

Okanagan Senate

THE FIFTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2013/2014 ACADEMIC YEAR

WEDNESDAY 29 JANUARY 2014

3:30 P.M. to 5:30 P.M.

ASC 130 | OKANAGAN CAMPUS

1. **Senate Membership – Dr Kate Ross**
Dr Gordon Binsted, Dean *Pro Tem*. of the Faculty of Education, to replace **Dr Lynn Bosetti**, Dean
Dr Cynthia Mathieson, Provost, to replace **Dr Cynthia Mathieson**, Provost *Pro Tem*.
2. **Minutes of the Meeting of 19 December 2013 – Prof. Stephen J. Toope** (approval)
(master pages 1-18)
3. **Business Arising from the Minutes – Prof. Stephen J. Toope**
4. **President’s Remarks – Prof. Stephen J. Toope** (information)
5. **Deputy Vice-Chancellor’s Remarks – Prof. Deborah Buszard** (information)
6. **Admission & Awards Committee – Dr Abbas Milani**
 - a. New & Revised Awards (approval) (master pages 19-22)
 - b. Admission Changes (approval) (master pages 23-34)
7. **Curriculum Committee – Mr Ramine Adl**
January Curriculum Report (approval) (master pages 35-63)
8. **Learning & Research Committee – Dr Peter Arthur**
Emeritus Appointments (approval) (master pages 64-65)
9. **Nominating Committee – Dr Deborah Roberts**
Appointment of Senators to Committees (approval) (master page 66)
10. **Other Business**
11. **IN CAMERA Learning & Research Committee – Dr Peter Arthur**
Candidate for Honorary Degree (approval) (to be circulated at the meeting)

Regrets: telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



Okanagan Senate

Minutes of 19 December 2013

DRAFT

Attendance

Present:	Prof. D. Buszard (Vice-Chair); Dr K. Ross (Secretary); Mr R. Adl; Dr L. Allan; Dr P. Arthur; Ms H. Berringer; Dr L. Bosetti; Dr E. A. Broome; Mr S. Bullock; Mr J. Byron; Dr J. Cioe; Mr N. Dodds; Dr R. R. Dods; Mr B. Edwards; Ms A. Geddes; Dr M. Grant; Dr J. Johnson; Dr C. Labun; Ms E. Lorie; Dr Y. Lucet; Dr B. Marcolin; Dr C. Mathieson; Mr W. McLean; Dr A. Phillion; Dr B. Rutherford; Ms S. Smith; Ms S. Sneg; Dr I. Stuart; Dr R. Sugden; Dr W. Tettey; Dr G. Wetterstrand; Mr D. Whitelaw; Dr S. Yannacopoulos
Regrets:	Dr P. Balcaen; Dr K. Carlaw; Mr I. Cull; Mr D. Daniluck; Dr F. de Scally; Ms K. Fujii; Ms F. Helfand; Dr K. Hewage; Mr C. MacKay; Dr A. Milani; Ms S. Morgan-Silvester; Dr B. Nilson; Prof. M. Parlange; Ms L. Patterson; Dr D. Roberts; Dr C. Robinson; Dr C. Scarff; Dr D. Tannant; Dr E. Taylor; Prof. S.J. Toope; Mr C. Tse; Dr P. van Donkelaar
Guests:	Ms K. Darling; Ms N. Dhaliwal; Ms M. O'Neill
Recording Secretary:	Mr C. Eaton

Call to Order

The Vice-Chair, Professor Deborah Buszard, called the fourth regular meeting of the Senate for the 2013/2014 Academic Year to order.

Senate Membership

NEW MEMBERS

Jan Cioe
Nick Dodds

}

That Senate appoint Ms Katelyn Fujii (Student Senator At-Large) and Ms Sarah Loreen Smith (Faculty of Health and Social Development) to Senate on the recommendation of the Students' Union until 31 March 2014 and thereafter until replaced.

Approved

Minutes of the Previous Meeting

Jan Cioe
Peter Arthur

}

That the Minutes of the Meeting of 27 November 2013 be adopted as presented.

Approved

Business Arising From the Minutes

With leave of Senate, Associate Vice-President Shakespeare advised that the \$500 000 operations budget reduction mentioned in his Budget presentation at the previous meeting was partly due to flow-through UPass revenues not being included in the forecast and partly due to the donation for the Jack Shadbolt Tree of Life being a one-time occurrence in the previous year.

Deputy Vice-Chancellor's Remarks

The Principal advised that the Administration had been having many meetings of late to prepare the next year's Budget submission to the Board of Governors.

Professor Buszard noted that she recently welcomed Eric Foster, Member of the Legislative Assembly (MLA) for Vernon-Monashee, to his first visit to campus.

With regards to alumni and development activities, the Principal advised that last week she visited Hong Kong with President Toope for a variety of events. Although she did not expect to see substantive donations from our alumni for many years given the relative youth of our graduates, Professor Buszard expressed her appreciation for being able to meet with so many of our young alumni as well as some parents of current students.

The Principal noted that our development campaign was approaching \$71M in total funds raised due to the work of campaign cabinet and our alumni and development team.

Academic Policy Committee

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

POLICY O-125: TERM AND EXAMINATION SCHEDULING

See Appendix A: Policy 0-125

<i>Jan Cioe</i>	}	<i>That Senate approve the attached Policy O-125:</i>
<i>Wisdom Tettey</i>		<i>Term and Examination Scheduling, effective</i>
		<i>September 1, 2014."</i>

Senator Cioe explained the changes proposed to current practice: reducing the break between term and exams from 3 to 2 days, changing the timing of reading week to correspond with the new Family Day holiday, and avoiding starting term 2 on January 2nd.

Approved

REVISIONS TO POLICY O-300: ACADEMIC STANDING AND NEW POLICY O-304: ADVANCEMENT REGULATIONS

See Appendix B: Polices O-300.1 and O-304

Jan Cioe } *That Senate approve revisions to policy O-300:*
Wisdom Tettey } *Academic Standing as set out in the attached,*
effective September 1, 2014; and,

That Senate approve the attached Policy O-304:
Advancement Regulations, effective September 1,
2014.

By general consent, Section 8 of policy O-300 was amended to not remove the “to”

Approved as
amended

Admission & Awards Committee

The Acting Chair of the Committee, Dr Spiro Yannacopoulos, presented.

NEW AND REVISED AWARDS

See Appendix C: Awards Report

Spiro Yannacopoulos } *That Senate accept the new and revised awards*
Ramine Adl } *as listed and forward them to the Board of*
Governors for approval; and that a letter of
thanks be sent to the donors.

