr. P. Arthur, Dr. P. Balcaen, Dean L. Bosetti, Ms. M. Burton, Mr. N. Cadger, Dr. J. Castricano, Dr. J. Cheng, Dr. J. Cioe, Dean M. Courtney, Dr. F. de Scally, Dr. M. Duran-Cogan, Dr. C. Hodge, Dr. J. Holzman, Dr. J. Johnson, Dr. G. Jones, Dr. D. Keyes, Dean M. Krank, Dr. B. Lalonde, Ms. S. Larose, Ms. M. Laviolette, Dr. S. McCoubrey, Dr. B. Mack, Dean C. Mathieson, Ms. S. Morgan-Silvester (Chancellor), Dr. H. Najjaran, Dr. B. Nilson, Mr. C. Norman, Dr. G. Pandher, Mr. B. Paton, Ms. L. Patterson, Acting Dean K. Phillips, Dr. M. Rheault, Dr. B. Schulz-Cruz, Ms. L. Super, Mr. D. Vineberg, Mr. C. Wain, Ms. A. Weiss, Ms. M. Woodward, Dr. S. Yannacopoulos, Ms. G. Zilm

By video-conference: Prof. S. J. Toope (President)

Guests: Ms. L. Collins, Dr. D. Durall, Mr. C. Eaton, Ms. T. Flanagan, Ms. N. Hager, Mr. L. Mueller, Mr. F. Vogt

Regrets: Dean T. Aboulnasr, Ms. L. Driscoll, Mr. S. Joseph, Ms. E. Landry, Dean D. Muzyka

Recording Secretary: Ms. K. Ross

Call to Order

In the absence of the President, Vice-Chair Dr. Owrarn called to order the first regular meeting of the Senate for the 2010/2011 academic year. Dr. Owrarn welcomed the Chancellor to the meeting. The assembly agreed to allow the use of cameras by representatives of the student newspaper, The Phoenix. The Vice-Chair reported that due to an urgent meeting, the President would likely join the Senate meeting by 4:00 pm.

Approval of the Agenda

In light of the President's absence at the meeting, the agenda was reordered by unanimous consent to have *Remarks from the President and Related Questions* follow the reports from the Admissions and Awards Committee.

Senate Membership

Declarations of Vacancy

The Secretary declared a vacancy for one (1) faculty representative of the Faculty of Health and Social Development to replace Dr. Carole Robinson until August 31, 2011 and thereafter until replaced. He also declared a vacancy for one (1) faculty representative of the Faculty of Management to replace Dr. Annamma Joy until August 31, 2011 and thereafter until replaced.

New Members

The Secretary introduced new ex-officio members to the Senate:

Acting Dean Kenneth Phillips who replaced former Dean Robert Belton for the Faculty of Creative and Critical Studies;

Dean Lynn Bosetti who replaced former Dean Robert Campbell for the Faculty of Education;

Dean Mary Courtney who replaced former Acting Dean Edward Taylor for the Faculty of Health and Social Development; and

Ms. Maria Woodward who replaced Mr. Daniel Berry as a student representative for the Faculty of Management as recommended by the Student Union of UBC Okanagan until March 31, 2011 and thereafter until replaced.

Call for Nominations

The Secretary issued a first call for nominations for one (1) student representative to replace Ms. Stephanie Bertrand to serve on the Nominating Committee until March 31, 2011 and thereafter until a successor is elected.

The Secretary issued a first call for nominations for one (1) faculty representative or Dean to replace Dr. Carol Scarff to serve on the Nominating Committee until August 31, 2011 and thereafter until a successor is elected.

Minutes of Previous Meeting, 19 May 2010

Moved: Dr. Cioe
Seconded: Dr. Abd-El-Aziz

That the minutes of the Okanagan Senate meeting of May 19, 2010 be adopted as presented.

The motion was put and carried.

Business Arising from the Minutes

See also, 'Appendix A: Fees Associated with VGRS 599 (0): Visiting Graduate Research Students

The Registrar responded to the May 2010 Senate inquiry related to all fees (tuition and student) associated with the zero-credit graduate course VGRS 599: *Visiting Graduate Research Student*. For information, he stated that zero-credit courses are assessed tuition fees at the rate of one (1) credit, as approved by the UBC Board of Governors. He added that student fees are authorized by student referendum, the UBC Board of Governors, and other student societies and organizations.

Discussion

Dr. Cioe expressed concern about the associated tuition and student fees assessed for students enrolled in the zero-credit course, VGRS 599. He indicated that a financial burden could be placed on students visiting the campus with a concern that visiting students registered in this course may not attain value for its cost.

Dr. Abd-El-Aziz recommended that the Faculty Deans be consulted on this item, and that that group consider data on how many students would be enrolled annually in this course and the history of the zero-credit courses assessed as one (1) credit courses at UBC.

Dr. Rheault expressed his hope that courses such as VGRS 599 would not inhibit the attraction of visiting research graduate students to the Okanagan campus.

Deputy Vice-Chancellor's Remarks

United Way Campaign

Dr. Owram reported that the United Way Campaign as led by Dr. Sharon McCoubrey was underway. The goal of the campaign will be to generate \$100 million, with approximately \$45 million already raised. The Vice-Chair hoped that this year, the UBC Okanagan Campus would increase its position from the third largest donor in the region, next to Costco and Gorman Brothers, to the leading donor.

Dr. Marvin Krank, Dean of the College of Graduate Studies

Dr. Owram reported that Dr. Marvin Krank would be stepping down as Dean of the College of Graduate Studies in 2011. Dr. Abd-El-Aziz stated that a search committee for the new Dean would be organized within the next six weeks.

Rising Student Enrolment at the Okanagan Campus

In response to a question from Dr. Cioe, Dr. Owram indicated that the enrolment numbers are burgeoning with close to 800 new students. Approximately 30 percent of the new students come from the Okanagan region. The region has a very low rate of post-secondary participation, which Dr. Owram hoped would change over time.

Dr. Owram noted that many internal community members have expressed their frustrations with a shortage of large classroom and laboratory space on campus; he predicted that, with rising enrolments, the challenges due to this constraint on space would increase despite the completion of the Engineering-Management-Education Building. The Deputy Vice-Chancellor indicated that the University would endeavour to add new lecture space despite challenges in funding.

Dr. Owram attributed some of the enrolment growth to the fact that the admission average for the Faculty of Science at the UBC Vancouver campus was over 90 percent, which may have resulted in a larger number of applicants accepting alternate offers to the Bachelor of Science at the Okanagan campus. The retention rate for those students accepted to the Okanagan campus as their second choice has been increasing. The Deputy Vice-Chancellor remained hopeful that more students would stay at the UBC Okanagan campus as programs mature. The Registrar confirmed that in past years the attrition rate for alternate offer students at the UBC Okanagan Campus had been 50 percent; last year however, 66 percent of alternate offer students remained on this campus

after their first year of study. The Registrar noted that annually the overall retention rate has been improving.

The number of graduate students in September exceeded 500, which, according to Dean Krank, would likely rise in January 2011.

In response to a question from Dr. de Scally about enrolment management and space pressure, the Deputy Vice-Chancellor stated that the enrolment goal as set by the provincial government of 6,929 full-time equivalent domestic students needs to be met in the near future. Respectively, Dr. Owram noted that the original campus master plan for the Okanagan had underestimated the requirement for large lecture classrooms; three additional classrooms had therefore recently been added Engineering-Management-Education Building. Phase five of the on-campus residences has been scheduled to begin in 2010.

From the Board of Governors

The Senate received for information confirmation that the following items approved by the Okanagan Senate had been subsequently approved by the Board of Governors as required under the *University Act*:

Senate Meeting of 28 April 2010

Curriculum proposals from the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and Management.

Approval of new and discontinued awards.

Senate Meeting of 19 May 2010

Curriculum proposals from the Faculties of Applied Science, Arts and Sciences, Health and Social Development, and the College of Graduate Studies.

Approval of new awards.

Admissions and Awards Committee

Committee Chair Dr. Sharon McCoubrey presented the reports.

New Award

See also, 'Appendix B: New Awards'

Moved: Dr. McCoubrey

Seconded: Dr. de Scally

That Senate accept the new award, and forward it to the Board of Governors for approval; and that a letter of thanks be sent to the donor.

The motion was put and carried.

Admissions Proposals

Five admissions proposals were presented:

i. Application and Document Deadlines

The proposal was to revise the Calendar entry for 'Application and Document Deadlines,' specifically: 1) to clarify application deadlines by type of applicant; 2) to remove the table that repeats the same information; and 3) to clarify and distinguish between the different types of documents required for admission and refer where/when deadlines (variable) will be communicated after applying.

ii. ELAS, English Language Proficiency Tests

The proposal was to modify the Calendar entry for 'ELAS, English Language Proficiency Tests' to add the Pearson Test of English (Academic) to the list of proficiency tests approved to satisfy the English language admission standard for undergraduate admissions.

iii. Applicants Following the BC/Yukon High School Curriculum, Admission Requirements

The proposal was to modify the Calendar entry for 'Applicants Following the BC/Yukon High School Curriculum, Admission Requirements' to reflect the UBC Okanagan Senate-approved policy to exclude high school grades from admission averages when based on challenging a course (see *Criteria for Including Secondary School Courses in UBC Admission Averages* approved by Senate December 2009).

iv. Advanced Credit or Placement

The proposal was to modify the Calendar entry for 'Advanced Credit or Placement' to prevent the granting of UBC credit for enriched secondary school courses completed once already attending UBC Okanagan.

v. Applicants from a College or University

The proposal was 1) to restructure the Calendar entry for 'Applicants from a College or University', adding a table of sub-contents to simplify access to relevant information; 2) to add a new Calendar entry under this section entitled 'Program-Specific Prerequisites' to advise prospective transfers to anticipate program-specific prerequisites.

Moved: Dr. McCoubrey
Seconded: Dr. Duran-Cogan

That Senate approve the proposed changes to the Calendar entry 'Application and Document Deadlines';

And

That Senate approve the proposed changes to the Calendar entry 'English Language Proficiency Tests';

And

That Senate approve the proposed changes to the Calendar entry 'Applicants Following the BC/Yukon High School Curriculum, Admission Requirements';

And

That Senate approve the proposed changes to the Calendar entry 'Applicants Following the BC/Yukon High School Curriculum, Admission Requirements';

And

That Senate approve the proposed changes to the Calendar entry 'Applicants from a College or University'.

Discussion

In response to proposal two, Dr. Pandher asked why UBC accepts so many ELAS, English Language Proficiency Tests as opposed to accepting the TOEFL, Test of English as a Foreign Language alone. Dr. McCoubrey stated that many ELAS tests are available in order increase the convenience for students applying to UBC from different regions and backgrounds.

In response to a question to how the Pearson Test of English (Academic) compares to other standardized tests by Dr. Nilson, Dr. McCoubrey felt that the Pearson Test of English (Academic) had been thoroughly consulted on by the Senate Committee as well as those experts in Admissions at UBC who had supported its recognition at UBC.

Motion to Divide

Moved: Dr. McCoubrey
Seconded: Dr. Cioe

That the Advanced Credit or Placement Proposal be divided from the main motion for separate consideration.

The motion was put and carried.

Discussion on the Advanced Credit or Placement Proposal

In response to proposal four (iv) *Advanced Credit or Placement*, Dr. Cioe questioned the logic behind preventing students who had been admitted and who had attended UBC from completing courses for UBC credit at a high school. He added that the world has changed to a more dynamic process of life-long learning. Dr. Cioe speculated that this proposal reflected an old standard. Dr. McCoubrey confirmed that this modification to the Calendar entry for *Advanced Credit or Placement* would apply only to advanced credits taken at a secondary school.

Dean Bosetti added that some high schools will not admit students over the age of 18, making it difficult for students to take these courses after having been admitted to UBC Okanagan.

Dr. Cioe, Dr. Hodge and Dean Krank all agreed that barriers should not be put before students when the same pedagogical level could be reached albeit along a different path. In response to a question from the assembly, Dr. McCoubrey could not specify the number of students that the policy would affect annually.

Dr. de Scally speculated that very few students may want to open a closed chapter of their lives such as high school; for an example, he referred to his daughters who both attend the UBC Okanagan Campus. Dr. McCoubrey stated that the Committee would be willing to look at the proposal in greater detail before returning it to Senate for consideration for approval.

The Advanced Credit or Placement Proposal was referred to the Admissions and Awards Committee for further consideration of the issues raised by Senators.

Practice on Admissions Decisions Involving Dean's Discretion

For information and in consultation with the Faculty Deans, Dr. McCoubrey presented a report outlining the practice on admission decisions involving Dean's Discretion.

Discussion

Dean Krank clarified that the practice of Dean's Discretion applied only to undergraduate admissions.

Remarks from the President and Related Questions

The President joined the meeting at 4:00 pm via video-conference. He expressed his apologies for being delayed.

Welcome to Senators

The President welcomed Senators to the first Senate meeting of the 2010/2011 academic year, noting that this has been the first opportunity to speak with the Senate since accepting his second term as President in June 2010. The President stated that his decision to accept the reappointment came directly from his enthusiasm for the strengths of the University and from his excitement about the important steps that he believed that are on the horizon. He believed that UBC remained in remarkably robust form in comparison with other institutions in Canada and around the globe and that UBC will be well-positioned to seize the day and to contribute more to our students and to society.

The President noted the election of the new UBC Board Chair Mr. Bill Levine in June 2010 replacing Mr. Brad Bennett, who had retired. Mr. Levine has been involved at UBC for many years, first as a member of the Dean's Advisory Council in the Sauder School of Business and more recently as Chair of the Dean's Advisory Board, Faculty of Arts. The President described Mr. Levine as a person of great integrity and judgment.

The President was delighted to acknowledge and welcome Dean Lynn Bosetti, Faculty of Education and Dean Mary Courtney, Faculty of Health and Social Development to the UBC Okanagan campus. He suggested that these appointments show great strength at the campus to attract such strong decanal leadership.

Teaching and Research

President Toope noted that the core of UBC's mission, and at the heart of our strategic planning, *Place and Promise*, are the twin pillars of teaching and research.

Teaching

The President stated that an incredible array of teaching innovation on both campuses was evident at the faculty and department levels and, most importantly, right in the classroom. The President commended his faculty colleagues at the Okanagan campus for their own initiatives in teaching innovation. He highlighted two projects worth celebrating; the first was the new first-year experience workshop, which will respond to the needs of students on social, emotional, academic, and career levels. The workshop will work with teaching partners to review and explore strategies for working with first year

students. The President expressed his hope that the UBC community would pay careful attention to this first-year experience program as one of the places where UBC can shine and demonstrate creativity. The President added that it is crucial for the UBC Okanagan Campus to retain students in order to attain its enrolment objectives, which in turn will be crucial in encouraging public support for the institution.

A second exciting development was the Critical Thinking Community of Practice, which the President described as a really important initiative for faculty members currently assisting students, primarily undergraduate, in creating or learning more about critical thinking tools. The initiative has been underway and has been significant to the development of students' critical thinking skills.

Research

The President reported that in a few weeks time, he would be signing a Memorandum of Understanding (MOU) with the Max Planck Society, which is headquartered in Munich, Germany. This MOU will establish an International Max Planck Centre first at the UBC Vancouver campus in collaboration with the Physics & Astronomy Department to be leaders in cold matter physics. The Centre will be related to the Quantum Materials Institute, and will allow for scholarly and student exchange.

Place and Promise Implementation

The President was pleased to report that the new strategic plan, *Place and Promise*, was well into the implementation phase. In June 2010, the first progress report (available at www.strategicplan.ubc.ca) detailed activities across the nine commitments. A second progress report will be available in June 2011.

The UBC Okanagan Strategic Action Plan, which includes and reflects aspects of *Place and Promise*, will be released this year.