Senator Cioe asked why the change to the Graduate Dean’s Entrance Scholarship included listing the value of the award.

The Dean of Graduate Studies advised that the award would be limited and thus it made sense to provide clarity.

Senator Johnson asked if the faculty would be providing students with more information regarding eligibility for the Goldman Bursary.

Dean Tettey replied that yes; the faculty had a document to provide more guidance.

Approved

BACHELOR OF EDUCATION – SECONDARY TEACHER EDUCATION PROGRAM (STEP)

Spiro Yannacopoulos } *That Senate approve the admissions proposals for*
Lynn Bosetti } *the Bachelor of Education for entry to the 2014*
Summer Session and thereafter.

Spiro explained that this change was to align admissions with new program regulations.

Jan asked why Psychology was not included under Social Sciences.

With leave of Senate, Professor LaGrange advised that the list was under the control of the Teacher Regulation Branch (TRB) of the Ministry of Education and not the Faculty. The Faculty was unsure why the TRB did not recognize Psychology but agreed to further explore this with the Ministry.

Dean Bosetti noted that the program did include developmental psychology courses.

Approved

MASTER OF SCIENCE / DOCTOR OF PHILOSOPHY IN BIOLOGY

Spiro Yannacopoulos } *That Senate approve the admissions proposal for*
Barbra Rutherford } *Master of Science / Doctor of Philosophy*
(Biology), effective for entry to the 2014 Winter
Session and thereafter.

Senator Yannacopoulos explained to Senate that the nature of the change was to require students to identify supervisors prior to admission to graduate programs.

Approved

MASTER OF MANAGEMENT

Spiro Yannacopoulos } *That Senate approved the admissions proposal*
André Phillion } *for Master of Management (M.M.) for the 2014*
Winter Session only.

Senator Yannacopoulos explained that this would extend the program suspension for one additional year to give the Faculty further time to revise the program's curriculum.

A student senator asked if the Faculty had addressed the concerns raised by the Curriculum Committee in October.

Dean Sugden advised that the Faculty is reviewing its proposed regulations and is consulting with other faculties on campus regarding its plans.

Senator Dodds asked why we could not make the needed changes last year.

Dean Sugden informed Senate that review and consultation took more time than originally anticipated.

Senator Cioe advised that the Curriculum Committee thought the proposed program was innovative and had potential, but details still needed to be worked out, particularly around student progression for when students fell out of their cohort.

In response to a question from Senator Bullock, Dean Sugden advised that this extension would not affect other Management faculty initiatives.

Senator Johnson asked if any students had already applied for next year.

Dean Sugden replied that no students had applied.

Approved

BACHELOR OF MANAGEMENT JANUARY ENTRY

Senator Yannacopoulos advised that the Admission & Awards Committee had held an extraordinary meeting to consider the matter referred. The Committee noted that this matter was not directly under its mandate but appreciated that it had the closest mandate.

In response to the referral, the Committee met with student and faculty representatives and reviewed written materials and has determined that it has no reason to recommend a change.

Senator Bullock advised that he appreciated the Committee's consideration of the referral, but suggested that greater communication and consultation in the future would be appreciated.

Senator Cioe asked if Dean Sugden could explain why the decision was communicated on 6 November.

Dean Sugden advised that the students we knew about were engaged with over the summer. Those more recent students were informed as we became aware of them. The 6 November letter was issued at that time as we had final enrolment data on 1 November, but almost all students would have been aware well before that date.

The Principal reminded the students that the campus did have an Ombuds officer who could provide advice to students in situations where they felt that faculty decisions were unfair.

Curriculum Committee

See Appendix D: Curriculum Report

The Chair of the Senate Curriculum Committee, Mr Ramine Adl, presented.

Ramine Adl } *That Senate approve the new course brought*
Jan Cioe } *forward from the Faculty of Applied Science and*
the new and revised courses and programs
brought forward from the Faculty of Arts and
Sciences as set out in the attached proposals.

Senator Adl led Senate through the curriculum proposals presented.

Senator Phillion asked how the outreach requirement for the Doctor of Philosophy in Biology would be assessed to ensure its completion.

Senator Adl advised that this would be a required activity that students had to complete, but it would not be marked or evaluated.

Approved

Nominating Committee

Senator Jan Cioe presented on behalf of Dr Deborah Roberts, Chair of the Senate Nominating Committee.

Jan Cioe } *That Senate appoint Dr. Yves Lucet to serve on*
Barbara Rutherford } *the Senate Curriculum Committee until 31 August*
2014; and
That Senate appoint Mr. Daniel Daniluck to serve
on the Senate Appeals of Standing and Discipline
Committee until 31 March 2014 and thereafter
until replaced.

Approved

Reports from the Deputy Vice-Chancellor

CAMPUS MASTER PLAN UPDATE

Associate Vice-President Michael Shakespeare presented.

Mr Shakespeare explained that a very similar presentation to the one he was presenting to Senate had recently been made to the Senate Academic Buildings & Resources Committee. He noted

that the last master plan was developed before the West campus lands were acquired; we have now roughly doubled the campus size by addition of this new Agricultural Land Reserve (ALR) land.

The Associate Vice-President advised that we are updating plans for roads, transit and cycling infrastructure; our parking strategy, and our infrastructure services. The 2009 update was to accommodate a 20-year horizon and we are already at the stage of growth expected for 2029.

There is a Master Plan Steering Committee co-chaired by himself with, Lisa Colby, Acting Associate Vice-President for Campus and Community Planning. The Committee is further composed of deans, the Provost, senators, and staff representatives. The Committee provided regular updates to the Board, the Senate committee, and the campus executive.

Mr Shakespeare noted that the Aspire plan will inform academic plans and the campus master plan will physically articulate those plans for our campus. These processes are happening in parallel, largely due to the technical piece of needing a mapping exercise to be completed this year. Aspire should be completed in time to feed into the master plan process.

To date, we have had our first phase of public consultation – faculty, staff, students, and well as the outside community such as city representatives. They have told us what they think we should take into consideration when planning and have shared their preliminary views.

In early October we had a successful launch with open house where we saw 120 attendees when we were only expecting 50. So far, 125 people have provided feedback.

Senator Tetey asked how recreation was being defined and what examples we may have provided.

Mr Shakespeare advised that it was not defined and so it was the interpretation of the feedback submitted. We provided a list of sporting-type ones but had a blank that could be filled in.

Senator Tetey opined that cultural activities could also be viewed as recreation.

Mr Shakespeare noted that we received a petition from cyclists in support of providing access to the north side of Roberts Lake.

Senator Cioe noted that some feedback was mutually exclusive, such as parking and transportation priorities.

Mr Shakespeare advised that we hoped to have a new Master Plan receive Board approval in November 2014.

Senator Cioe asked for the status of an alternate road into campus.

Mr Shakespeare advised that the city has acquired one property in full and is working on the other two partially to develop a road. 2017 was an accurate build date, largely for financial reasons, and that this could only be accelerated if new money was available.

The Principal advised that this had been discussed at the Board and with the City of Kelowna and Ministry of Transportation. She noted that we were using our best lobbying efforts to encourage the city and province to view this as a higher priority as we were close to a population of 10 000 today, and not in 2029 as predicted.

Senator Dods noted that many people from the community were from Kelowna, but she suggested we have a more expansive catchment area and that we should broaden our perspective to ensure the entire valley takes an interest in us.

Professor Buszard advised that as part of Aspire we are reaching out beyond Kelowna; for the campus master plan this was a technical discussion with the city planners for Kelowna.

Mr Shakespeare agreed, but noted that Kelowna has a specific interest around zoning and city planning.

Senator Johnson asked how many people signed the petition and filled out our questionnaires.

Mr Shakespeare advised that 900 persons signed the cycling petition and 125 filled out our questionnaires. He suggested that we had a good communications plan for the questionnaires but they took more time to complete than signing a petition did.

Senator Cioe suggested that he would like to see what was proposed so he could react to it and engage with his comments.

In response to a question from a student senator, Mr Shakespeare advised that we had been in contact with the Voice Project.

Senator Sneg asked what specific efforts were made to communicate with students for feedback. She noted that the bike petition was well circulated.

Mr Shakespeare advised that they had engaged with both the Students' Union and the Phoenix newspaper.

The Principal added that she hoped the UBCSUO would take an active role in seeking student feedback.

Senator Bullock advised that while he read the Phoenix, he was not sure if it was an effective medium. He found the open forum to be very effective and agreed that you could not fairly compare response rates for the questionnaire versus the petition.

Other Business

The Associate Registrar, Mr Eaton, announced the appointment of Ms Maggie O'Neill as Associate Academic Governance Officer with the Office of the Senate. He asked senators to welcome her to her new role supporting their work.

The Principal thanked senators for their work over the year and wished all a good break.

Adjournment

There being no further business, the meeting was adjourned at 4:44 pm.

Appendix A: Policy O-125

Please see the Secretary for the formal version of Policy O-125. The following is an excerpt of the key text:

- 1) *Winter Session* shall be divided into two terms. Each term shall contain a minimum of 60 *teaching days*; 63 *teaching days* are considered optimal.
- 2) Each term shall span a minimum of 12 *teaching weeks*. The observance of *university-recognized holidays* and a pre-examination break may result in some of the 12 weeks containing fewer than five (5) *teaching days*.
- 3) Term 1 may begin prior to Labour Day, although not earlier than September 1. The Tuesday following Labour Day is the typical Term 1 start date.
- 4) Term 2 shall begin the Monday following January 1 unless this creates an issue in achieving the minimum number of *teaching days* or *teaching weeks* set out in sections (1) and (2), in which case it will begin the week prior.
- 5) There shall be at least two (2) calendar days, including weekends and *university-recognized holidays*, between the last day of classes in a *Winter Session* term and the beginning of *formal examinations*.
- 6) Up to 14 examinable days may be scheduled including Saturdays but not Sundays for each *Formal Examination Period* in the *Winter Session*.
- 7) Winter Term 1 *formal examinations* conclude not later than December 22; Winter Term 2 *formal examinations* conclude no later than April 30.
- 8) A one day mid-term break shall be scheduled during Term 1, either on the day directly preceding or directly following the November 11 statutory holiday or UBC holiday in lieu.
- 9) A four-day mid-term break shall be scheduled during Term 2, directly following the Family Day statutory holiday.
- 10) *Summer Session* shall be divided into two terms. Each term shall contain a minimum of 27 *teaching days*; 28 days are considered optimal. Term 1 and Term 2 are equal in length, where possible.
- 11) Each term shall span a minimum of 6 *teaching weeks*. The observance of *university-recognized holidays* and the provision of a weekday free of classes at the end of each term before *formal examinations* can result in some of these 6 weeks containing fewer than five (5) *teaching days*.

- 12) Courses may be offered which span both *summer session* terms. In such cases, the *formal examination period* falling at the end of Summer Term 1 shall be used for a break in study or a mid-term examination within the *formal examination period*. These 12 week courses shall be examinable in the Term 2 *formal examination period*.
- 13) Term 1 shall begin on the last Monday in May occurring before May 17.
- 14) Term 2 shall begin after the Canada Day holiday and no later than July 6. The first week of Term 2 will be no shorter than three (3) days.
- 15) There shall be at least two (2) calendar days including weekends and *university-recognized holidays* between the last day of classes in a *Summer Session* term and the beginning of *formal examinations*.
- 16) The length of the Term 1 and Term 2 *formal examination periods* shall be equal, whenever possible. *Formal examinations* run for five (5) days including, if necessary, a Saturday.
- 17) Summer Term 1 *formal examinations* shall conclude no later than June 30; Summer Term 2 *formal examinations* conclude not later than August 22.

Appendix B: Policies O-300.1 and O-304

Please see the Secretary for the formal version of policies O-300.1 and O-304. The following is an excerpt of the key texts:

O-300.1

- 1) There are three possible academic standings:
 - a. Good (also referred to as being “In Good Standing”)
 - b. Probationary (also referred to as “On Academic Probation”)
 - c. Failed
- 2) A student’s standing is assigned as a result of academic performance evaluations.
- 3) Each program shall have regulations for academic performance evaluations in their academic regulations.
- 4) On initial entry to a program, all students are in Good standing and remain as such unless another standing is assigned, or the student graduates, withdraws from their program, or fails to enroll in one or more courses by the close of registration for a given Winter Session, in which case they cease to be students.
- 5) Probationary standing is noted on the Student Information System but not on Transcripts of Academic Record. Students will be notified of their probationary standing as quickly as possible following an academic performance evaluation.
- 6) A student On Academic Probation may have restrictions placed on his or her registration as set out in each program’s academic regulations.
- 7) The academic regulations of the program into which he/she is readmitted notwithstanding, a student who had been required to discontinue studies, and later successfully appeals for readmission, may be placed On Academic Probation for their first session of studies upon return and may have restrictions placed on his or her registration by the dean of the faculty concerned.
- 8) A student who receives a first academic standing of Failed is required to *discontinue* his or her studies:
 - a. for a set period of time; or,
 - b. until certain requirements set by their faculty are met.
- 9) A student who has been assigned an academic standing of Failed a second time will be required to *withdraw* permanently, based upon the regulations of their program and faculty or under the Advancement Regulations.