The President highlighted upcoming completion of construction projects, including the Health Sciences Centre, which would likely be completed in January 2011. The new student residences were nearing completion, which will add further strength to the campus.

Relationship with Canadian Governments

The President reported that UBC continued to enjoy strong support from the provincial government. UBC will endeavor to work on options to increase the financial flexibility for the University following the government's Throne Speech announcement in February 2010. Discussions centered around moving the University out of the government reporting entity, which would increase access

to financing to support 'good' debt such as building student housing, reducing energy costs, or in areas where there will be revenue streams or cost savings. The President highlighted that UBC has been working to ensure that the upcoming federal research and development review will be appropriately focused on support from the private sector.

University Rankings

The President drew attention to the recent release of university rankings by the Times Higher Education Supplement. Despite whatever concern we may have about rankings and the methodology behind them, they continue to be important markers for some external audiences. Over the past year, UBC has worked with the Times Higher Education Supplement, in conjunction with other universities around the world to improve the ranking methodology. The President added that the University community should take some pride in the rankings from the view of being internationally influential.

Report of President's Activities

The President noted that a Report of President's Activities has been provided at every Board of Governors meeting and he noted that the Senates should have this level of detail as well.

The President highlighted his travel schedule for the upcoming year:

- In October, the President will be traveling to Munich to finalize a strategically important linkage with the Max Planck Society. He will also visit London, U.K. for alumni and development work.
- In November, the President will be travelling to India as part of a mission of Canadian Universities organized by the Association of Universities and Colleges of Canada (AUCC). The AUCC will be engaging with Indian Universities and other institutions of higher education as well as high level government representatives; the trip will be a great opportunity to collectively showcase Canadian universities.
- In December, the President will travel primarily to China and Japan for alumni and development work.
- In January, the President will be attending the World Economic Forum in Davos, Switzerland.
- Next May, the President will be attending the G8-G20 University Summit in France, which had been hosted at the UBC Vancouver campus in 2010. He will also be attending the annual Presidents' Meeting of the Universitas 21 in New South Wales, Australia.

The President shared his personal goals for the year, which included three key areas to advance.

The first area would be to maintain close relations with the provincial and federal governments, including opposition parties; the second area would be to continue planning for the public launch of a development campaign; the final area would be the implementation of a new student communications strategy. The President added his commitment to better tell the story of this great University to both internal and external audiences.

Questions

Mr. Cadger asked whether, in his travels or daily activities, the President encountered organizations associated with the creative and performing arts. The President acknowledged a deep personal interest in the arts and stated that he often engages with national and international institutions in this area.

In response to question from Dr. Pandher, the President confirmed the need to encourage graduate programs as a critical part of the University endeavour. The President disputed, however, a statement that the UBC campuses are given inequitable levels or resources for salaries and research “start-up” grants. He verified that each campus provides support to faculty members in order to successfully compete for research funds through the granting councils. There has been very little in the way of direct research funding provided by the University to researchers at either of the UBC campuses. The President expressed the opinion that funding our own initiatives does not actually drive the proper standards for review of research. He has been fundamentally committed to globally understood peer-review processes. Dr. Owram echoed the President by stating that there has been little disparity between the campuses in this area.

Dr. Balcaen asked the President to share a few points related to his vision of UBC and its global responsibilities primarily focused on India. The President indicated that overall global responsibility allows UBC to effectively work together with external colleagues on challenges related to climate change, infectious diseases, and income inequality, among other important matters. He noted that India would be a very good example for partnering for global responsibility. One of the challenges in India has been very few straightforward institutional matches between the North American and Indian higher education models; Indian Universities have not had a strong research base. Therefore other strategies to connect with research groups has included a recent Memorandum of Understanding, with the largely government funded, National Institute of Mental Health in Bangalore on brain research. Other strategies for UBC to partner on research in India might include how UBC could engage with Indian community organizations. The President was hopeful to note that he would be

hosting a dinner with those individuals who might assist in building relationships with organizations at the community level. The President was delighted to recognize that UBC has taken a leadership role in global innovation notably through global access principles and licensing agreements through the University-Industry Liaison Office (UILO). He announced that UBC had initiated a partnership with Harvard and Yale on the access to essential medicines. The President encouraged his colleges to carefully consider international engagement in order to restore a high level of quality and to sustain efforts made at UBC.

Joint Report of the Admissions and Awards Committee and the Curriculum Committee

Committee Chair Dean Krank presented the report.

Moved: Dean Krank
Seconded: Dean Mathieson

That Senate approve the Environmental Chemistry Honours Program brought forward by the Faculty of Arts and Sciences.

The motion was put and carried.

Learning and Research Committee

Committee Chair Dr. Arthur presented the report.

Emerita Status

The Committee presented a proposal to grant emerita status to Dr. Lalage Grauer, Associate Professor in the Faculty of Creative and Critical Studies.

Moved: Dr. Arthur
Seconded: Dean Krank

That Senate approve the above individual to receive emerita status, with such status to become effective upon her date of resignation from the University;
And

That her name be added to the Roll of Convocation.

The motion was put and carried.

***Establishment of the Institute for Species at Risk and Habitat Studies
(SARAHS)***

*Moved: Dr. Arthur
Seconded: Dr. Cioe*

That the Senate approve the establishment of the Institute for Species at Risk and Habitat Studies (SARAHS) and forward it to the Board of Governors for approval.

Discussion

Dr. de Scally expressed his support for this proposal. Dr. Cioe echoed this support from a research perspective and communication of local implications. Dean Mathieson noted that SARAHS was poised to bring international exposure to the campus.

The motion was put and carried.

Nominating Committee – Dr. Mercedes Duran-Cogan

Senator Committee Appointments

*Moved: Dr. Duran-Cogan
Seconded: Ms. Patterson*

That the following standing committee appointments be made, effective until 31 August 2011 and thereafter until successors are appointed:

Academic Building and Resources Committee: Dr. Phil Balcaen

Academic Policy Committee: Dean Daniel Muzyka

Admissions and Awards: Dean Mary Courtney

Curriculum: Acting Dean Kenneth Phillips

Learning and Research: Dean Lynn Bosetti

And;

That the following standing committee appointments be made, effective until March 31, 2011 and thereafter until successors are appointed:

Academic Building and Resources: Ms. Maria Woodward

Appeals of Standing and Discipline: Ms. Maria Woodward and Mr. Cecil Norman

The motion was put and carried.

Appointment of Okanagan Senate Representative to President's Advisory Committee to Consider an Extension of the Appointment of the Vice-President, Research & International

Moved: Dr. Duran-Cogan
Seconded: Mr. Vineberg

That Senate appoint Dr. Marvoin Krank as the Okanagan Senate Representative on the President's Advisory Committee to Consider an Extension of the Appointment of the Vice-President, Research & International.

The motion was put and carried.

Other Business

Resignation

Dr. Owram reported that Ms. Ross had resigned as of November 5, 2010 as Manager of the Okanagan Senate Secretariat. He thanked Ms. Ross for her service to Senate.

Spanish Summer Field School

Dr. Owram invited Mr. Lyle Mueller, Director, Aboriginal Programs and Services to briefly introduce, for the information of Senate, a Spanish Summer Field School Pilot Project. Mr. Mueller provided an outline of the project, which will be developed collaboratively across faculties at the UBC Okanagan campus to facilitate the development of intercultural fluency and competencies, facilitate diversity of the educational experience, support faculty connections with an international institution, etc. Students would enroll in three courses (one (1) Field School Methodology and two (2) Spanish languages) to be taken Quintana Roo, Mexico over the summer term. Ms. Teresa Flanagan, International Student Advisor, expressed hope that the Field School would broaden the Okanagan Campus's role internationally through a two-year pilot project.

Discussion

Dean Mathieson asked Ms. Flanagan whether this item would be presented formally as a proposal to the Faculty Curriculum Committees. Ms. Flanagan noted that the pilot project was based on existing courses at the Okanagan Campus, and that no new courses would be required. Dr. Abd-El-Aziz confirmed that approval of the relationship with the institutional partner would be necessary.

Ms. Collins noted that recording participation in the Field School on the student transcript – if desired – would require Senate approval. Senators requested clarification about the following:

- Which courses would be used for the Field School, and whether all of those courses had been approved;
- How instructors would be appointed to teach these courses on site;
- Which academic departments/units had agreed to participate; and
- Whether Faculty and/or Senate approval would be required.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled for Wednesday October 27 at 3:30 pm to 5:30 pm in ART 386.

Appendix A: Fees Associated with VGRS 599 (0): Visiting Graduate Research Students

This memorandum responds to the May 2010 Senate inquiry into fees associated with the zero-credit graduate course VGRS 599: Visiting Graduate Research Students, and the parallel zero-credit undergraduate course VURS 499: Visiting Undergraduate Research Students.

Of note:

- tuition fees are approved by the UBC Board of Governors and usually considered annually in the Spring. Student fees are authorized by student referendum, the UBC Board of Governors, and other student societies and organizations; and
- zero-credit courses are assessed at 1 credit for fees (see the Okanagan Calendar:
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=14,339,1031,0>).

The following four scenarios provide estimates of the total cost to students registered a zero-credit course.

Scenario 1:

Visiting Domestic Undergraduate (for VURS 499 (0) assessed fees at 1 credit)

Tuition		\$150.60
Student Fees with <i>no</i> opt-out provisions	Includes Athletics and Recreation, Students' Union, Canadian Federation of Students, Media Fund (per year); U-pass (per term)	\$65.43
Student fees with opt-out provisions	Opted <i>out</i> of Dental Plan, Extended Health Plan, and iMED (per term)	\$0
	Opted <i>in</i> for Dental Plan, Extended Health Plan, and iMED (per term)	\$289.72
TOTAL:		\$216.03 or \$505.75

Scenario 2:

Visiting International Undergraduate (for VURS 499 (0) assessed fees at 1 credit)

Tuition		\$703.93
Student Fees with <i>no</i> opt-out provisions	Includes Athletics and Recreation, Students' Union, Canadian Federation of Students, Media Fund (per year); U-pass (per term)	\$65.43
Student fees with opt-out	Opted <i>out</i> of Dental Plan, Extended Health Plan, and iMED (per term)	\$0

provisions	Opted <i>in</i> for Dental Plan, Extended Health Plan, and iMED (per term)	\$289.72
TOTAL:		\$769.36 or \$1,059.08

Scenario 3:

Visiting Domestic Graduate (for VGRS 599 (0) assessed fees at 1 credit)*

Tuition		\$354.75
Student Fees with <i>no</i> opt-out provisions	Includes Athletics and Recreation, Students' Union, Canadian Federation of Students, Media Fund (per year); U-pass (per term)	\$185.52
Student fees with opt-out provisions	Opted <i>out</i> of Dental Plan, Extended Health Plan, and iMED (per term)	\$0
	Opted <i>in</i> for Dental Plan, Extended Health Plan, and iMED (per term)	\$289.72
TOTAL:		\$540.27 or \$829.99

Scenario 4:

Visiting International Graduate (for VGRS 599 (0) assessed fees at 1 credit)*

Tuition		\$703.93
Student Fees with <i>no</i> opt-out provisions	Includes Athletics and Recreation, Students' Union, Canadian Federation of Students, Media Fund (per year); U-pass (per term)	\$185.52
Student fees with opt-out provisions	Opted <i>out</i> of Dental Plan, Extended Health Plan, and iMED (per term)	\$0
	Opted <i>in</i> for Dental Plan, Extended Health Plan, and iMED (per term)	\$289.72
TOTAL:		\$889.45 or \$1,179.17

*The Western Canadian Deans' Agreement (see www.grad.usask.ca/wcdgs/agreement.htm) provides an automatic tuition waiver for visiting graduate students. At UBC, student fees are also waived.

Appendix B: New Award

Central Okanagan Retired Teachers Association Bursary in Education: A \$1,000 bursary is offered by the Central Okanagan Retired Teachers Association to a student entering or continuing in the Faculty of Education at The University of British Columbia Okanagan. The bursary is awarded to a student who has graduated from a public secondary school in School District No. 23, Central Okanagan. (First award available for the 2010/11 Winter Session)

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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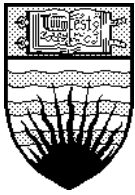
October 27, 2010

To: Okanagan Senate
From: Academic Policy Committee
Subject: *Policy O-2: Faculty Councils (approval)*

The Academic Policy Committee is pleased to recommend the following to Senate:

Motion: That the Senate approve Policy O-2: Faculty Councils.

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY:

O-2

DRAFT VERSION 1.8

Number & Title

O-2: *Faculty Councils*

Effective Date:

Proposed for implementation 01 January 2011

Approval Date:

Consideration expected October 2010

Review Date:

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

Responsible Committee:

Academic Policy

Authority:

University Act

S. 37(1)

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

(k) to determine the members of the teaching and administrative staffs who are to be members of each faculty”

S. 40

“A faculty has the following powers and duties:

- (a) *to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;*
- b) *to provide for student representation in the meetings and proceedings of the faculty;*
- (c) *subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business.*
- (h) *generally, to deal with all matters assigned to it by the board or the senate.”*

S. 41

“A general rule made by a faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.”

S. 63

“The President

(d) is a member of each faculty”

Purpose and Goals:

This policy is designed to:

- 1) Provide direction to faculties on the structure and contents of proposals related to *Faculty Councils*; and
- 2) Set out the composition of *Faculty Councils*.

Applicability:

All faculties established by the *Board of Governors* with the approval of the *Okanagan Senate* under S. 27(2)(j) of the *University Act*.

Exclusions:

This policy does not apply to dual-campus faculties except as set out in Section 6.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Faculty Council* shall mean the faculty sitting as a governance body for consideration of faculty matters under the jurisdiction or requiring the approval of the *Okanagan Senate*.

Policy:

- 1) Each faculty shall meet regularly – but no less than once per term each Winter Session - as a *Faculty Council*.
- 2) The composition of a *Faculty Council* shall be as follows:
 - a. The Dean of the Faculty, who shall serve as chair of the *Faculty Council*;
 - b. The President or his or her nominee;
 - c. The Dean of the College of Graduate Studies;
 - d. The Chief Librarian or his or her nominee;
 - e. All Professors, Associate Professors, Assistant Professors, Senior Instructors, Instructor Is, Instructor IIs, and 12-Month and Continuing Sessional Lecturers provided for in the budget of the faculty;
 - f. Such other members of the teaching or administrative staffs of the faculty or the University recommended by the *Faculty Council* and approved by the *Okanagan Senate* under this Policy, including if necessary representatives from other faculties; and
 - g. Student members, apportioned in a manner recommended by the *Faculty Council* and approved by the *Okanagan Senate* under this policy with the proviso that student representation must be specified for each undergraduate year level and for graduates students registered in the faculty.
- 3) The initial membership of a *Faculty Council* shall be those members specified by Section 2 (a) through (e) above; additions to the membership approved under Section 2 (f) and (g) shall only take effect upon approval of the Senate.
- 4) Each *Faculty Council* shall submit to *Senate* in a timely manner proposals relating to:
 - a. *Faculty Council* composition;
 - b. the necessary quorum for transaction of business by the *Faculty Council*;
 - c. Procedures for calling regular and special meetings, including for notification of members;
 - d. Standing committees of the *Faculty Council*, specifying committee name, composition, quorum, terms of reference, any delegations of authority from the *Faculty Council* to a committee, and any regular reporting requirements.
 - e. Procedures for the establishment of ad hoc committees of the *Faculty Council*.