- 10) A student with Failed standing who has not been required to *withdraw* permanently may only take classes for academic credit for transfer to the University at other institutions with the permission of their faculty.
- 11) An academic standing of Failed shall normally take effect immediately. However, should a Failed standing be assigned to a student after classes have commenced for a term, a student may elect to remain in those courses in which they are enrolled for that term; in such a case the Failed standing and any requirement to withdraw shall take effect at the beginning of the subsequent academic term.
- 12) A student appealing to be permitted to continue his or her studies immediately, despite having received an academic standing of Failed, may not register for or attend courses while awaiting the results of their appeal, except as noted above.

O-304

- 1) Except with permission of the dean of the faculty providing the course of study in special cases, or where the faculty provides otherwise in its advancement regulations, no student may repeat a course more than once. In the case of a graduate student, such permission may be granted by the dean of the faculty providing the course of study in consultation with the Dean of the College of Graduate Studies.
- 2) Each faculty shall have regulations on advancement. Students who do not meet the required standard in any session will be assigned Failed standing and may be required to *discontinue* or *withdraw* unless granted permission by the dean of the faculty to continue in his or her course of study. In the case of a graduate student, such permission may be granted by the dean of the faculty providing the course of study in consultation with the Dean of the College of Graduate Studies.
- 3) A student in a year of study which may normally be taken in the first or second year following secondary school graduation who is assigned Failed standing will be required to either *discontinue* for at least 12 months or to *withdraw*.
- 4) Students who are assigned Failed standing in one faculty may only transfer to another faculty if they meet the advancement and admission requirements of the second faculty as specified in the faculty advancement regulations.
- 5) Students who have been required to *discontinue* or *withdraw* may be readmitted subject to the regulations of the faculty that they wish to enter.
- 6) A student at any level of university study who is assigned a standing of Failed for a second time (which need not be consecutive or in the same course of study) will be required to *withdraw* from the University. After a period of at least 12 months one year, an appeal for permission to re-enrol will be considered. Such an appeal will be granted only after the appeal has been reviewed and approved by the dean of the

faculty concerned. A negative decision by the dean may be appealed to the Senate Admissions and Awards Committee.

Appendix C: Awards Report

New Awards:

René Goldman and Terry Dukur-Goldman Bursary

A \$1000 bursary is offered by René Goldman and Terry Dekur-Goldman to a student in the Department Critical Studies in the Faculty of Creative and Critical Studies at the University of British Columbia, Okanagan campus. (First award available for the 2013/14 Winter Session)

Aboriginal Graduate Fellowship

The Aboriginal Graduate Fellowship is a merit-based fellowship that is awarded to Aboriginal graduate students who are engaged in full-time study or research leading to a graduate degree. Aboriginal students, which include Canadian First Nations, Métis or Inuit students, are eligible to apply for this funding. The award value is \$10,000 each. The College of Graduate Studies anticipates awarding eight students per year for a total of \$80,000. Students will be required to apply through an annual competition. Applicants will be adjudicated by the College of Graduate Studies Scholarship and Awards Committee. The College of Graduate Studies Scholarship and Awards Committee will provide nominations to the Dean of the College of Graduate Studies, who will determine the final awardees. (First award available for the 2014/15 Winter Session)

Previously-Approved Awards with Changes in Terms or Funding Source:

26353 Graduate Entrance Scholarship

Graduate Dean's Entrance Scholarship

Graduate Dean's Entrance Scholarships (GDES) are offered to the best and brightest incoming thesis-based master's and doctoral students at UBC's Okanagan campus. Students who have submitted a complete admission application by the date indicated for each admission period will be automatically considered for this scholarship.

Eligible students must have a GPA of first-class standing. The minimum value of the Graduate Dean's Entrance Scholarship is \$5,000. This award value may be increased by increments of \$2,500 to a maximum of \$15,000. The funding for this award will be made available from the University budget. The value of this award is reviewed annually.

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies at the time of recommending a student for admission.

26301 University Graduate Fellowship

The University Graduate Fellowship (UGF) is a merit-based scholarship that is awarded to graduate students engaged in full-time study or research in a thesis-based program. Incoming students are automatically considered for University Graduate Fellowship funding upon consideration for admission. Current students, enrolled in an Okanagan graduate degree program, must apply annually for University Graduate Fellowship funding.

Eligible students must have a GPA of first-class standing. This award may be received in increments of \$3,000 to a maximum of \$15,000. The funding for this award will be made available from the University budget. The value of this award is reviewed annually.

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies. Graduate programs are encouraged to submit University Graduate Fellowship nominations for incoming students at the time of recommending the student for admission. Nominations for current students may be submitted to the College of Graduate Studies as they are determined by the graduate program. Normally, University Graduate Fellowships cover a 12-month period from May to April, of the following year.

Appendix D: Curriculum Report

Applied Science

New Course:

ENGR 449 (3) Special Topics in Civil Engineering

Arts & Sciences

Changed Programs:

Master of Science in Biology

Doctor of Philosophy in Biology

Bachelor of Science -> Major in Biochemistry -> Co-operative Education Program

New Course:

GWST 429/GEOG 429 (3) Sexuality and Space



a place of mind
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17 January 2014

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: New and Revised Awards (approval)

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

***Motion:** That Senate accept the new and revised awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

New Awards:

Proposed Award Title: **Graduate Dean's Thesis Fellowship**

The Graduate Dean's Thesis Fellowship is a merit-based fellowship that is awarded to full-time, thesis-based graduate students who are approaching their final year and are focusing on the completion of their thesis or dissertation. This scholarship is intended to provide financial support while students are engaged in the final writing stages of their graduate programs. The award value is \$6,000 each. The College of Graduate Studies anticipates awarding twelve awards per year for a total of \$72,000. Students will be able to apply for this funding three times per year. Graduate programs may submit two nominations per award cycle to the College of Graduate Studies. The College of Graduate Studies Scholarship and Awards Committee will review and rank nominations received from graduate programs and provide recommendations to the Dean of the College of Graduate Studies, who will determine the final awardees.

Rationale: The establishment of this award will enable recipients to focus on the timely completion of their thesis.

Respectfully submitted,

Dr. Abbas Milani
Chair, Admissions and Awards Committee

Thesis Excellence Fellowship:**Award Description:**

The Thesis Excellence Fellowship is a merit-based fellowship that is awarded to full-time, thesis-based graduate students who are approaching their final year and are focusing on the completion of their thesis or dissertation. This scholarship is intended to provide financial support while students are engaged in the final writing stages of their graduate programs.

Annual Value: \$6,000

Deadline: Internal deadline will be determined by graduate programs.

Eligibility:

- **Academic Standing:**
 - Students must have maintained satisfactory standing throughout the full duration of their program of study.
 - Students that receive funding through any of the following federal scholarship programs are not eligible to receive Thesis Excellence Fellowship funding:
 - SSHRC CGS and/or Doctoral Scholarship
 - NSERC CGS/PGS
 - CIHR Master's or Doctoral scholarship funding
 - Vanier CGS
 - Trudeau Doctoral Scholarship
 - PhD students must be admitted to candidacy.
 - Students may receive Thesis Excellence funding once per degree program.
- **Number of Months of Study:**
 - At the time of receiving an award, a master's student must have completed, no more than 24 months of study in the master's program for which they are requesting funding.
 - At the time of receiving an award, a PhD student must have completed, no more than 48 months of study in the doctoral program for which they are requesting funding.

Citizenship:

- Canadian
- Permanent Residents
- International

Degree Level:

- Master's
- Doctoral

Applicant Status:

- Current students

Evaluation Criteria:

- This is a competitive fellowship which recognizes excellence in their graduate program.
- Applicants will be evaluated by aspects of the following criteria:
 - Academic record and/or ability
 - Research record and/or ability
 - Communication, interpersonal and leadership skills

Application Procedures:

- Applicants must complete a Thesis Excellence Fellowship application (*under development*) by the deadline date specified by their graduate program. Graduate programs must determine an internal deadline for students within their program. Graduate programs should determine a deadline that will allow sufficient time to provide nominations for each award cycle as determined by the College of Graduate Studies (please see nomination procedures outlined below).
- Graduate programs will review and rank applications received and nominate up to two applications per cycle to the College of Graduate Studies.

Nomination Procedures:

- The Thesis Excellence Fellowship is administered by the College of Graduate Studies.
- Graduate programs are able to nominate up to two applications per cycle:

Nomination Deadline:	Award Cycle:
August 1	September
November 1	January
April 1	May

- By the applicable nomination deadline, graduate programs must submit:
 - 1) a completed graduate award recommendation form
 - 2) a copy of the Thesis Excellence Fellowship application
- Nominations received from graduate programs will be reviewed and ranked by the College of Graduate Studies (CoGS) Scholarship and Awards Committee.
- The Dean of the College of Graduate Studies will approve the nominations received from the CoGS Scholarship and Awards Committee.

Conditions for Award Holders:

- Award holders must maintain satisfactory progress in their program of study and remain registered as a full-time student for each term of the scholarship payment.

- Students are not able to defer a Thesis Excellence Fellowship award. Students may reapply each cycle, provided they remain eligible.
- If an award holder withdraws from their program of study, the funding received during the term for which the withdrawal is processed, will be recovered by the College of Graduate Studies.



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THE UNIVERSITY OF BRITISH COLUMBIA

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17 January 2014

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: Admissions Proposal (approval)

- i. College of Graduate Studies – Master’s Degrees**
- ii. College of Graduate Studies – Doctoral Degrees**

i. College of Graduate Studies – Admission to Master’s Degrees

Revise the Academic Calendar entry on general admission requirements for admission to Master’s degree programs to clarify how admission GPAs are calculated, guide applicants to consult admission requirements for individual programs and guide international applicants to consult specific minimum admission requirements for their respective jurisdictions. In addition to editorial changes, the attached proposal also modifies the minimum overall Test of English as a Foreign Language (TOEFL) requirement from 80 to 90 and specifies the required minimum score on components of the exam (a minimum score of 22 in Reading and Listening and a minimum score of 21 in Writing and Speaking). For applicants presenting the Michigan English Language Assessment Battery (MELAB), a minimum overall score of 85, with a final score of 3 in the speaking test, is required for admission.

ii. College of Graduate Studies – Admission to Doctoral Degrees

Revise the Academic Calendar entry on general admission requirements for admission to Doctoral degree programs to clarify how admission GPAs are calculated, guide applicants to consult admission requirements for individual programs and guide international applicants to consult specific minimum admission requirements for their respective jurisdictions. In addition to editorial changes, the attached proposal also modifies the minimum overall Test of English as a Foreign Language (TOEFL) requirement from 80 to 90 and specifies the required minimum score on components of the exam (a minimum score of 22 in Reading and Listening and a minimum score of 21 in Writing and Speaking). For applicants presenting the Michigan English Language Assessment Battery

(MELAB), a minimum overall score of 85, with a final score of 3 in the speaking test, is required for admission.

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

Motion: That Senate approve the admission proposal for i. Master's Degrees, effective for entry to the 2014 Winter Session and thereafter, and;

That Senate approve the admission proposal for ii. Doctoral Degrees, for entry to the 2014 Winter Session and thereafter.

Respectfully submitted,

Dr. Abbas Milani
Chair, Admissions and Awards Committee



Admission Proposal Form Okanagan Campus

<p>Faculty/School: College of Graduate Studies</p> <p>Department/Unit:</p> <p>Faculty/School Approval Date: October 6, 2013 (GPA changes)/November 20, 2013 (English language requirements)</p> <p>Effective Session: 2014W</p>	<p>Date: December 6, 2013</p> <p>Contact Person: Jennifer Cook</p> <p>Phone: 250.807.8180</p> <p>Email: Jennifer.cook@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><i>Master's Degrees</i></p> <p>[13879] Students apply for admission to the master's degree program through the College of Graduate Studies. Information about the specific program of study should be obtained by contacting the individual graduate program directly. Students are admitted to study only in fields that are authorized by Senate to offer master's-level programs. All applications must be accompanied by an application fee at the time of submission. Consult College of Graduate Studies for more information on admission and current application fees.</p> <p>.....</p>	<p>Draft Academic Calendar URL: (URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,998,1197 – not the current, posted Academic Calendar. Note: this URL is not needed if you are only making changes to individual courses.)</p> <p>Present Academic Calendar Entry:</p> <p><i>Master's Degrees</i></p> <p>[13879] Students apply for admission to the master's degree program through the College of Graduate Studies. Information about the specific program of study should be obtained by contacting the individual graduate program directly. Students are admitted to study only in fields that are authorized by Senate to offer master's-level programs. All applications must be accompanied by an application fee at the time of submission. Consult College of Graduate Studies for more information on admission and current application fees.</p> <p>[</p>



[13881] Students with a Bachelor's Degree from a Canadian or American Institution

[13882] Applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with:

[13883]

- a minimum overall average in the B+ grade range (76-79% at UBC) in third-year level and above courses; or
- academic standing with at least 12 credits of third- or fourth-year courses in the A grade range (80% or higher at UBC) in the field of study; or
- applicants who have a four-year bachelor's degree, or its academic equivalent, which does not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the appropriate graduate program or faculty and approval of the Dean of the College of Graduate Studies.