- f. Rules for the conduct of in camera meetings (or portions thereof) of the *Faculty Council* and its committees and the confidentiality of any documents prepared for or considered therein, as well as any records of in camera proceedings.
 - g. Any other rules or procedures pertaining to the transaction of business by the *Faculty Council*.
- 5) In the absence of another parliamentary authority being adopted by a *Faculty Council* under Section 4 of this policy, the current edition of *Robert's Rules of Order Newly Revised* shall govern the transaction of business together with such special rules as may be adopted by the *Faculty Council* from time to time.
- 6) For the purposes of this policy, the School of Engineering shall be treated as a faculty provided that it abides and is bound by all decisions made by the *Faculty Council* of the Faculty of Applied Science.

Calendar Statement:

There are no calendar statements under this policy.

Consultations:

The following groups have been consulted during the development of this policy:

President
Deputy Vice-Chancellor
Provost, UBC Okanagan
University Counsel
Deans of Okanagan Faculties
Dean of College of Graduate Studies
Heads of Okanagan Academic Units
University Librarian
Registrar
Faculty Relations
Faculty Association

History:

This is the first version of this policy. An early draft was labeled "Governance of Faculties".

Related Policies:

None.

Appendix:

There is no appendix to this policy.

Procedures:

There are no procedures under this policy.

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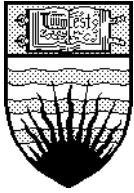
October 27, 2010

To: Okanagan Senate
From: Academic Policy Committee
Subject: *Policy O-5: Research Centres and Research Institutes (approval)*

The Academic Policy Committee is pleased to recommend the following to Senate:

Motion: That the Senate approve Policy O-5: Research Centres and Research Institutes.

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY:

O-5

DRAFT VERSION 1.4

OKANAGAN SENATE

c/o Enrolment Services

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

Number & Title

O-5: *Research Centres & Research Institutes*

Effective Date:

Proposed for 1 January 2011

Approval Date:

Consideration Expected October 2010

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *Responsible Committee*.

Responsible Committee:

Academic Policy

Authority:

University Act, S. 27 (2)

“ Without limiting subsection (1) or the general powers conferred on the board by this Act, the board has the following powers:

(k) to provide for chairs, institutes, fellowships, scholarships, exhibitions, bursaries and prizes the board and the senate consider advisable;”

47 (2)

(2) A university must, so far as and to the full extent that its resources from time to time permit, do all of the following:

(a) establish and maintain colleges, schools, institutes, faculties, departments, chairs and courses of instruction

Purpose and Goals:

This policy is designed to:

- 1) Provide a mechanism for the establishment of *Research Centres* and *Research Institutes*; and
- 2) Define the nature of *Research Centres* and *Research Institutes*.

Applicability:

This policy is applicable for all *Research Centres* and *Research Institutes* at the *Okanagan* campus of the *University*.

Exclusions:

None.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

Research Centre shall mean a *centre* as per the *University Act* and other applicable *Senate* and *Board* policies.

Research Institute shall mean an *institute* as per the *University Act* and other applicable *Senate* and *Board* policies.

Policy:

- 1) *Research Institutes*
 - a. *A Research Institute:*
 - i. Is established or disestablished by the *Board* upon recommendation and with the approval of the *Senate*.
 - ii. Is not normally identified with or located within a faculty
 - iii. Is an *Academic Unit* with an intended permanent or ongoing nature.
 - iv. Generally involves external funding as well as the *UBC Okanagan* base operating budget and is normally allocated a budget.
 - v. Has appropriate administrative personnel appointed, including a director.

- vi. Shall be governed through a steering committee which shall include senior administrators as well as *faculty members* and the *Research Institute* director. The exact membership of each *Research Institute's* steering committee shall be determined by the Provost in consultation with the relevant dean or deans.
- vii. May have an external advisory board appointed by the *Research Institute* director in consultation with the Provost.
- viii. Shall submit annual reports to the *Senate* on its activities.
- ix. May have *faculty members* appointed part-time provided that such members also hold an appointment to a faculty.
- x. May develop undergraduate and graduate courses and programs in collaboration with one or more faculties, schools, colleges, or departments (in such cases the latter shall remain formally responsible for the offering of the course or program).

b. Development and Approval of *Research Institutes*:

The steps set out below shall be used to establish a new *Research Institute*:

- i. Proposal initiated by faculty, Dean, or other university personnel.
- ii. Preliminary plan submitted to the Provost.
- iii. Provost establishes a committee to develop a full proposal for the creation of an Institute and shall advise the *Responsible Committee* of the same.
- iv. A proposal for a new *Research Institute* shall be reviewed by all faculties, and the Chief Librarian of the Okanagan Library, for overlap with existing initiatives, and consideration of complementary versus competitive or duplicative efforts in research, teaching and community linkages and the results of such review be forwarded to the *Responsible Committee* for consideration in making its recommendation on whether to approve the proposal.
- v. The full proposal, which shall include a business plan; the structure of the institute; procedure and plans for review following a specified period of operation; and an indication that the *Research Institute* will be fully viable within three to five years, is to be submitted to the *Responsible Committee*. The *Responsible Committee* shall evaluate the academic credibility of the proposed Institute.

- vi. The *Responsible Committee* shall report to Senate with any recommendations regarding the proposed *Research Institute*.
- vii. *Senate* recommends approval by the *Board of Governors*.
- viii. Once approved, the proposal returns to the Provost for implementation oversight.

2) *Research Centres*

a. *A Research Centre:*

- i. Is established or disestablished by a faculty or college dean (or, in the case of multi-faculty *Research Centres* by the relevant deans serving as a decanal steering committee) after consultation with the Provost and under procedures set by the relevant faculty or faculties.
- ii. Shall have a host faculty or college, or in the case of multi-faculty *Research Centres*, shall be hosted within multiple faculties under such arrangements acceptable to the relevant decanal steering committee.
- iii. Has a project or theme-based mandate that focuses on scholarly or scientific investigation or inquiry; often associated with an internal or external grant.
- iv. Benefits from single or multi-faculty involvement.
- v. Is led by a director who reports to the host faculty or college dean (or a decanal steering committee for multi-faculty *Research Centers*) who report(s) in turn to the Provost on matters relating to the *Research Centre*. A *Research Centre* is otherwise governed as its host faculty, faculties, or college see fit.
- vi. Does not offer academic programs or courses; *Research Centres* may only offer non-academic courses and certificates.

b. *Establishment and Review of Research Centres:*

The steps set out below shall be used for the establishment and review of *Research Centres*:

- i. A new *Research Centre shall be* established by a dean or deans on the recommendation of the head or heads of relevant *Academic Units* after consultation with the Provost; *Research Centres* are only to be established within a host faculty, college, or within several host faculties.
- ii. Upon establishment, a *Research Centre* must have a management plan that includes a mandate, sources of funding, and a schedule for review. As a result of such a review, the dean or Decanal Steering Committee may determine that a research centre may continue as a research centre, be considered for transition to a research institute or other type of unit, or be discontinued as appropriate. This management plan and any amendments thereto are to be copied to the Provost.
- iii. The Provost will report, for information, the establishment of a centre to *Senate*, but their establishment does not require *Senate* approval. When a *Research Centre* is dis-established, the Provost will also report that to *Senate* for information.

Calendar Statement:

There are no calendar statements under this policy.

Consultations

None.

History:

This is the first version of this policy.

Related Policies:

None.

Appendix:

There is no appendix to this policy.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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October 27, 2010

To: Okanagan Senate

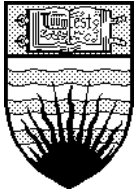
From: Academic Policy Committee

Subject: *Policy O-100: Review of Assigned Standing in a Course (approval)*

The Academic Policy Committee is pleased to recommend the following to Senate:

Motion: That the Senate approve Policy O-100: Review of Assigned Standing in a Course.

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY:

O-100

DRAFT VERSION 1.5

Number & Title

O-100: *Review of Assigned Standing in a Course*

Effective Date:

Proposed for 01 September 2010

Approval Date:

Consideration anticipated October 2010

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *Responsible Committee*.

Responsible Committee:

Academic Policy

Authority:

University Act, S. 37(1)

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

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

S. 40

A faculty has the following powers and duties:

(f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;

(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

(h) generally, to deal with all matters assigned to it by the board or the senate.

Purpose and Goals:

This policy is designed to:

- 1) To establish a process for the academic review of *assigned standings* within academic units that is distinct from the procedural review conducted under a *Senate* appeal on Academic Standing;

Applicability:

This policy is applicable to all *UBC Okanagan* courses offered for academic credit.

Exclusions:

None.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Assigned standing* shall mean the final academic evaluation of the *student's* performance in a course issued by the course instructor(s) as indicated on a *student's* transcript of academic record.
- *Eligible material* shall mean a physical product that is submitted and evaluated as part of a *student's assigned standing* that is available to the reviewer in its original as-marked form, and does not include components of an *assigned standing* that are intangible such as a live performance, presentation, or class participation.
- *Review of Assigned Standing* shall mean a process specified in this policy.

Policy:

- 1) A *student* may apply for a *Review of Assigned Standing* if he or she believes that some or all of the material evaluated in contribution to their *assigned standing* in a course has been incorrectly evaluated or graded.

- 2) The head of academic unit responsible for teaching the course will select a faculty member as reviewer with sufficient expertise in the subject matter who did not participate in the original evaluation of the *eligible material*. Where no such faculty member is available, the head shall engage a suitable faculty member from another recognized institution to conduct the review.
- 3) The academic unit will submit the written results of the review of the *eligible material* within 30 calendar days from the receipt of the application, at which time the results will be made available to the student.
- 4) The *registrar* may set submission deadlines and format specifications for *Reviews of Assigned Standings* under the procedures for this policy.
- 5) Fees for *Reviews of Assigned Standing* may be established in accordance with the policies and resolutions of the *Board of Governors* and this fee will be refunded to the *student* if their *assigned standing* is raised as a result of the review.

Calendar Statement:

Review of Assigned Standing in a Course

A student's assigned standing in a course is determined by a course instructor in accordance with the grading scheme indicated in the course syllabus, and may take the form of a final grade (e.g., 75%), or one of the other standings assigned by the University (e.g., pass/fail). See [Grading Practices](#) [INSERT LINK] for more information about grades and other assigned standings. A Review of Assigned Standing is undertaken by the academic unit responsible for teaching a course to determine whether a student's performance in that course was correctly evaluated. The student's assigned standing may be adjusted positively or negatively or remain the same as a result of the review, and the result of such a review is the final academic evaluation of a student's performance in a course.

A student who is dissatisfied with their assigned standing is encouraged to first discuss the matter informally with the instructor(s) of the course, when possible. Should the matter remain unresolved and the student believes that some or all of the material contributing to the assigned standing has been incorrectly evaluated, the student may apply for a Review of Assigned Standing.

To be eligible for review, the material in question must be a physical product that is submitted and evaluated as part of a student's assigned

standing that is available in its original as-marked form, and does not include components of an Assigned Standing that are intangible such as a live performance, presentation, or class participation.

Application and Deadlines

The application form for Review of Assigned Standing is available at [INSERT URL]. Applications must be received by Enrolment Services by the following deadlines:

- X for Winter Session Term 1 courses;
- Y for Winter Session Term 2 courses and two-term Winter Session courses;
- Z for Summer Session Courses.

Where a deadline falls on a Saturday, Sunday, or statutory holiday, applications will be accepted on the following business day.

Despite the deadlines above, in the event of an instructor being late in submitting grades to the Student Information System (SIS) an application will be accepted at least three (3) weeks after a grade is first available to the student on the Student Service Centre (SSC).

Completed application forms must be accompanied by the application fee for each course, which will be refunded only if the assigned standing is raised.

Applications will not be accepted for courses still in progress. Provisions for resubmission of individual pieces of marked work for correction of marking errors or omissions, where applicable, as well as for viewing marked examinations retained by the University are addressed in the Calendar entry on [Viewing Marked Examinations](#) [INSERT LINK]. A Review of Assigned Standing is a different process than a request for a deferred or supplemental examination. A Review of Assigned Standing is distinct from an Appeal of Academic Standing; the latter addresses procedural errors or irregularities as opposed to errors in assigning standings based upon academic judgment. For more information on an Appeal on Academic Standing, see the calendar entry at [INSERT LINK].

Process for Academic Review and Communication of Results

The head of academic unit responsible for teaching the course will select a faculty member with sufficient expertise in the subject matter who did not participate in the original evaluation. Where no such person is available, an external faculty member from another institution shall conduct the review.

The academic unit will submit to Enrolment Services the written results of the review within 30 calendar days from the receipt of the application by Enrolment Services, at which time the results will be made available to the student. If a student's standing is increased as a result of the review, any fee charged to the student for conducting the review will be refunded.

Consultations

The following individuals and groups had been consulted during the development of this policy:

Enrolment Services
Records & Registration
Associate Registrar, UBC Okanagan
Registrar
Office of the University Counsel
Okanagan Faculties
Vice-Principal and Provost, UBC Okanagan
Associate Vice-President, Students, UBC Okanagan

History:

This is the first version of this policy.

Related Policies:

None.

Appendix:

There is no appendix to this policy.

Procedures:

- 1) As per Section 5:
 - a. Application deadlines for *Reviews of Assigned Standings* shall be as follows
 - i. March 15 for preceding Winter Session Term 1 courses;
 - ii. July 15 for preceding Winter Session Term 2 courses and two-term Winter Session courses;
 - iii. October 15 for Summer Session Courses.
 - b. The attached form shall be used for the submission of a *Review of Assigned Standing*.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9619 · Fax: (250) 807-8007
www.senate.ubc.ca

October 27, 2010

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: Admissions Proposals (approval)

- i. Canadian Aboriginal Applicants
- ii. Bachelor of Applied Science – Admission Requirements
- iii. Admission Requirements for ETEP and STEP
- iv. Secondary Teacher Education Program (STEP)

The Admissions and Awards Committee is pleased to recommend the following to Senate:

i. Canadian Aboriginal Applicants

Revise the Calendar entry for ‘Canadian Aboriginal Applicants’ to direct-entry degree programs.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Canadian Aboriginal Applicants’.

ii. Bachelor of Applied Science – Admission Requirements

In the Bachelor of Applied Science, Admission Requirements, revise the Calendar entry for ‘Admission from a Post-Secondary Institution’ to reflect current admissions practice and requirements, and to clarify that only the most recent grades will be used in the calculation of an admission average.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Bachelor of Applied Science – Admission Requirements, Admission from a Post-Secondary Institution’.

iii. Admission Requirements for ETEP and STEP

Revise the Calendar entry for ‘Admission Requirements for ETEP and STEP’ to 1) adjust the document deadline to May 31; and 2) clarify the requirement that students must maintain a minimum average of admission based on their final results to retain their offer of admission.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Admission Requirements for ETEP and STEP’.

iv. Secondary Teacher Education Program (STEP)

Modify the Calendar entry for ‘Secondary Teacher Education Program (STEP), Admission Requirements’ to 1) remove references to program changes made in 2008; 2) change the course level of the credits required for History and Geography for both the Humanities and Middle School Education Specialties.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Secondary Teacher Education Program (STEP), Admission Requirements’.