[13884] These are the minimum requirements for admission to the College of Graduate Studies. Individual graduate programs may have additional admission requirements. Consult the graduate program listings in this Calendar to confirm the admission requirements for specific degree programs.

[13885] Student's with a Bachelor's Degree from an International Institution

[13886] Applications to the College of Graduate Studies are welcomed and encouraged from international students who hold a credential deemed academically equivalent to a four-year

[13881] Students with a Baccalaureate Degree from a Canadian or American University or College

[13882] Applicants for a master's degree program must hold the academic equivalent of a four-year ~~baccalaureate~~ degree from UBC with:

[13883]

- a minimum overall average in the B+ grade range (76-79% at UBC) in third- ~~and fourth-year level~~ courses; or
- academic standing with at least 12 credits of third- or fourth-year courses in the A grade range (80% or higher at UBC) in the field of study; or
- applicants who have a four-year ~~baccalaureate~~ degree, or its academic equivalent, which does not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the appropriate graduate program or faculty and approval of the Dean of the College of Graduate Studies.

[13884] These are the minimum requirements for admission to the College of Graduate Studies. Individual graduate programs may have additional admission requirements. Consult the graduate program listings in this Calendar to confirm the admission requirements for specific degree programs.

[13885] International Students

[13886] Applications to the College of Graduate Studies are welcomed and encouraged from international students who hold a credential deemed ~~comparable~~



[bachelor's degree from UBC](#) and who demonstrate superior academic standing. [Specific minimum admission requirements for graduates of different countries may be found in the International Student Evaluation Manual](#) (<https://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials>).

[13887] Students who are not Canadian citizens or permanent residents must apply for a study permit (student visa) to enter Canada. Applications can be made through any Canadian Consulate or High Commission.

[These are the minimum requirements for admission to the College of Graduate Studies. Individual graduate programs may have additional admission requirements. Consult the graduate program listings in this Calendar to confirm the admission requirements for specific degree programs.](#)

[13888] English Language Proficiency Requirement

[13889] 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. Acceptable English language proficiency tests for applicants to graduate studies are:

[13890]

- TOEFL (Test of English as a Foreign Language): minimum score of 550 (paper version); [90 overall with a minimum score of 22 in Reading & Listening and a minimum score of 21 in Writing &](#)

to an approved Canadian four-year ~~baccalaureate degree~~ and who demonstrate superior academic standing.

[13887] Students who are not Canadian citizens or permanent residents must apply for a study permit (student visa) to enter Canada. Applications can be made through any Canadian Consulate or High Commission.

[13888] English Language Proficiency Requirement

[13889] 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. Acceptable English language proficiency tests for applicants to graduate studies are:

[13890]

- TOEFL (Test of English as a Foreign Language): minimum score of 550 (paper version); ~~80~~ (Internet version);
- IELTS (International English Language Testing Service): minimum overall band



<p>Speaking (Internet version);</p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service): minimum overall band score of 6.5, with no individual score less than 6.0; or • MELAB (Michigan English Language Assessment Battery): minimum overall score of 85, with a final score of 3 in the speaking test. <p>[13891] Individual graduate programs may set higher English language proficiency scores than those listed above.</p> <p>[13892] Required Documentation</p> <p>[13893] A complete application to the College of Graduate Studies consists of:</p> <p>[13895] Admission</p> <p>[13896] Admission to the master's program will be in one of the following categories:</p> <p>[15667] Qualifying Year</p>	<p>score of 6.5, with no individual score less than 6.0; or</p> <ul style="list-style-type: none"> • MELAB (Michigan English Language Assessment Battery): minimum overall score of 81. <p>[13891] Individual graduate programs may set higher English language proficiency scores than those listed above.</p> <p>[13892] Required Documentation</p> <p>[13893] A complete application to the College of Graduate Studies consists of:</p> <p>[13895] Admission</p> <p>[13896] Admission to the master's program will be in one of the following categories:</p> <p>[15667] Qualifying Year</p> <hr/> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change the Graduate Admission section of the Academic Calendar to clarify for applicants, faculty, and staff how admissions GPAs are calculated. Other wording changes are proposed to be in-line with Vancouver. 2. Change minimum College of Graduate Studies English language requirements to align with the minimum undergraduate admission requirements. <p>Rationale:</p> <ol style="list-style-type: none"> 1. The proposed changes will: <ul style="list-style-type: none"> • Clarify how GPAs are calculated for master's applicants. • Ensure that all senior-level and above courses are included in the GPA for
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	<p>master's applicants.</p> <ul style="list-style-type: none">• Clarify GPA requirements for international applicants by including a link to UBC Vancouver's International Student Evaluation Manual.• Ensure that it is consistently noted that these are the minimum requirements and that programs may set higher/additional requirements.• Include updated wording similar to Vancouver. <p>2. In order to achieve the high program standards set by UBC, applicants must show evidence that they are proficient in the English language. The revised threshold of minimum English requirements is at a more adequate level than the previous requirements as it now aligns with the undergraduate English language admission requirements. The new requirements will ensure that students who are admitted to graduate studies are equipped with the necessary English language skills that will enable them to succeed in their graduate programs.</p>
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Admission Proposal Form Okanagan Campus

<p>Faculty/School: College of Graduate Studies Department/Unit: Faculty/School Approval Date: October 6, 2013 (GPA changes)/November 20, 2013 (English language requirements) Effective Session: 2014W</p>	<p>Date: December 6, 2013 Contact Person: Jennifer Cook Phone: 250.807.8180 Email: Jennifer.cook@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><i>Doctoral Degrees</i></p> <p>[13861] Students apply for admission to the doctoral degree program through the College of Graduate Studies. Information about the specific program of study should be obtained by contacting the graduate department directly. Students are normally admitted to study only in fields that are formally authorized by Senate to offer doctoral programs. All applications must be accompanied by an application fee at the time of submission. Consult College of Graduate Studies for information on admission and current application fees.</p> <p>[13863] Applicants for the Doctor of Philosophy (Ph.D.) must have completed one of the following requirements prior to admission:</p>	<p>Draft Academic Calendar URL: (URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,998,1196 – not the current, posted Academic Calendar. Note: this URL is not needed if you are only making changes to individual courses.)</p> <p>Present Academic Calendar Entry:</p> <p><i>Doctoral Degrees</i></p> <p>[13861] Students apply for admission to the doctoral degree program through the College of Graduate Studies. Information about the specific program of study should be obtained by contacting the graduate department directly. Students are normally admitted to study only in fields that are formally authorized by Senate to offer doctoral programs. All applications must be accompanied by an application fee at the time of submission. Consult College of Graduate Studies for information on admission and current application fees.</p> <p>[13863] Applicants for the Doctor of Philosophy (Ph.D.) must have completed one of the following requirements prior to admission:</p>



[13864]

- a master's degree (or equivalent) from an approved institution, with clear evidence of research ability or potential **and a minimum overall average in the B+ grade range (76-79% at UBC) in all graduate courses;**
- a bachelor's degree, with one year of study in a master's program with 12 credits of first-class average, of which, normally, 9 credits must be at the 500 level or above and at least 9 credits must be of first-class standing, and clear evidence of research ability or potential. Transfer directly into a doctoral program is normally accomplished after the first year of study and will not be permitted after the completion of the second year in a master's program; or
- in exceptional cases, applicants who hold an honours bachelor's degree with an overall average in the A grade range and who demonstrate advanced research ability may be granted direct admission to a doctoral degree program on recommendation of the admitting graduate program and approval of the Dean of the College of Graduate Studies.

[14803] To maintain registration as a doctoral student, students entering directly from a bachelor's degree must, during the first year of study, complete 12 credits with a first-class average, of which at least 9 credits must be at the 500 level or above and at least 9 credits must be of first-class standing.

These are the minimum requirements for admission to the College of Graduate Studies. Individual graduate programs may have additional admission requirements. Consult the graduate program listings in this Calendar to confirm the admission requirements for specific degree programs.

[16183] Students with Credentials from International Institutions

[13864]

- a master's degree (or equivalent) from an approved institution, with clear evidence of research ability or potential;
- a bachelor's degree, with one year of study in a master's program with 12 credits of first-class average, of which, normally, 9 credits must be at the 500 level or above and at least 9 credits must be of first-class standing, and clear evidence of research ability or potential. Transfer directly into a doctoral program is normally accomplished after the first year of study and will not be permitted after the completion of the second year in a master's program; or
- in exceptional cases, applicants who hold an honours bachelor's degree with an overall average in the A grade range and who demonstrate advanced research ability may be granted direct admission to a doctoral degree program on recommendation of the admitting graduate program and approval of the Dean of the College of Graduate Studies.

[14803] To maintain registration as a doctoral student, students entering directly from a bachelor's degree must, during the first year of study, complete 12 credits with a first-class average, of which at least 9 credits must be at the 500 level or above and at least 9 credits must be of first-class standing.

[16183] International Students

[16184] Applications to the College of



[16184] Applications to the College of Graduate Studies are welcomed and encouraged from international students who hold a credential deemed **academically equivalent** to a Canadian master's degree and who demonstrate superior academic standing. **Specific minimum admission requirements for graduates of different countries may be found in the International Student Evaluation Manual (<https://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials>).**

[16185] Students who are not Canadian citizens or permanent residents must apply for a study permit (student visa) to enter Canada. Applications can be made through any Canadian Consulate or High Commission.

These are the minimum requirements for admission to the College of Graduate Studies. Individual graduate programs may have additional admission requirements. Consult the graduate program listings in this Calendar to confirm the admission requirements for specific degree programs.

[13868] English Language Proficiency Requirement

[13869] 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. Acceptable English language proficiency tests for applicants to graduate studies are:

[13870]

Graduate Studies are welcomed and encouraged from international students who hold a credential deemed ~~comparable~~ to an ~~approved~~ Canadian ~~two-year~~ master's degree and who demonstrate superior academic standing.

[16185] Students who are not Canadian citizens or permanent residents must apply for a study permit (student visa) to enter Canada. Applications can be made through any Canadian Consulate or High Commission.

[13868] English Language Proficiency Requirement

[13869] 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. Acceptable English language proficiency tests for applicants to graduate studies are:

[13870]

- TOEFL (Test of English as a Foreign



- TOEFL (Test of English as a Foreign Language): minimum score of 550 (paper version); **90 overall with a minimum score of 22 in Reading & Listening and a minimum score of 21 in Writing & Speaking** (Internet version);
- IELTS (International English Language Testing Service): minimum overall band score of 6.5, with no individual component score less than 6.0; or
- MELAB (Michigan English Language Assessment Battery): minimum overall score of **85, with a final score of 3 in the speaking test.**

[13871] Graduate programs may set higher English language proficiency scores than those listed above.

[13872] Required Documentation

....

[13875] Admission

[13876] Admission to the Ph.D. program will be in one of the following categories:

....

[15668] Qualifying Year

....

Language): minimum score of 550 (paper version); ~~80~~ (Internet version);

- IELTS (International English Language Testing Service): minimum overall band score of 6.5, with no individual component score less than 6.0; or
- MELAB (Michigan English Language Assessment Battery): minimum overall score of ~~81~~.

[13871] Graduate programs may set higher English language proficiency scores than those listed above.

[13872] Required Documentation

....

[13875] Admission

[13876] Admission to the Ph.D. program will be in one of the following categories:

....

[15668] Qualifying Year

....

Type of Action:

1. Change the Graduate Admission section of the Academic Calendar to clarify for applicants, faculty, and staff how admissions GPAs are calculated. Other wording changes are proposed to be in-line with Vancouver.
2. Change minimum College of Graduate Studies English language requirements to align with the minimum undergraduate admission requirements.

**Rationale:**

1. The proposed changes will:

- Clarify how GPAs are calculated for doctoral applicants.
- Ensure that all graduate-level courses are included in the GPA for doctoral applicants.
- Clarify GPA requirements for international applicants by including a link to UBC Vancouver's International Student Evaluation Manual.
- Ensure that it is consistently noted that these are the minimum requirements and that programs may set higher/additional requirements.
- Include updated wording similar to Vancouver.