For the Committee,
Dr. Sharon McCoubrey
Chair, Admissions and Awards Committee



UBC Okanagan Admissions Proposal Form

<p>Faculty/School: N/A Dept: Aboriginal Programs & Services Faculty/School Approval Date: N/A Effective Session: 2010W</p>	<p>Date: September 10, 2010 Contact Person: Adrienne Vedan Phone: 250.807.8639 Email: adrienne.vedan@ubc.ca</p>
<p>Proposed Calendar Entry</p> <p><u>Homepage</u> > <u>Admissions</u> > Canadian Aboriginal Applicants</p> <p>Canadian Aboriginal Applicants</p> <p>[49] The University of British Columbia is dedicated to making the University's vast resources more accessible to Aboriginal people, and to improving the University's ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>[50] UBC may consider applicants who do not meet the current competitive admission cut-off set by the individual faculties and schools, but who meet the University-wide academic minimum of 67% for direct-entry degree programs or a grade point average of 2.0 (calculated on a 4.0-point scale) for applicants applying from a recognized post-secondary institution. Applicants must also satisfy program prerequisites set by the individual faculties and schools.</p> <p>[15185] UBC Okanagan will admit</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proo f/edit/index.cfm?tree=2,14,0,0</p> <p>Present Calendar Entry</p> <p><u>Homepage</u> > <u>Admissions</u> > Canadian Aboriginal Applicants</p> <p>Canadian Aboriginal Applicants</p> <p>[49] The University of British Columbia is dedicated to making the University's vast resources more accessible to Aboriginal people, and to improving the University's ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>[50] UBC may consider applicants who do not meet the current competitive admission cut-off set by the individual faculties and schools, but who meet the University-wide academic minimum of 67% for first-year programs or a grade point average of 2.0 (calculated on a 4.0-point scale) for applicants applying from a recognized post-secondary institution. Applicants must also satisfy program prerequisites set by the individual faculties and schools.</p> <p>[15185] UBC Okanagan may also consider Aboriginal applicants for first-</p>

Aboriginal **students to direct-entry degree** programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from UBC Okanagan courses, of which 3 credits must be from either ENGL 112 or ENGL 114. **Students** must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.

[8413] To be considered under this admission category, applicants must complete an Aboriginal Supplemental Application in addition to the application for admission to UBC. Applicants will be considered on an individual basis by the applicable faculty or school in consultation with a representative of UBC Okanagan Aboriginal Programs & Services. Achievements that indicate an ability to succeed at university such as educational history, cultural knowledge, community participation, work experience, and educational goals will be considered.

[51] For the purpose of application and admission to UBC Okanagan, and in accordance with the *Constitution Act, 1982*, Part II, Section 35(2), being Schedule B to the *Canada Act 1982 (U.K.)*, 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Metis person of Canada.

year-programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from UBC Okanagan courses, of which 3 credits must be from either ENGL 112 or ENGL 114. **Applicants** must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.

[8413] To be considered under this admission category, applicants must complete an Aboriginal Supplemental Application in addition to the application for admission to UBC. Applicants will be considered on an individual basis by the applicable faculty or school in consultation with a representative of UBC Okanagan Aboriginal Programs & Services. Achievements that indicate an ability to succeed at university such as educational history, cultural knowledge, community participation, work experience, and educational goals will be considered.

[51] For the purpose of application and admission to UBC Okanagan, and in accordance with the *Constitution Act, 1982*, Part II, Section 35(2), being Schedule B to the *Canada Act 1982 (U.K.)*, 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Metis person of Canada.

Type of Action: Revise the current policy for admission of Canadian Aboriginal applicants to UBCO direct-entry degree programs.

Rationale: The proposed revisions will clarify the degree program admission requirements for Aboriginal students studying as UBC Okanagan Aboriginal Access Studies students. Please see the attached information for full details on Aboriginal Access Studies.

University of British Columbia Okanagan
UBC OKANAGAN ABORIGINAL ACCESS STUDIES

2010

Submitted to:

Senate
University of British Columbia Okanagan

Prepared By:

Aboriginal Programs and Services
University of British Columbia Okanagan



OKANAGAN

a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

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I. INFORMATION

1. **Name:** Aboriginal Access Studies (AAS)
2. **Unit Responsible:** Aboriginal Programs and Services (APS)
3. **Name, Title and Phone Number of the Contact Person:**

Adrienne Vedan
Manager, Aboriginal Programs and Services
Phone: 250.807.8639
Fax: 250.807.8460
Email: adrienne.vedan@ubc.ca

II. DESCRIPTION

1. Rationale

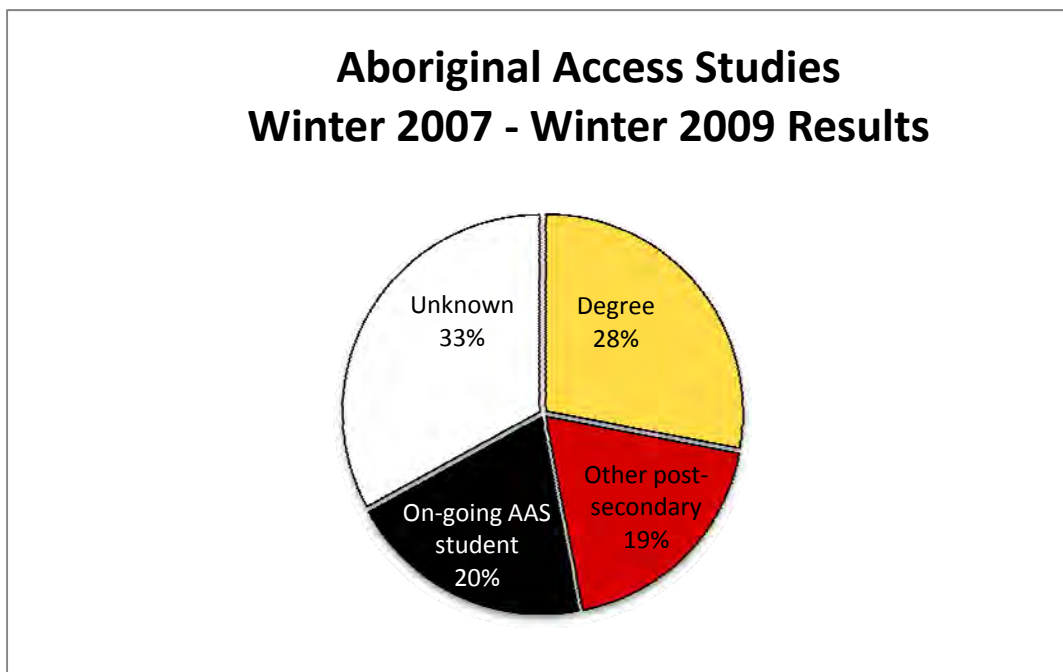
One of the most significant barriers to participation of Aboriginal students in post-secondary education is the need to qualify with academic course grades. The *2006 BC Student Transitions Project Highlights* reports that there is 32% gap between Aboriginal and non-Aboriginal students in the six-year Dogwood completion rate, 47% versus 79%. Furthermore, out of this 47% rate only 8% of Aboriginal students graduate with a university eligible GPA. This means that 96% of Aboriginal graduates are not university eligible.

In addition to academic barriers, Aboriginal access to post secondary has also been blocked by other obstacles. These obstacles can be either financial or non-financial in nature. Non-financial barriers are reflected in personal factors like lack of self confidence and motivation, lower high school grades and lower levels of parental education and expectations. Other barriers to post-secondary education have included institutional factors like the lack of Aboriginal culture and the experience of racism on campuses - factors which are magnified by the history of residential schools (The Educational Policy Institute 2008).

Aboriginal Access Studies (AAS) has been operating as a pilot initiative within Aboriginal Programs and Services (APS) since the 2007 Winter Session and has been designed in a manner to remove and or reduce these barriers to post-secondary access. AAS is unique in comparison to other initiatives because it has been modeled to reflect medicine wheel teachings and it is this distinct approach that makes AAS successful. AAS looks to provide an educational experience of the “whole person”; physical, emotional, social and intellectual wellbeing are all foundational. This holistic approach is a key concept of medicine wheel teachings where there is an interrelationship and layering of ideas within a circular model. The medicine wheel model can be seen in variations throughout different North American tribal groups. Because these teachings are familiar to an Aboriginal worldview, AAS students are able to identify with the program and its holistic elements.

With three years of baseline information, APS is confident that AAS students will succeed. AAS student success had been measured by students obtaining 60% in six courses (18 credits). Furthermore, during the pilot phase, APS has been able to fine-tune the program, schedule and variety of support offered to these students. There have been 64 students registered in AAS over the 2007, 2008 and 2009 Winter Sessions. Of these students, 67% are in post-secondary education, while the status of the remaining 33% is unknown. Of the 67% in post-secondary education, 48% are enrolled at UBC Okanagan either in a degree program (28%) or as a continuing AAS student (20%). Degree programs to which AAS students have successfully been

admitted include: Arts, Science, Management, Education and Social Work. The other 19% of students in post-secondary education have transferred to other institutions. Although these students are not attending UBC Okanagan, they are considered successful because they would not have otherwise been at a post-secondary institution, having found their path through AAS.



AAS puts into action UBC's strategic goal of expanding educational opportunities for Aboriginal people and widening opportunities for all students to learn about Aboriginal issues and perspectives by having an initiative that supports and helps Aboriginal students to prepare for post-secondary education. AAS also supports the Aboriginal admissions mandate of "making the University's vast resources more accessible to Aboriginal people, and to improving the University's ability to meet their educational needs."

2. Description of Aboriginal Access Studies

Aboriginal applicants may be enrolled as AAS students to allow them to take post-secondary courses. AAS students may normally take up to 9 credits per academic term, up to a maximum of 24 credits in total while registered as AAS students. Students enrolled in a UBC degree program may not normally be concurrently registered as AAS students. Aboriginal Access Studies applicants are not normally required to submit transcripts or other academic documentation of prior study. Students who have been required to withdraw from any post-secondary institution must provide official transcripts. Students who have been required to withdraw more than once from any post-secondary institution or program are not eligible for admission as AAS students. Continuation as an AAS student is normally contingent upon maintaining a passing grade on all courses attempted. Admission as an AAS student does not guarantee that a student will be able to register for any course offered. UBC Okanagan will admit Aboriginal students to direct-entry degree programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from either ENGL 112 or ENGL 114. Students must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.

AAS is modeled to reflect the medicine wheel teachings and its four key themes: social, intellectual, physical and values. There is an interrelationship between these themes and in order for the wheel to be complete there needs to be a balance within each of these areas. Values within in the medicine wheel model include: diversity, respect, learning, sharing, humility, openness, persistence, fortitude, humour, generosity and inclusiveness. AAS provides students with opportunities to expand these four areas.

A number of support activities have been established to reduce and/or remove barriers that AAS students would encounter and included: financial, motivational, academic preparation, family and cultural. By removing these barriers and instituting courses with an Aboriginal perspective, and providing other support services like tutorials or peer mentors and social activities, the goal of AAS is to increase Aboriginal student participation and success at UBC Okanagan.

To assist students with academic preparation, the maximum number of classes that AAS students can enrol in is three courses per term. Furthermore, tutorials have been built into their Math 126 and English 114 courses for academic support. In addition to the scheduled tutorial hours, the Academic Resource Centre is available for additional math and English assistance. Not only do AAS students receive academic support with tutorials, but both English 114 and Math 126 are classes that provide an Aboriginal perspective.

Financial barriers have been decreased with support from APS staff and third party sponsorship. The majority of AAS students receive third party sponsorship from their respective First Nation bands. For those students that do not receive funding from a third party sponsor, AAS also qualifies under provincial and federal student loans programs and a working relationship with UBC Okanagan Student Finance and Awards has been established to assist AAS students who may require this type of financial assistance. Also, AAS students are encouraged to apply as Aboriginal Peer Support Network (PSN) mentors which will allow them to be employed as work study students.

Efforts to decrease motivational and integration barriers have been achieved through various activities that would fit under the physical realm of the medicine wheel. To involve students with social activities an intramural volleyball team was formed to encourage social and physical balance within the medicine wheel model. Other activities have included day trips to the Nk'mip desert cultural centre and Silver Star Mountain Resort. Also, an e-blast newsletter is sent to the students providing information on upcoming events for the access students along with other activities with APS, Aboriginal Student Council, Aboriginal Centre and campus at large. Alternate forms of social media are also used to engage students and make them aware of upcoming deadlines on campus through the use of face book and texts. In the AAS orientation week, a number of workshops are held for students and range in topics like health and wellness as well as a student panel that shares a student perspective on university life. By encouraging the students to become involved with campus activities both academically, physically and socially, AAS students will feel more connected to the campus and institution.

To reduce family and personal barriers, AAS students are in a course cohort. This arrangement allows the students to become familiar with each other and create a family like relationship amongst themselves. These new relationships and friendships have assisted students in both an academic and social sense. The Aboriginal Peer Support Network (PSN) also serves to reduce family and personal barriers. The PSN is made up of work study students filling the roles of mentors, coordinators and tutors. The mandate of the PSN staff is to serve Aboriginal students in a culturally sensitive manner. Staff training, organized by the coordinators, features an Aboriginal perspective such as using the medicine wheel in suicide prevention and sexual harassment. PSN coordinators and mentors administer student services based on cultural based training. On many reserves, cousins are a reliable source of support and friendship. PSN workers must play the same role for any student within the Aboriginal Centre. While the vast majority of PSN staff have Aboriginal heritage, there is also space for non-Aboriginal work study students. A mandate of the Aboriginal

Centre is to strengthen capacity building and indigenous understanding among students from UBC Okanagan's diverse student population.

Aboriginal culture on campus is a growing aspect of UBC Okanagan and is supported by the institution. Providing a sense of belonging for Aboriginal students on campus is important to their post-secondary success. By honouring cultural protocol, Aboriginal students feel safe, supported and more importantly, connected to their new surroundings. The Aboriginal Gathering Place honours indigenous people by incorporating a medicine wheel into its floor design. Bi-weekly Smudges are attended by Aboriginal students and non-Aboriginal students alike. Respect is shown to Elders who are invited to speak at ceremonial events and honoured at a yearly luncheon. Due to the importance of sharing food, AAS students have at least one meal a week together. Workshops honouring Aboriginal traditions, like tobacco giving or drum-making, also bring students together in positive way. An annual cultural tour, open to Aboriginal and international students, helps visitors and locals appreciate the role of the Okanagan Nation in the valley.

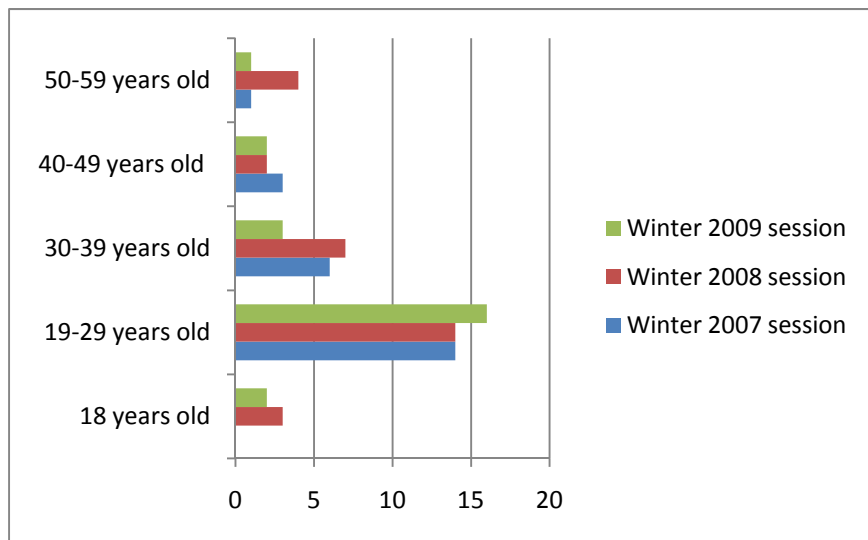
Courses in the Okanagan language, N'syilxcen, are also available to students in AAS. This revitalization of language is an important part of culture.

A) Student Profile

AAS supports a diverse range of students varying in ages from 18 to 50 and these Aboriginal students include:

- Recent high school graduates
- Mature students
- Students who would like additional support as they step into University
- Students whose grades do not reflect their academic potential

Results from the three-year pilot demonstrate that most students enrolled in AAS are primarily in the age range of 19 to 29 while the second most common age range is from 30 to 39.



Although it is expected that most students will fit one of the descriptions above and it is the intent of AAS to concentrate on program promotion to this group, there may also be Aboriginal students who have already

completed a degree and are looking to enrol in classes out of personal interest, to fulfill a professional designation, or to improve their GPA. These students will also be accepted into AAS.

B) Distinctive Characteristics of AAS

The distinctive characteristics of AAS include:

- Access to a degree program upon successful completion of the appropriate prerequisites and program admission requirements
- Dedication to providing a holistic education experience that values the balance of physical, emotional, social and intellectual aspects of an individual's learning experience
- Working with faculties to balance academic theories of numeracy and literacy with an Aboriginal perspective and approach

C) Community Relations and Partnerships

For the 2008 and 2009 Winter Sessions, UBC Okanagan and the En'owkin Centre signed a letter of agreement to formalize the relationship of these two institutions and the delivery of AAS at the En'owkin Centre. This agreement strengthens the relationship that was initiated with the Memorandum of Understanding that was signed between the Okanagan Nation and UBC Okanagan in 1995 as well as the Memorandum of Agreement that was signed between UBC Okanagan and the En'owkin Centre.

The relationship with the En'owkin Centre has also provided an opportunity for the En'owkin Centre to offer Okanagan language courses at the UBC Okanagan campus. These courses are offered and delivered by the En'owkin Centre and UBC Okanagan students are able to take these courses and have the credits transferred to their UBC Okanagan degree. Please see the attached letter of support from the En'owkin Centre in Appendix 4.

UBC Okanagan Aboriginal Programs and Services also receives guidance and support from the surrounding Aboriginal community by way of the Aboriginal Council. This council is comprised of representatives from Okanagan Nation bands, Shuswap Nation bands as well as urban Aboriginal delegates from Friendship Centres and Metis organizations. AAS fits within the council's list of priorities it has set out for the institution. Please see attached letter of support from the Aboriginal Council in Appendix 5.

III. CURRICULAR APPROACH

1. Goals and Objectives

The foundation of AAS is to provide support to students who are involved in academic activity. The curricular approach supports the medicine wheel model by offering courses with an Aboriginal perspective. These courses have been developed by faculty members and balance the intellectual and values portions of the medicine wheel. AAS also provides additional supports like peer tutorials to complete the circle.

2. Core Competencies

AAS students at UBC Okanagan will develop an educational foundation and skill set and will be admitted to a degree program if all requirements have been satisfied. AAS students attend classes alongside other students in first-year classes. Some of these core competencies that are developed in AAS include:

- Numeracy – grounding in fundamental mathematical skills
- Literacy – University writing skills
- Research skills
- Study skills
- Social interaction and life skills

3. Instructional Methods

AAS offers enhancements to coursework by providing tutorials, study groups, and working with the Academic Resource Centre to provide workshops to develop academic skills.

AAS requests core courses from the Barber School of Arts and Sciences, Faculty of Creative and Critical Studies and Continuing Studies whereby a block number of seats are reserved for AAS students. AAS relies on faculty for their expertise.

A) Lectures, Labs, Tutorials

AAS provides support to students by having tutorials accompany each of the core AAS courses. The tutorial component not only provides academic support but also provides a social component for peer support. Furthermore, tutors who are upper-level Aboriginal students provide a mentor role to AAS students. A new Math 126 textbook has also been created that incorporates the use of the medicine wheel to explain key math concepts. Lectures provide students the opportunity to acquire knowledge in the classroom.

B) Computer Assisted Instruction

AAS students have access to a computer lab in the Aboriginal Centre whereby they can access Web-CT and other computer assisted learning technologies.

C) Experiential Learning

AAS itself is an experiential learning opportunity allowing student to experience university as well as qualify for a degree program. AAS students experience campus life and are provided the tools that lead to success at university. Peer tutorials as well as study groups create a time for experiential learning. Other aspects of AAS also create other opportunities for students to have other experiences like trips to Silver Star and Nk'mip Desert Cultural Centre.

IV. DEMAND INDICATORS

1. Overview

Demand for AAS can be indicated by the continued low percentage of Aboriginal high school graduates, admission rates of Aboriginal applicants to UBC and Aboriginal population growth. The number of Aboriginal students who are qualified to apply to post-secondary institutions is minimal. AAS targets this gap in the Aboriginal population. The Ministry of Education's Student Transitions Project (STP) found that 83% of Aboriginal graduates had no GPA. The project defined GPA as being calculated on the average grades in English 12 and best three academic Grade 12 subjects upon graduation. Furthermore, the project reported that only 8% of Aboriginal graduates from 2001/02 to 2005/06 were university eligible with graduates being deemed university eligible if their GPA upon graduation was 75% or higher. Not only are the university eligible graduation rates dismal but there is a 32% percentage gap between the Aboriginal and non-Aboriginal six-year Dogwood completion rate, 47% versus 79%. According to this data, if only 8% of Aboriginal graduates have a GPA of 75% or higher and only 47% complete Grade 12 within six years of entering Grade 8 then 96% of Aboriginal students are not university eligible. This is the group of students that AAS is intended and designed for.

The STP uses the eligible to graduate population. The eligible to graduate graduation rate is defined as a measure of Grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all requirements to graduate, and graduate.

The following table uses the findings from the STP and applying it to the Grade 12 Graduation Rates 2001/02-2005/06 Report:

Aboriginal Graduation Rates	2001/02	2002/03	2003/04	2004/05	2005/06	Total number of graduates
	Number of Graduates					
Graduate with university eligible GPA (8 %)	117	131	131	155	161	695
Graduate with GPA but not university eligible (9%)	131	147	147	175	181	781
Graduate with no GPA (83%)	1208	1357	1358	1610	1673	7206
Total number of graduates	1456	1635	1636	1940	2015	8682

Over a five year period, 2001/02-2005/06:

7,206 (83%) Aboriginal students did not have a GPA
 781 (9%) Aboriginal students had a GPA but were not university eligible
 695 (8%) Aboriginal students were university eligible

Looking at these figures there is an enormous number of students who would be able to benefit from AAS. These rates are further supported by the six-year Dogwood completion rate where there is 32% gap between Aboriginal and non-Aboriginal students, 47% versus 79%. The six-year Dogwood completion rate tracks a set of first-time Grade 8 students, and provides a measure of how many have graduated six years later. The following analysis uses the number of eligible graduates who graduated to calculate the number of students for the six-year Dogwood completion rate.

The example below shows the 47% Aboriginal students who did finish the six-year Dogwood as well as the 53% who left between Grade 9 and 11. The 53% was calculated by using the following formula and data from the 2005/06 year:

e.g.

$$47\% \text{ of Total Aboriginal students} = 2,015 \text{ Aboriginal Graduates}$$

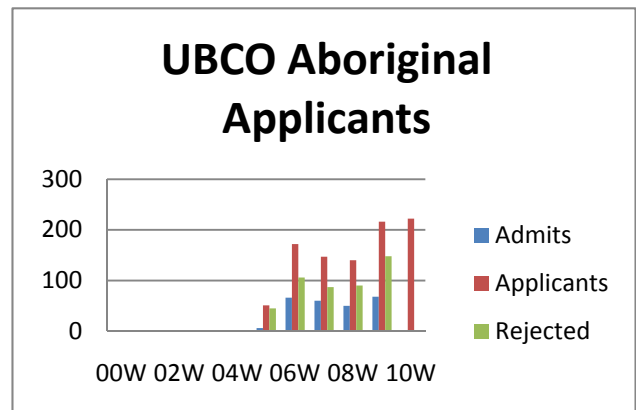
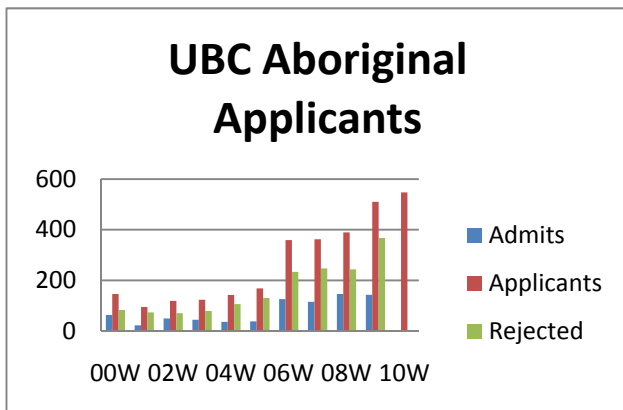
$$\text{Total Aboriginal Students} = \frac{2,015 \text{ Aboriginal Graduates}}{47\%} = 4,287 \text{ Total Aboriginal Students}$$

Aboriginal Graduation Rates	2001/02	2002/03	2003/04	2004/05	2005/06	Total number of graduates
	Number of Graduates					
Six year Dogwood completion rate 47%	1,456	1,635	1,636	1,940	2,015	8,682
Students that don't finish with Six year Dogwood	1,642	1,844	1,845	2,188	2,272	9,791
Total number of potential graduates	3,098	3,479	3,481	4,128	4,287	18,473

The report also comes to the conclusion that additional interventions for Aboriginal students enrolled at the post-secondary level who are enrolled below the university level or without university-eligible GPAs could help to increase the retention rate of Aboriginal students in post-secondary education.

There is a large potential of demand for AAS from the Aboriginal students who apply to UBC and are not admitted. There were 2413 Aboriginal applicants between 2000 and 2009 and 1631 of those applicants were not admitted. Furthermore, in that same timeframe there were a record number of Aboriginal applicants for the 2009 Winter Session with 510 applications and 72% of these students were not admitted. The Aboriginal applicants that are not being admitted are the prime audience of AAS. These are the students who have graduated but are not university eligible.

In particular are the Aboriginal applicants who apply to UBC Okanagan and were not admitted. There were 726 Aboriginal applicants between 2005 and 2009 and 66% of those applicants were not admitted. Also, the 2009 Winter Session marked the largest number of applicants in that timeframe with 216 applicants and 69% of these students were not admitted. These applicants that are not admitted are a key audience of AAS because they have applied specifically to the Okanagan campus.



Another demand indicator is that there is no other initiative like AAS that provides an opportunity to apply to a degree program in British Columbia. Many other access programs offered at other institutions are upgrading programs whereas AAS provides students the opportunity of taking university-level courses. Furthermore, access programs that do lead to degree programs are often directed to one program, whereas AAS allows students to apply to their choice of degree program. AAS students have successfully been accepted to degree programs in Management, Education, Arts and Sciences and Social Work.

Demand for AAS could also increase with the growing Aboriginal population. The 2006 Census accounts for a 45% growth rate among the Aboriginal population between 1996 and 2006. The Aboriginal growth rate increased almost six times the 8% growth rate for the non-Aboriginal population during the same timeframe. Furthermore, data from the 2006 Census indicates that the Aboriginal population is considerably younger than the non-Aboriginal populations with the median age being 27 compared to a median age of 40 for the non-Aboriginal population. The connection between Aboriginal population growth and reform and access to education is further championed by Aboriginal leadership. AFN National Chief, Shawn Atleo stated that “...First Nations learners are the key to the ongoing success and prosperity of this country. We are the youngest and fastest growing segment of the population...Our students need support from the educators, the school workers and political leadership.”

2. Promoting AAS

Potential students will be advised of AAS through:

- Personal visits by APS staff to Aboriginal communities and organizations;
- APS recruiting visits to Aboriginal conferences or gatherings
- School district campus tours
- Targeted promotion, such as advertising in Aboriginal media
- Mail and/or e-mail notices and brochures to school districts and Aboriginal organizations e.g. band offices, Friendship Centres, political and cultural organizations
- UBC Calendar
- UBC website

APS will also work in partnership with UBC Admission office, especially the recruiters responsible for recruiting Aboriginal students.

Communication is essential to support current AAS students and generate interest among prospective students. Target audiences are internal, secondary and external. Secondary audiences, like Aboriginal support workers within school districts and the BC Aboriginal Post-Secondary Coordinators Council, are informed of updates to Aboriginal services within UBC Okanagan. Communication pieces have a common look and feel to generate interest and create branding among potential AAS students. Cultural supports also include gift giving, especially for gatherings and other recruiting events. Providing gifts equates to showing respect. School district tours use student feedback to give an in-depth view of what life on campus is really like for a first-year student. All Aboriginal students must know they have a place and belong at UBC Okanagan.

V. ADMISSION

1. Admission

AAS students are admitted according to Access studies policy.

VI. Completion

2. Completion

UBC Okanagan will admit Aboriginal students to direct-entry degree programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from UBC Okanagan courses, of which 3 credits must be from either ENGL 112 or ENGL 114. Students must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.

VII. COMMONLY SELECTED COURSES

AAS provides support to students with third-party authorization to apply and register in courses. Students have the option of registering either the cohort-style schedule or other courses that APS has worked with the faculty to reserve seats in. Those courses can include: Writing 099, English 114, Math 126 and Indigenous Studies 100. Many AAS students also chose to take the Okanagan language courses offered by the En'owkin Centre from the Nicola Valley Institute of Technology (NVIT). These Okanagan language courses are taken by UBC Okanagan Letter of Permission. The NVIT language courses transfer in the BC Transfer Guide to UBC Arts 1st (3). It is the AAS student's responsibility to ensure that the courses they take satisfy the requirements of the degree program they would like to apply to.

Course Descriptions

Writing 099: **Advanced Composition**

Writing 099 is a comprehensive course in grammar and composition that helps participants to make the transition from high school level studies to undergraduate level studies at the University of British Columbia Okanagan. The full-term course will provide learners with a variety of opportunities to practice, develop, and apply in context their academic writing skills. The course allows learners to express their ideas, and those of others, through written and oral academic discourse as they develop university-level communication and composition skills.

Engl 114 -- (3) **University Writing: Aboriginal Perspectives**

The principles of university-level discourse in relation to aboriginal perspectives, with emphasis on analysis and synthesis, and expository and persuasive writing. Credit will not be granted for both ENGL 114 and ENGL 112. [3-0-0]

MATH 126 -- (3) **Basic Mathematics: An Aboriginal Perspective**

Topics used in university courses: algebra, functions, graphs, basic geometry, trigonometry, exponential and logarithmic functions. Employs cyclical process of analysis and synthesis common to some Aboriginal cultures. Restricted to first-year students. Cannot be counted for credit toward the B.Sc. degree. Credit will not be granted for both MATH 126 and MATH 125. [3-0-1] Pre-reqs: (Mathematics 11 or equivalent.)

INDG 100 -- (3) Introduction to Indigenous Studies

Provides students with an overview of the discipline of Indigenous studies including the history, cultures, and experiences of Indigenous people. [2-0-1]

Nicola Valley Institute of Technology Courses (taken by way of a Letter of Permission)

NSYL 110 -- (3) N'syilxcen I (Okanagan Language)

N'syilxcen (Okanagan) Language Adult Immersion develops language proficiency in adult learners and prepares them for careers in the language field. The student will actively participate in an Okanagan oral immersion class. This is an introduction to N'syilxcen Level I. Oral immersion instruction method develops proper pronunciation skills in the forty-seven separate sounds of N'syilxcen in speech and elocution, develops recognition and differentiation of separate sounds in speech. This method provides the learner with foundational communication skills as a part of their society as a Beginner Level I speaker. Instructors are experienced in utilizing associative/cognitive (immersion) second language learning method combined with some aspects of Total Physical Response as an instructional methodology. [3-0-0]

NSYL 111 -- (3) N'syilxcen II (Okanagan Language)

N'syilxcen II (Okanagan Language) adult immersion develops language proficiency in adult learners and prepares them for careers in the language field. The student will actively participate in an Okanagan oral immersion class. This is an introduction to N'syilxcen Level II is for those who understand, but do not speak N'syilxcen. Oral immersion instruction method increases vocabulary by adding more complex speech building on previous level one outcomes. Students will add more social language use vocabulary, more sentence building action words designed to increase complex sentence learning and use. Instructors are experienced in utilizing associative/cognitive (immersion) second language learning method combined with some aspects of total physical response as an instructional methodology. [3-0-0]

VII. PRESENT AND PROJECTED RESOURCES

1. Staff

AAS operates within Aboriginal Programs and Services where there are four staff positions: Director of Aboriginal and International Programs and Services, Aboriginal Access Advisor, Aboriginal Academic Advisor and Aboriginal Programs Administrator.

Faculty

Aboriginal Programs and Services works with faculty to hire sessional instructors for Writing 099, English 114, Math 126 and Indigenous Studies 100.

2. Physical Space

Classroom space will be determined by the Enrolment Services scheduling process and as existing courses they will not require additional space. AAS student support activities will take place at the Aboriginal Centre which encompasses both APS office space as well as the Aboriginal Gathering space. The Aboriginal Centre also provides space to the PSN. The Aboriginal Gathering space will provide space for the academic, social, cultural and physical support such as tutorials and workshops.

3. Library Resources

AAS will not require additional library resources; the courses that are utilized in this program are existing courses.

4. Proposed Structure

Aboriginal Access Studies is coordinated through Aboriginal Programs and Services. The Director of Aboriginal and International Programs and Services reports to the Associate Vice President Students.

VIII. ESTIMATED ENROLMENT

The estimated enrolment of AAS is 18 FTEs.

IX. RESOURCES AND TIMELINES

AAS has been operating as a pilot project since the 2007 Winter Session and with the established structure, AAS will be ready to start May 1, 2011.

X. CONSULTATION WITH DEPARTMENTS, UNIVERSITIES AND PROFESSIONAL BODIES

1. Summary

During the development of this program proposal, numerous consultations were held with UBC Okanagan faculties, deans and committees as well as outside organizations and professionals related to the field. Below is a summary of consultations that occurred. A number of faculty were involved in more than one consultation which allowed for consistency, follow up and accountability in the process.

2. Consultations

Name	Department	Institution
DVC Senior Executive Committee		UBC, Okanagan campus
Dean Mathieson and Dr. Hatt	Faculty of Arts and Science	UBC, Okanagan campus
Dean Phillips	Faculty of Creative and Critical Studies	UBC, Okanagan campus
Director Yannacopoulos	Faculty of Engineering	UBC, Okanagan campus
Dr. McCoubrey	Faculty of Education	UBC, Okanagan campus
Dr. Taylor	Faculty of Health and Social Development	UBC, Okanagan campus
Associate Dean Brian Bemmels	Faculty of Management	UBC, Okanagan campus
Associate Registrar, Fred Vogt	Enrolment Services	UBC, Okanagan campus
Senate sub-committee, Awards and Admissions Committee		UBC, Okanagan campus
Senate sub-committee, Curriculum Committee		UBC, Okanagan campus
Aboriginal Council – Ki-Low Friendship Society, Kelowna Metis Society, Osoyoos Indian Band, Penticton Indian Band, Lower Similkameen Indian Band, Upper Similkameen Indian Band, Westbank First Nation, Okanagan Indian Band, Splotsin First Nation, Adams Lake Indian Band, Vernon Friendship Centre		Urban Aboriginal and First Nation representatives
Aboriginal Strategic Plan Committee		UBC, Okanagan campus
Dr. Javad Tavakoli	Faculty of Arts and Science	UBC, Okanagan campus
Dr. Mike Evans	Faculty of Arts and Science	UBC, Okanagan campus
Dr. Sylvie Estherby	Faculty of Arts and Science	UBC, Okanagan campus
Jannik	Continuing Studies	UBC, Okanagan campus
Jacqueline Dennis-Orr		BC Ministry of Advanced Education

XI. APPENDICES

1. **Appendix 1**
Aboriginal Access Studies Letter of Permission
2. **Appendix 2**
Memorandum of Understanding between UBC Okanagan and the Okanagan Nation Alliance
3. **Appendix 3**
Memorandum of Agreement between UBC Okanagan and the Okanagan Indian Education Resource Society (En'owkin Centre)
4. **Appendix 4**
Proposal Sources
5. **Appendix 5**
Letter of Support from UBC Okanagan Aboriginal Strategic Planning Committee

APPENDIX 1

Aboriginal Programs and Services

3333 University Way
Kelowna, BC Canada V1V 1V7
Access Advisor: UNC 212B / 212D
Fax: (250) 807-8420
adrienne.vedan@ubc.ca
dan.odenbach@ubc.ca

Enrollment Services – UBC Okanagan

Associate Registrar
3333 University Way
Kelowna, BC Canada V1V 1V7
Enrollment Services: UNC 322
Fax: (250) 250-807-8007

LETTER OF PERMISSION REQUEST

STEP 1:

A Letter of Permission (LOP) is required by a UBCO student **prior to beginning studies** outside UBCO (ie. at a college, or another University).

Please complete all details below. Date: _____

Student's Name: _____

Student Number: _____

E-mail: _____

State your intended or declared Major(s) _____

Name of institution offering the course(s) you want to take: _____

Mailing address and fax number of institution offering course/s:

Fax: _____

Date that you intend to begin the course(s): (month) _____ (year) _____

Reason for Request: _____

Student Signature: _____

STEP 2:

Complete course information then provide to Aboriginal Programs and Services to fill in Transfer Credit & Approval

Course name, Number, Title and Credits	Transfer Credit that UBCO will give for course	<i>Credits</i>	Unit Head/ Advisor Signature

STEP 3:

Keep in mind that it is *your* responsibility to ensure that the courses you take satisfy the requirements of your program. Be sure to review these requirements carefully. **Drop off the completed form at Aboriginal Programs and Services (UNC 212).**

To obtain a letter of permission complete the following steps:

Step 1: Fill in all information on Step 1 of the form.

Step 2: List all courses to be taken at another institution.

If the course is a first or second year and to be taken at a BC post-secondary institution return the form directly to Aboriginal Programs and Services (UNC 212). If the course is a third or fourth year or taken outside of BC the shaded area must be completed by the Academic Unit Head or a designated Program Advisor. (Program Advisor information can be obtained from SCI 200 /Arts 223 for IKBSAS or Arts 268 for FCCS.)

Please provide a course description.

Step 3: Bring completed form to Aboriginal Programs and Services. If your request is approved, a copy of your letter will be emailed to you and a signed copy of your letter will be faxed to your institution of study.

Note: To receive credit for courses taken at another institution the student must arrange for Enrolment Services at UBC Vancouver to receive an official transcript from the other institution.

Official transcripts are to be **directly** mailed to:

Attention:

Enrolment Services

UBC Okanagan – UNC 322

3272 University Way

Kelowna BC, V1V 1V7

** You will receive email notification when credit has been added to your academic record.**

Personal Information (“Information”) provided on this form is collected pursuant to section 26 of the *Freedom of Information & Protection of Privacy Act (the “Act”)*, R.S.B.C. 1996, c.165 for the purpose of processing your request for a letter of permission. The Information will be used and shared within UBC in accordance with the Act. Any questions regarding the collection of the Information may be directed to UBC Okanagan Aboriginal Programs and Services.

APPENDIX 2

**MEMORANDUM OF UNDERSTANDING ON EDUCATIONAL
COOPERATION AND PROGRAMMING**

Between:

Okanagan Nation Alliance

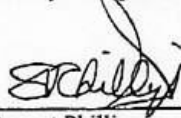
And

University Of British Columbia - Okanagan Campus

The UBC Okanagan campus (UBCO) understands the importance of building a long term relationship with the indigenous people of the southern interior of British Columbia, and UBCO and The Okanagan Nation Alliance (ONA) have the following understanding:

1. That the Okanagan Nation Education Council (ONEC) is the educational advisory committee to the ONA in all education matters affecting Okanagan Nation education interests and rights.
2. That ONA supports UBCO working jointly with the Okanagan Indian Educational Resources Society (OIERS, also known as En'owkin Centre).
3. That the ONEC is the appropriate channel for communications with UBCO on UBCO programs and curricula designed specifically to teach Okanagan Nation history, culture, language, philosophy and knowledge.
4. That such programs and curricula be developed through joint committees with equal representation of UBCO and ONA representatives, followed by the normal UBCO approval process.
5. That any changes to this MOU must first be discussed and agreed to by both parties and that this agreement will be reviewed at least every five years to ensure it continues to meet the needs of both parties.

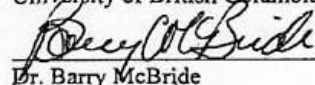
Dated this 1st day of September, 2005



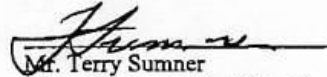
Chief Stewart Phillip
Chair
Okanagan Nation Alliance



Dr. Martha Piper
President
University of British Columbia



Dr. Barry McBride
Deputy Vice Chancellor
UBC Okanagan



Mr. Terry Sumner
Vice-President, Administration
and Finance - UBC

APPENDIX 3

MEMORANDUM OF AGREEMENT

Between

The University of British Columbia - Okanagan Campus hereinafter referred to as UBC

And

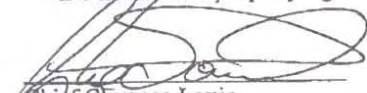
The Okanagan Indian Education Resources Society hereinafter referred to as the En'owkin Centre.

The Memorandum of Understanding between the University of British Columbia and the Okanagan Nation Alliance provides the guiding principles in this agreement. UBC Okanagan and the En'owkin Centre agree to partner to provide a Major and Minor in Indigenous Studies within the Arts Baccalaureate degree program of UBC Okanagan. The partners agree to cooperate in developing and offering courses with content of Okanagan Indigenous culture, history, philosophy and knowledge. This agreement shall define the obligations of the partners for a minimum of five years from September, 2005 to August, 2010.

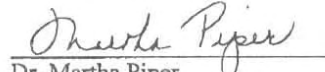
The two parties agree that:

1. A representative of the En'owkin Centre shall have membership on the Indigenous Studies Joint Steering Committee that will serve as the advisory body on both the development and review of policies, procedures and curricula relating to the UBC Okanagan Indigenous Studies program.
2. The two parties are committed to establishing articulation of other Okanagan based En'owkin courses, such as language and cultural studies courses for transfer credit to UBC Okanagan.
3. Negotiation between UBC Okanagan administration and the En'owkin Centre will establish financial and administrative arrangements for the delivery of UBC Indigenous Studies courses at En'owkin Centre sites. At least two such courses will be offered each academic year.
4. The two parties are committed to including a representative from the En'owkin Centre in the selection procedures for faculty members hired to teach courses with Okanagan Indigenous content (such as Indigenous Studies 201, 202, and 301).
5. Course approvals, course registrations, grading, teaching evaluations of UBC Okanagan Indigenous Studies courses, whether delivered at En'owkin or UBC Okanagan sites, will be governed by UBC Okanagan academic regulations.


6. The En'owkin Centre maintains ownership over all cultural material for which it has intellectual property rights.




Chief Clarence Louie
President
En'owkin Centre



Dr. Martha Piper
President - UBC



Dr. Barry McBride
Deputy Vice Chancellor
UBC Okanagan



Mr. Terry Sumner
Vice-President, Administration
and Finance - UBC

APPENDIX 4

September 30, 2010

University of British Columbia
3333 University Way
Kelowna, BC V1T 1V7

To Whom It May Concern;

RE: SUPPORT OF ABORIGINAL ACCESS STUDIES

Given that 97% of Aboriginal students in BC, who are currently in grade 8, will not obtain University qualifications and therefore not be able to access Post-secondary education in the province it is a priority for the UBC Okanagan Campus to support the Aboriginal Access Studies Program. The UBC Aboriginal Strategic Planning Committee fully endorses Aboriginal Access Studies Program as it is a key initiative that engages not only the core principles of Aboriginal Strategic Plan but also the overall UBC Academic Plan. The committee believes that this program is essential and requires the further support of the Senate and this University. We recommend and endorse the continued development and growth of the Program.

Sincerely,
ABORIGINAL STRATEGIC PLANNING COMMITTEE



Dr. Stephen Foster, Chair Oct.1, 2010

Appendix 5

Sources

- Alcorn, William and Ben Levin. "Post-secondary Education for Indigenous Populations." *Conference Papers – International Congress on Social Welfare* (July 1998). EBSCOhost Academic Search Premier. Web. 10 May 2010.
- British Columbia. Ministry of Education. Grade 12 Graduation Rates 2001/02 – 2005/06. [Victoria]: Ministry of Education, 2006. Print.
- British Columbia. Ministry of Advanced Education and Labour Market Development, Student Transitions Project. *Education Achievements of Aboriginal Students in B.C.* [Victoria]: Ministry of Advanced Education and Labour Market Development, 2009. Print.
- Frideres, James S., and Lilianne Ernestine Krosenbrink-Gelissen. *Native Peoples in Canada: Contemporary Conflicts*. Scarborough: Prentice Hall Canada Inc., 1993. Print.
- Heslop, Joanne, Student Transitions Project Manager. "STP Aboriginal "Message to Adrienne Vedan. 25 March 2010. E-mail.
- Levin, Ben and William Alcorn. "Post-secondary Education for Indigenous Populations." *Adult Learning* 11 (1999): 20-25. ERIC. Web. 10 May 2010.
- Stonechild, Blair. *The New Buffalo: The struggle for Aboriginal Post-secondary Education in Canada*. Winnipeg: University of Manitoba Press, 2006. Print.
- The Educational Policy Institute. *Access, Persistence, and Barriers in Post-Secondary Education: A Literature Review and Outline in Future Research*. [Toronto]: Higher Education Quality Council of Ontario, 2008. Print.



UBC Okanagan Admissions Proposal Form

<p>Faculty: Applied Science Dept/Unit: School of Engineering School Approval Date: August 31, 2010 Effective Session: 2010W</p>	<p>Date: July 14, 2010 Contact Person: Dr. Homayoun Najjaran Phone: 250.807.8713 Email: homayoun.najjaran@ubc.ca</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Schools, and Colleges > School of Engineering > Bachelor of Applied Science Program > Admission Requirements</p> <p>Admission Requirements</p> <p>[13600] Application for admission to the School of Engineering must be made through Enrolment Services. Procedures, policies, and admission requirements of UBC and the School of Engineering are specified in Admissions.</p> <p>[...]</p> <p>[13605] Admission from a Post-Secondary Institution</p> <p>[13606] Applicants from another faculty at UBC or another post-secondary institution may be considered for admission to the School of Engineering. An overall average of at least 65%, including any failed courses, is required. The overall average is calculated in accordance with the general admission requirement for undergraduate admission as specified in Applicants from a College or University <<link to http://www.calendar.ubc.ca/okanagan/inde</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,1183</p> <p>Present Calendar Entry: Homepage > Faculties, Schools, and Colleges > School of Engineering > Bachelor of Applied Science Program > Admission Requirements</p> <p>Admission Requirements</p> <p>[13600] Application for admission to the School of Engineering must be made through Enrolment Services. Procedures, policies, and admission requirements of UBC and the School of Engineering are specified in Admissions.</p> <p>[...]</p> <p>[13605] Admission from Science</p> <p>[13606] Applicants who have taken first-year Science at UBC are eligible to be considered for admission if they have achieved an overall average of at least 55% on all courses, including any failed courses, and at least 60% in each of Chemistry, Physics, and Mathematics (60% average in MATH 100 and 101; minimum 60% in MATH 101). Applicants from a college or another university are eligible for consideration if they have achieved an overall grade point average (GPA) of at least 2.5 (on a</p>



[x.cfm?tree=2,25,0,0>>:](#)

[13607] Applicants must also have an average of at least 70% in all chemistry, mathematics, and physics courses that transfer to the first-year Engineering program. Courses to be considered in this average of mathematics, chemistry, and physics courses are not limited to the last 30 credits only. Where two courses, or one repeated course, have been taken which transfer to one of the courses of the first-year engineering program, only the grade of the latest course will be used in calculating this average.

Admission to the Engineering program is competitive. Applicants who meet all of these criteria are not guaranteed admission.

Applicants with fewer than 24 transferable credits from a post-secondary institution are evaluated against both secondary and post-secondary admission criteria.

Applicants with more than 24 credits that transfer to first-year Engineering may be eligible for second-year Engineering. Advice on transfer credit is available from the School of Engineering. Deficiencies from first year must be completed prior to graduation.

Students admitted to second year must complete a Second-Year Program Preference Form by June 15.

4.0 scale), including any failed courses, with a GPA of at least 2.7 in Mathematics, Physics, and Chemistry and with no grade less than C in these subjects.

[13607] Applicants registered in Science who have taken 60 or more credits must normally have an average of at least 60% on all courses taken in their most recent 60 credits of study in Science, including any failed courses.



[13608] Admission from UBC Engineering Transfer Programs

[13609] Students who have completed first-year Engineering at a college offering a UBC transfer program are eligible to be considered for admission to second-year Engineering provided that they have obtained an overall **grade average** of at least **65%**.

[...]

[13608] Admission from UBC Engineering Transfer Programs

[13609] Students who have completed first-year Engineering at a college offering a UBC transfer program are eligible to be considered for admission to second-year Engineering provided that they have obtained an overall **GPA** of at least **2.5**.

[...]

Type of Action: Reword admissions entry to align with current practices.

Rationale: The previous wording was outdated and did not accurately reflect the current admission practice and requirements. The significant change is that only the most recent grades will be used in the admissions calculation. The proposed language is clearer.



UBC Okanagan Admissions Proposal Form

<p>Faculty/School: Education Department/Unit: N/A Faculty/School Approval Date: September 28, 2010 Effective Session: 2011S (STEP) and 2011W (EETP). To be included in the Calendar upon approval to inform prospective students.</p>	<p>Date: September 20, 2010 Contact Person: Lorraine Carrier Phone: 250.807.8125 Email: lorraine.carrier@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Education > Bachelor of Education Programs > Admission Requirements for EETP and STEP</p> <p><i>Admission Requirements for EETP and STEP</i></p> <p>[12648] Note: the Elementary Teacher Education Program (EETP) has a September intake only. The Secondary Teacher Education Program (STEP) has a July intake only.</p> <p>[12633] Application for admission to the Faculty of Education must be made through Enrolment Services? <u>Undergraduate Admissions office.</u> Procedures, policies, and admission requirements to UBC Okanagan and the Faculty of Education are specified in Admissions, while information on applying for admission to UBC Okanagan can be found at youbc Okanagan.</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,1095</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Education > Bachelor of Education Programs > Admission Requirements for EETP and STEP</p> <p><i>Admission Requirements for EETP and STEP</i></p> <p>[12648] Note: the Elementary Teacher Education Program (EETP) has a September intake only. The Secondary Teacher Education Program (STEP) has a July intake only.</p> <p>[12633] Application for admission to the Faculty of Education must be made through Enrolment Services. Procedures, policies, and admission requirements to UBC Okanagan and the Faculty of Education are specified in Admissions, while information on applying for admission to UBC Okanagan can be found at youbc Okanagan. UBC's Undergraduate Admissions office will accept applications to the Teacher Education degree programs beginning</p>



[14728] The application deadline for both ETEP and STEP is February 28. Early application is strongly recommended. An official interim transcript, indicating courses completed to December and course enrolment (if any) for January to April, is required as soon as final grades have been reported in January (not later than February 28) and must be forwarded to the attention of: UBC Undergraduate Admissions Office, University of British Columbia, Enrolment Services, Brock Hall, 2016-1874 East Mall, Vancouver, BC V6T 1Z1.

[14729] A final official transcript is required by the UBC Undergraduate Admissions office as soon as possible following the reporting of final grades for Winter courses and not later than the document deadline of **May 31**. Where an applicant has completed coursework at more than one post-secondary institution, an official transcript from each institution will be required.

[15045] **Admission** averages for students applying to the Faculty of Education at UBC Okanagan will be based on grades from the last 30 transferable credits attempted, up to and including credits completed in Term 1 of the Winter Session in which the application is received.

Admission is subject to students maintaining a grade average of 65% or greater in the last 30 credits of post-secondary coursework attempted, up to and including credits completed in Term 2 of the Winter Session in which the application is received.

To ensure this requirement is met, a final admission average will be calculated following the receipt of a final

~~the first working day in October.~~

[14728] The application deadline for both ETEP and STEP is February 28. Early application is strongly recommended. An official interim transcript, indicating courses completed to December and course enrolment (if any) for January to April, is required as soon as final grades have been reported in January (not later than February 28) and must be forwarded to the attention of: UBC Undergraduate Admissions Office, University of British Columbia, Enrolment Services, Brock Hall, 2016-1874 East Mall, Vancouver, BC V6T 1Z1.

[14729] A final official transcript is required by the UBC Undergraduate Admissions office as soon as possible following the reporting of final grades for Winter courses and not later than the document deadline of **June 5**. Where an applicant has completed coursework at more than one post-secondary institution, an official transcript from each institution will be required.

[15045] **Note: admission grade** averages for students applying to the Faculty of Education at UBC Okanagan will be based on grades from the last 30 transferable credits attempted, up to and including credits completed in Term 1 of the Winter Session in which the application is received.



official transcript. Failure to meet this requirement may result in the withdrawal of an offer of admission.

[12634] Admission to the Faculty of Education is competitive, and all programs have a limited enrolment. Satisfying the minimum admission requirements does not guarantee an offer of admission.

[12634] Admission to the Faculty of Education is competitive, and all programs have a limited enrolment. Satisfying the minimum admission requirements does not guarantee an offer of admission.

Type of Action: Update the STEP and ETEP general admission requirements Calendar entry.

Rationale: The statement indicating that applications can be submitted starting in October is no longer accurate. The 2011 application has been available since August.

The document deadline for STEP and ETEP is being moved from June 5 to May 31 to correspond the final day of the month. This date will still allow applicants enough time to have their final transcripts submitted by the deadline.

Lastly, applicants are evaluated for admission based on an average of admission that is calculated using the last 30 credits attempted up to Term 1 of the session in which a student applies. The added statement will clarify that students must maintain a minimum average of admission based on their final results (including Term 2 coursework) to retain their offer of admission.



UBC Okanagan Admissions Proposal Form

<p>Faculty/School: Faculty of Education Faculty/School Approval Date: August 26, 2010 (S.Mc) Effective Session: 2011S – to be included in the Calendar upon approval to inform prospective students</p>	<p>Date: September 22, 2010 Contact Person: Lorraine Carrier Phone: 250.807.8125 Email: lorraine.carrier@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>Homepage</u> > <u>Faculties, Schools, and Colleges</u> > <u>Faculty of Education</u> > <u>Bachelor of Education Programs</u> > <u>Secondary Teacher Education Program (STEP)</u></p> <p>Secondary Teacher Education Program (STEP)</p> <p>[12974] Admission Requirements</p> <p>[11698] Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p> <p>[14880] Note: completion of the STEP French, Humanities (English and Social</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proo f/edit/index.cfm?tree=18,284,838,976</p> <p>Present Calendar Entry:</p> <p><u>Homepage</u> > <u>Faculties, Schools, and Colleges</u> > <u>Faculty of Education</u> > <u>Bachelor of Education Programs</u> > <u>Secondary Teacher Education Program (STEP)</u></p> <p>Secondary Teacher Education Program (STEP)</p> <p>[12974] Admission Requirements</p> <p>[11698] Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p> <p>[14880] Note: completion of the STEP French, Humanities (English and Social</p>



Studies), Math-Science, or Middle School Education specialties meets the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate.

[14881] To complete the requirements for the UBC Okanagan B.Ed. degree, STEP students are required to complete an additional 9 approved credits in Education coursework. Students having excess credit in Arts, Science and/or Fine Arts courses prior to admission to the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties may apply this credit toward fulfillment of this requirement. (Excess credit is defined as credit that was not applied to fulfill requirements for a previously completed undergraduate or graduate degree).

[...]

[14883] Humanities (English and Social Studies) Education Specialty

[...]

[14892] Social Studies: Requirements for Social Science as a Teaching Concentration Only

[14893] A teaching concentration in social science(s) may be selected from one of the following subjects: Anthropology, Economics, Political Science, or Sociology.

[14894]

- 6 credits of **approved** Canadian studies¹ (at any level);
- **3 credits in each of Geography and History (at any level);**
- 6 credits of social science(s)² (at any level);
- 30 credits of coursework in a single

Studies), Math-Science, or Middle School Education specialties meets the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate.

[14881] Beginning in 2008: to complete the requirements for the UBC Okanagan B.Ed. degree, STEP students are required to complete an additional 9 approved credits in Education coursework. Students having excess credit in Arts, Science and/or Fine Arts courses prior to admission to the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties may apply this credit toward fulfillment of this requirement. (Excess credit is defined as credit that was not applied to fulfill requirements for a previously completed undergraduate or graduate degree).

[...]

[14883] Humanities (English and Social Studies) Education Specialty

[...]

[14892] Social Studies: Requirements for Social Science as a Teaching Concentration Only

[14893] A teaching concentration in social science(s) may be selected from one of the following subjects: Anthropology, Economics, Political Science, or Sociology.

[14894]

- 6 credits of Canadian studies (at any level)¹
- 3 credits in each of **senior-level** Geography³ and History³;
- 6 credits of social science(s)² (at any level);
- 30 credits of coursework in a single



<p>social science, 18 credits of which must be at the 300 level or higher for a teaching concentration.</p> <p>[14895] ¹The BC College of Teachers (BCCT) defines its Canadian content requirements as follows: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline".</p> <p>[14896] ²Acceptable social sciences are: Anthropology, Economics (not business studies), Political Science, Sociology, Gender and Women's Studies, and/or First Nations/Indigenous Studies.</p> <p>[...]</p> <p>[11759] Middle School Education Specialty</p> <p>[14446] Applicants to the STEP Middle School Education specialty are required to have academic preparation in two teachable subjects or one teachable major plus 6 credits of approved Canadian Studies, 3 credits of approved lab science, and 3 credits of approved Mathematics.</p> <p>[...]</p>	<p>social science, 18 credits of which must be at the 300 level or higher for a teaching concentration.</p> <p>[14895] ¹The BC College of Teachers (BCCT) defines its Canadian content requirements as follows: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline".</p> <p>[14896] ²Acceptable social sciences are: Anthropology, Economics (not business studies), Political Science, Sociology, Gender and Women's Studies, and/or First Nations/Indigenous Studies.</p> <p>[15048] ³For the teaching major or concentration in social studies, 200-level coursework may satisfy the senior-level Geography and History requirements provided 6 credits of introductory coursework (typically at the 100-level) in the subject have been completed.</p> <p>[...]</p> <p>[11759] Middle School Education Specialty</p> <p>[14446] Note: beginning with the July 2008 intake, applicants to the STEP Middle School Education specialty will be required to have academic preparation in two teachable subjects or one teachable major plus 6 credits of approved Canadian Studies, 3 credits of approved lab science, and 3 credits of approved Mathematics.</p> <p>[...]</p>
---	---



[14910] Social Studies: Requirements for Social Science as a Teaching Major or Concentration

[14911] A teaching major or concentration in social science(s) may be selected from one or a combination of the following subjects: Anthropology, Economics, Political Science, or Sociology.

[14912]

- A teaching major in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹ **(at any level), 6 credits of Geography (at any level), 6 credits of History (at any level),** and 30 credits of coursework at the 300 level or higher. The 6 credits of approved Canadian studies may be included in the minimum 30 credits of coursework at the 300 level or higher.
- A teaching concentration in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹ **(at any level), 3 credits of Geography (at any level), and 3 credits of History (at any level),** in addition to the coursework required for the concentration.

[14913]¹The BC College of Teachers (BCCT) defines its Canadian content requirements as follows: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline".

[14910] Social Studies: Requirements for Social Science as a Teaching Major or Concentration

[14911] A teaching major or concentration in social science(s) may be selected from one or a combination of the following subjects: Anthropology, Economics, Political Science, or Sociology.

[14912]

- A teaching major in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹, 6 credits of ~~senior-level~~ Geography², 6 credits of ~~senior-level~~ History², and 30 credits of coursework at the 300 level or higher. The 6 credits of approved Canadian studies may be included in the minimum 30 credits of coursework at the 300 level or higher.
- A teaching concentration in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹, 3 credits of ~~senior-level~~ Geography², and 3 credits of ~~senior-level~~ History², in addition to the coursework required for the concentration.

[14913]¹Approved Canadian studies coursework may be completed at the 100, 200, 300, and/or 400 level.



~~[14914] ²For the teaching major or concentration in social studies, 200-level coursework may satisfy the senior-level Geography and History requirements provided 6 credits of introductory coursework (typically at the 100-level) in the subject have been completed.~~

Types of Actions:

1. Remove references to program changes made in 2008.
2. For both the Humanities and Middle School Education Specialties: change the course level of the credits required for History and Geography (note: the number of credits of History and Geography coursework is not changing).

Rationales:

1. References to 2008 are outdated.
2. For both the Humanities and Middle School Education Specialties: applicants to the STEP Humanities have found it onerous to fulfill this requirement as there are few, if any, upper level courses in Geography and History that are offered at UBC Okanagan where the prerequisite is third year standing. Approved by the BC College of Teachers (BCCT).

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT
Enrolment Services
Senate and Curriculum Services

University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9619 · Fax: (250) 807-8007
www.senate.ubc.ca

October 27, 2010

To: Okanagan Senate

From: Admissions and Awards Committee and Curriculum Committee

Subject: Psychology Graduate Program Changes (approval)

The Admissions and Awards Committee and the Curriculum Committee have reviewed the material presented by the Faculty of Arts and Sciences for changes to the Psychology graduate program to differentiate clinical and experimental-focused students. The attached proposal is deemed ready for approval.

As such, the following is recommended to Senate:

Motion: *That Senate approve the changes to the M.A. and Ph.D. in Psychology as brought forward by the Faculty of Arts and Sciences as set out in the attached proposal.*

For the Committees,
Dr. Sharon McCoubrey, Chair, Admissions and Awards Committee
Dr. Marvin Krank, Chair, Curriculum Committee



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts & Sciences Unit: Psychology/Unit 4 Faculty Approval Date: September 20, 2010 Effective Session: 2011W</p>	<p>Date: June 23, 2010 Contact Person: Dr. Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Psychology > Program Overview</p> <p>Program Overview</p> <p>[14246]</p> <p><i>Degrees offered: M.A., Ph.D.</i></p> <p>[14226] The graduate program in Psychology provides exposure to ongoing research projects in a variety of areas of specialization <u>including abnormal psychology, clinical psychology, cognitive psychology, creativity, cultural evolution, forensic psychology, happiness and well-being, health psychology, personality psychology, and social psychology.</u> The Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) are awarded only to those students who acquire a detailed knowledge of the current research findings in their area of specialization, a knowledge of the concepts and issues in other selected areas of psychology, and experience in the conduct of original research of high quality.</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1226</p> <p>Present Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Psychology > Program Overview</p> <p>Program Overview</p> <p>[14246]</p> <p><i>Degrees offered: M.A., Ph.D.</i></p> <p>[14226] The graduate program in Psychology provides exposure to ongoing research projects in a variety of areas of specialization. The Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) are awarded only to those students who acquire a detailed knowledge of the current research findings in their area of specialization, a knowledge of the concepts and issues in other selected areas of psychology, and experience in the conduct of original research of high quality.</p>



Proposed Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [College of Graduate Studies](#) > [Psychology](#) > Master of Arts (M.A.)

Master of Arts (M.A.)

[14237] Admission Requirements

[14238] The M.A. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students.

[14239] Entering students will normally have an honours degree (or an undergraduate degree and equivalent research experience) in Psychology or a related area. This must include coursework in statistics and research methodology. Students must submit their graduate record exam (GRE) scores; the general GRE scores are required and the subject specialty scores are recommended.

[14241] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14240]

- TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version); or
- IELTS (International English

Draft Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1228>

Present Calendar Entry:

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Master of Arts (M.A.)

[14237] Admission Requirements

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[14240]

- TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version), ~~250 (computer version)~~, or 100 (Internet version); or



<p>Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or</p> <ul style="list-style-type: none"> • MELAB score of at least 84. <p>[14242] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p><u>Admission to the M.A. in Psychology program for clinical students is restricted to those who intend to continue on to the Ph.D. and who have an overall average of at least 80% in their last 60 credits.</u></p> <p>[14243] Program Requirements</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14245]</p> <ul style="list-style-type: none"> • a 12-credit master's thesis (PSYO 599); • 6 credits of graduate-level statistics and methodology; • 3 credits for Contemporary Theories of Psychology; and • 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level. <p>[14243] Program Requirements = Experimental</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for</p>	<ul style="list-style-type: none"> • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14242] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p>[14243] Program Requirements</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14245]</p> <ul style="list-style-type: none"> • a 12-credit master's thesis (PSYO 599); • 6 credits of graduate-level statistics and methodology; • 3 credits for Contemporary Theories of Psychology; and • 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level. <p>[14243] Program Requirements</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for</p>
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the M.A. are 30 credits as follows:

[14245]

- a 12-credit master's thesis (PSYO 599);
- 6 credits of graduate-level statistics and methodology, **normally taken in the first year;**
- 3 credits **in** Contemporary Theories of Psychology **[PSYO 506];** and
- 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level.

Program Requirements – Clinical

In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 45 credits as follows:

- **a 12-credit master's thesis (PSYO 599);**
- **6 credits of graduate-level statistics and methodology, normally taken in the first year;**
- **6 credits in Professional Practice: Assessment;**
- **6 credits in Individual Differences;**
- **6 credits in Profession Practice: Intervention;**
- **3 credits in Ethics and Professional Standards;**
- **3 credits in Psychometrics; and**
- **3 credits [400 hours] of Clinical Psychology Practicum.**

the M.A. are 30 credits as follows:

[14245]

- a 12-credit master's thesis (PSYO 599);
- 6 credits of graduate-level statistics and methodology;
- 3 credits ~~for~~ Contemporary Theories of Psychology; and
- 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level.



Proposed Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [College of Graduate Studies](#) > [Psychology](#) > [Doctor of Philosophy \(Ph.D.\)](#)

Doctor of Philosophy (Ph.D.)

[14227] Admission Requirements

[14228] The Ph.D. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. Students admitted to the Ph.D. degree program normally must possess an M.A. in Psychology or a related area, with clear evidence of research ability or potential. Exceptional students may be admitted directly to the Ph.D. degree program with only an Honours degree.

[14229] Transfer from the M.A. to the Ph.D. degree program is permitted at the discretion of the program under regulations set by the College of Graduate Studies after 12 but after no more than 18 months in the M.A. degree program.

[14230] Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14231]

- TOEFL (Test of English as a

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Present Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [College of Graduate Studies](#) > [Psychology](#) > [Doctor of Philosophy \(Ph.D.\)](#)

Doctor of Philosophy (Ph.D.)

[14227] Admission Requirements

[14228] The Ph.D. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. Students admitted to the Ph.D. degree program normally must possess an M.A. in Psychology or a related area, with clear evidence of research ability or potential. Exceptional students may be admitted directly to the Ph.D. degree program with only an Honours degree.

[14229] Transfer from the M.A. to the Ph.D. degree program is permitted at the discretion of the program under regulations set by the College of Graduate Studies after 12 but after no more than 18 months in the M.A. degree program.

[14230] Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14231]

- TOEFL (Test of English as a



<p>Foreign Language) minimum score of 600 (paper version) or 100 (Internet version);</p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14232] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p>[14233] Program Requirements = Experimental</p> <p>[14234] In addition to the general academic regulations for graduate students set out in this chapter, the minimum requirements for the Ph.D. are as follows:</p> <p>[14235]</p> <ul style="list-style-type: none"> • up to 18 credits of coursework equivalent to that required for the M.A. degree program, selected by the student with the approval of his or her supervisory committee (if a student has not already completed the relevant credits or their equivalent); • a second-year empirical paper (if a student has not already completed an M.A. thesis in Psychology or a related area); • successful completion of a comprehensive examination; and • a successfully-defended doctoral thesis (PSYO 699). <p>[14236] Additional coursework may be required by a student's supervisory committee. For more information regarding the comprehensive examination and thesis,</p>	<p>Foreign Language) minimum score of 600 (paper version), 250 (computer version), or 100 (Internet version);</p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14232] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p>[14233] Program Requirements</p> <p>[14234] In addition to the general academic regulations for graduate students set out in this chapter, the minimum requirements for the Ph.D. are:</p> <p>[14235]</p> <ul style="list-style-type: none"> • up to 18 credits of coursework equivalent to that required for the M.A. degree program, selected by the student with the approval of his or her supervisory committee (if a student has not already completed the relevant credits or their equivalent); • a second-year empirical paper (if a student has not already completed an M.A. thesis in Psychology or a related area); • a comprehensive examination (consisting of four elements); and • a successfully-defended doctoral thesis (PSYO 699). <p>[14236] Additional coursework may be required by a student's supervisory committee. For more information regarding the comprehensive examination and thesis,</p>
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please refer to the College of Graduate Studies' [Academic Regulations](#).

Program Requirements - Clinical

The minimum requirements for the Ph.D. are as follows:

Note: coursework that was completed for an M.A. degree may be counted and credited for the Ph.D. coursework requirement.

- **6 credits of graduate-level statistics and methodology;**
- **3 credits from each of the following cognate areas in Psychology: biological, cognitive-affective, and social;**
- **6 credits from each of the following areas: Individual Differences, Professional Practice: Assessment, Professional Practice: Intervention;**
- **3 credits in the historical and scientific foundations of general Psychology;**
- **3 credits in each of the following areas: Ethics and Professional Standards, Psychometrics;**
- **successful completion of a comprehensive examination;**
- **a minimum of 1200 hours of Clinical Psychology Practicum;**
- **successful defence of the doctoral thesis (PSYO 699);**
- **development of an acceptable level of clinical skill; and**
- **successful completion of a one-year internship in an approved applied setting.**

Additional coursework may be required by a student's supervisory committee. For more information regarding the

please refer to the College of Graduate Studies' [Academic Regulations](#).

Type of Action:

1. Minor changes to existing language of the Experimental program
2. Creation of an M.A. and Ph.D. program in Clinical Psychology



comprehensive examination and thesis, please refer to the College of Graduate Studies' Academic Regulations.

Rationale: The creation of the Psychology program for clinical students completes the development process articulated when the graduate program in Psychology was created in 2006. At that time, we indicated that we intended first to establish the experimental component, and then to add the clinical component when we had the appropriate faculty to teach in this area. The two are designed to work synergistically.

Currently, the demand within Canada for graduate training in clinical psychology far exceeds capacity. For example, UBC Vancouver's program for the 2010-2011 academic year had 168 applicants for 6 openings; similarly, Canada's newest clinical program (Ryerson) had 150 applicants for 8 openings. The vast majority of applicants were highly qualified students with average undergraduate GPAs in the A range. Accordingly, we will be serving a large, highly qualified pool of students seeking entry into our program.

The clinical component follows the scientist-practitioner model with concurrent emphasis in providing grounding in the empirical basis of psychological science and on clinical training. As such, our program will have a strong research orientation as well as providing the skills necessary to be an effective clinician. To become registered as a Clinical Psychologist one must meet the stringent requirements of the College of Psychologists of BC. Accordingly, the program has been constructed to meet the course requirements delineated by the BC College.



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 510 (3) Psychopathology I - Descriptive Psychopathology</u> <u>Basic knowledge of the phenomenology of behavioural disorders in adults and children.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 511 (3) Psychopathology II: Theoretical Foundations</u> <u>An advanced overview of psychopathology from an historical and current scientific perspective. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 512 (3) Ethics and Professional Standards in Clinical Psychology</u> <u>A variety of ethical, professional, and legal conflicts associated with the role of clinical psychologists.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 513 (3) Psychometrics: Introduction to Psychological Evaluations</u> <u>Principles of psychological measurement; assessment issues with culturally diverse populations; use and misuse of testing. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 514 (3) Psychological Assessment I</u></p> <p><u>Principles of clinical assessment; test interpretation; interviewing techniques; developmental factors in interpretation; integrative report writing. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 515 (3) Psychological Assessment II – Advanced Topics</u> <u>Advanced topics in psychological assessment. Content will vary depending on the topic selected.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 516 (3) Psychological Intervention I – Externalizing Disorders</u> <u>Empirically supported treatment for externalizing disorders such as substance misuse, self-harm, and violence; alternative clinical approaches. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 517 (3) Psychological Intervention II – Affective Disorders</u> <u>Evidence-based treatment for affective disorders; cognitive-behavioural therapy; anxiety depression. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 520 (3) Health Psychology</u> <u>Current topics and debates in health psychology; health promotion; psychological aspects of chronic and terminal illness.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 521 (3) Psychology of Intergroup Relations: Stereotypes, Prejudice, and Discrimination</u> <u>Theoretical and methodological issues in intergroup relation; stereotypes; prejudice; discrimination. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 522 (3) Biological Bases of Behaviour</u> <u>Basic topics in human neuropsychology; neuroanatomy and neurophysiology; central nervous system damage; psychological dysfunction. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 523 (3) Cognitive Basis of Behaviour</u> <u>Current topics in cognitive psychology as they relate to clinical and health psychology; cognitive disorders; cognitive neuroscience. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 530 (3-12) c Clinical Psychology Practicum</u> <u>Focus on clinical skills. Students work under the supervision of a clinical faculty member. Training contracts are established at the start of the term. [3/12-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>

Doctoral Program in Psychology (Clinical Program)

Executive Summary

In accordance with our Letter of Intent to establish graduate studies in Psychology [2005], we are proposing the creation of doctoral/masters program in Clinical Psychology to supplement our extant graduate program in Experimental Psychology.

Clinical programs are very competitive internationally. As a new, non-accredited program we can expect approximately 150 applicants for 5-6 positions based data from Canada's newest program [Ryerson—2009]. Moreover, when accreditation is achieved, applications are likely to be even higher [e.g., Vancouver campus had close to 170 applicants for 6 positions]. It follows that clinical programs are uniquely placed to accept only the very best students. Our program will also generate 5-6 graduate students per year; training typically takes 6 years, including the one-year internship.

We have already established a strong research component within Psychology and see the clinical program as complementary to both the experimental and IGS programs. Students will be free to select non-clinical supervisors to complete their research requirements. PhD clinical psychologists are in high demand across North America; our program will prepare graduates for careers in research, teaching, and clinical practice.

The clinical program will be based on the scientist-practitioner conceptualization of clinical psychology, with a clear emphasis on evidence-based assessment and therapeutic techniques. A key feature of this approach is an apprenticeship model through which the student learns to become a researcher, an academic, and a practitioner by close mentoring relationships with faculty. Moreover, the clinical program is intended to prepare graduates to be registered as psychologists in Canada, and as such, is designed to ensure that students meet the registration requirements of the relevant professional bodies. The program will be designed to gain accreditation from the Canadian Psychological Association, but such program-level accreditation is not required for our students to gain individual-level registration as clinical psychologists. We are in dialogue with the BC College of Psychologist on ways to expedite registration for our clinical graduates.

Courses will focus on clinical skills and knowledge, as well as on advanced topics in specific research areas. Students in the clinical program will be required to complete at least 45 credits of approved graduate courses as well as 1200 hrs of practica. The courses detailed in this proposal represent the core clinical curriculum sufficient for licensure by the College of Psychologists of BC. Further electives will be offered to enrich clinical and research training. In addition to coursework, we have adopted a model which requires students to complete a master's thesis, a comprehensive examination with two components [one clinical, one science/research], a thesis proposal defense, a doctoral dissertation, and a one-year clinical internship.

Entering students will normally have an honours degree [or equivalent research experience] in psychology or a related area. This will include coursework in statistics and research methodology. Students must submit their GRE scores, a letter of intent, and participate in an

interview prior to final acceptance. Admission to the M.A. program is restricted to those who intend to continue on to the Ph.D. and who have an overall average of at least 80% in their last 60 credits.

We currently have a very productive faculty that includes four trained clinicians who will soon be registered in BC. However, to offer this course-intensive program, we require one more clinical faculty member—this person will also assume the pivotal position of Director of Clinical Training. To be competitive with other Canadian clinical programs we also require sufficient GTA/RA positions to provide financial support and important practical experience for our new students.

Our program will provide broad-based clinical training [as required for registration as Psychologists], but will capitalize on our unique strength in forensic psychology. The recently opened CFI-funded Centre for the Advancement of Psychological Science and Law and the proposed Inter-professional Collaborative Clinic will provide state-of-the art clinical research facilities. This collaborative clinical space will provide an opportunity to develop an integrative, multi-disciplinary approach to psychological health and well-being that will partner with other helping professions (i.e., Social Work, Nursing, and Psychiatry). This on-campus facility will provide a unique opportunity for our students to deliver needed psychological services to the community—broadly defined—under the supervision of our clinical psychologists.

It is our intent to make our graduate studies a destination program by ensuring a relevant degree with appropriate skill sets, by creating a student-centered learning environment grounded in an apprenticeship model which encourages interdisciplinarity, and by encouraging links between the experimental and clinical programs.

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Enrolment Services
Senate and Curriculum Services

University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9259 · Fax: (250) 807-8007
www.senate.ubc.ca

October 27, 2010

To: Okanagan Senate
From: Nominating Committee
Subject: Adjustment to Senate Committee Membership (approval)

The Nominating Committee is pleased to recommend the following to Senate:

Motion: *That Senate approve the following revisions to the membership of Committees of Senate:*

Academic Policy Committee

Dr. Jodey Castricano to replace Dr. Daniel Muzyka until August 31, 2010 and thereafter until replaced.

For the Committee,
Dr. Mercedes Duran-Cogan
Chair, Nominating Committee

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October 27, 2010

To: Okanagan Senate

From: Nominating Committee

**Subject: Council of Senates Okanagan Representatives of Okanagan Senate
Committees One (1) and Five (5), Membership Adjustments
(approval)**

The Nominating Committee is pleased to recommend the following to Senate:

Motion: That Senate appoint Dr. Gareth Jones to replace Dr. Carol Scarff as representative of the Council of Senates Okanagan Representative Committee One (1);

And;

That Senate appoint Acting Dean Dr. Kenneth Phillips to replace Dr. Robert Belton as representative of the Council of Senates Okanagan Representative Committee Five (5).

For the Committee,
Dr. Mercedes Duran-Cogan
Chair, Nominating Committee

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October 27, 2010

To: Okanagan Senate

From: Nominating Committee

Subject: Appointment to the Presidential Search Committee for the Appointment of the Associate Vice-President, Research and International (approval)

The President is convening an advisory search committee to consider the appointment of the Associate Vice-President, Research & International to replace Dr. Don Brooks. Policy #18 can be viewed at: (<http://universitycounsel.ubc.ca/files/2010/08/policy18.pdf>). .

Dr. Gurupdesh Pandher has agreed to let his name stand for appointment to the Presidential Search Committee for the Appointment of the Associate Vice-President, Research and International.

The Nominating Committee is pleased to recommend the following:

Motion: *That Senate appoint Dr. Gurupdesh Pandher as the Okanagan Senate Representative on the Presidential Search Committee for the Appointment of the Associate Vice-President, Research and International.*

For the Committee,
Dr. Mercedes Duran-Cogan
Chair, Nominating Committee