2. In order to achieve the high program standards set by UBC, applicants must show evidence that they are proficient in the English language. The revised threshold of minimum English requirements is at a more adequate level than the previous requirements as it now aligns with the undergraduate English language admission requirements. The new requirements will ensure that students who are admitted to graduate studies are equipped with the necessary English language skills that will enable them to succeed in their graduate programs.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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January 17, 2014

To: Okanagan Senate
From: Curriculum Committee
Subject: January Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

Motion: *That Senate approve the new course and revised courses brought forward from the Faculty of Creative and Critical Studies; the new concentration in the General Science Degree brought forward by the Faculty of Arts and Sciences; and, the new course and Physical Education Specialty brought forward from the Faculty of Education.*

For the Committee,

Dr. Ramine Adl

Chair, Curriculum Committee



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

Category: 1

<p>Faculty/School: FCCS Department/Unit: Critical Studies Faculty/School Approval Date: Effective Session: 2014W</p>	<p>Date: March 21, 2013 Contact Person: Diana Carter Phone: 250.807. 9844 Email: diana.carter@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>SPAN 312 (3) Spanish and English in Contrast</u></p> <p><u>Linguistic analysis of the similarities and differences between Spanish and English. The sound systems and the formation of words and sentences will be compared. Difficulties for second-language learning will also be discussed.</u></p> <p><u>[3-0-0]</u></p> <p><u>Prerequisite: A score of 70% or higher in one of SPAN 202, SPAN 204, SPAN 299, or SPAN 241.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&code=SPAN</p> <p>Present Academic Calendar Entry:</p> <p>New Course</p> <p>Type of Action: Create New Course</p> <p>Rationale: To expand Spanish course offerings in the area of linguistics in order to meet student demand. To provide a transition course between the 200-level Spanish language courses and the upper level Hispanic Linguistics courses offered entirely in Spanish. To provide a course suitable for students who wish to pursue careers in translation or language education.</p>



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

Category: 1

<p>Faculty/School: FCCS Department/Unit: Critical Studies Faculty/School Approval Date: Effective Session: 2014F</p>	<p>Date: March 12, 2013 Contact Person: Melissa Jacques Phone: 250.807.9324 Email: Melissa.jacques@ubc.ca; jennifer.gustar@ubc.ca (Head)</p>
<p>Proposed Academic Calendar Entry:</p> <p>ENGL 150 (3) <u>Introduction to Literary Genre</u> <u>This course is an introduction to literary interpretation through a focus on literature in a range of genres such as poetry, drama, and fiction. At least 35% of class time will be dedicated to instruction in university-level writing and research. [3-0-0] or [2-0-1]</u> Prerequisite: Students must have one of a) 70% in Grade 12 English; b) a 5 on the LPI; c) a passing grade in the Okanagan campus' Writing 009; d) or an acceptable equivalent. For a list of equivalency options consult the Current Students website at http://www.ubc.ca/okanagan/students/registration/First-Year_English.html</p>	<p>Present Academic Calendar Entry:</p> <p>ENGL 150 (3) Readings in Poetry and Drama Introduces students to the literary genres of poetry and drama. Students will critically examine a variety of poems and two or more plays drawn from a range of styles and periods. These works will be studied in relation to the conventions of the two genres, using a variety of critical approaches. Students will receive instruction in processes of research-based writing. [3-0-0] Prerequisite: Students must have one of a) 70% in Grade 12 English; b) a 5 on the LPI; c) a passing grade in the Okanagan campus' Writing 009; d) or an acceptable equivalent. For a list of equivalency options consult the Current Students website at http://www.ubc.ca/okanagan/students/registration/First-Year_English.html</p>



ENGL 151 (3) **Critical Studies in Literature**

This course is an introduction to literature with a focus on literary criticism. It therefore draws from a range of styles and periods as well as introducing students to a variety of critical approaches. At least 35% of class time will be dedicated to instruction in university-level essay writing and research. [3-0-0] or [2-0-1]

Prerequisite: Students must have one of a) 70% in Grade 12 English; b) a 5 on the LPI; c) a passing grade in the Okanagan campus' Writing 009; d) or an acceptable equivalent. For a list of equivalency options consult the Current Students website at

http://www.ubc.ca/okanagan/students/registration/First-Year_English.html.

ENGL 151 (3) **Readings in Short Fiction and the Novel**

Introduces students to the literary genres of short fiction and the novel. Students will examine a variety of short stories and three novels drawn from a range of styles and periods. These works will be studied in relation to the conventions of the two genres, examining a variety of critical approaches. Students will receive instruction in processes of research-based writing. [3-0-0] or [2-0-1]

Prerequisite: Students must have one of a) 70% in Grade 12 English; b) a 5 on the LPI; c) a passing grade in the Okanagan campus' Writing 009; d) or an acceptable equivalent. For a list of equivalency options consult the Current Students website at

http://www.ubc.ca/okanagan/students/registration/First-Year_English.html

Type of Action: Substantially revise the focus and content of these two first-year English courses.

Rationale: These revisions are undertaken after an extensive internal review of all English programming and will enable these courses to more effectively reflect the goals of UBCO and the first-year English degree requirement. We wish to make the commitment to writing instruction explicit so students and Faculties may recognize that these courses also meet their aims, in addition to ENGL 112. While on the surface, these may appear to be extensive revisions or even new course, they, in fact, have identical learning outcomes to the current incarnation of 150 and 151.

The current 150 and 151 are divided by genre: 150 is poetry and drama and 151 is short fiction and novel. Both courses



include introductions to genre, critical textual analysis, reading of criticism and learning of composition. We feel we can teach these courses more effectively and also be clearer in the goals of the courses for our students, by redistributing the same materials in a more pedagogically friendly way.

We do not want any student who has previously taken 150 and 151 to take these courses, as the material is very similar and the learning outcomes practically identical. We are hoping that by keeping the same numbers, we can avoid changing the English requirement in the entire calendar for every program/faculty. These courses redistribute the data, as it were, but reach the same outcomes as the original (current) first-year courses, with the addition of an explicit statement regarding the requirement that 35% of the course will focus on essay writing and research skills.

English Upper-level Curriculum Revisions

The following upper-level curriculum revisions aim at reorganizing and rationalizing the English program, ensuring the smooth progression of students from lower-level through to upper-level offerings. These revisions involve the following:

1. the changing of prerequisites for third-year courses to 3 credits of second-year ENGL and third-year standing.
2. changing prerequisites for fourth-year English courses to 9 credits of third-year ENGL, which will insure students are adequately prepared for our new and more demanding fourth-year seminar offerings;
3. the revising, retitling, and renumbering of various existing English courses, particularly the moving of a significant number of courses from the fourth- to the third-year level.

Rationale

Prerequisites:

The proposed new prerequisites for third- and fourth-year ENGL courses are in response to a program review that seeks to better balance course offerings at third- and fourth-year levels and to better ladder learning outcomes in third and fourth year in order to ensure timely progress through the courses and improve both student experience and learning outcomes.

Revisions to Current Upper-level ENGL Courses:

The new numbers, titles, and course descriptions better reflect the content of the course and / or (in the case of courses that are changed from a 400 to a 300 number) the course's new function in the English program. As noted above, the changes in these upper-level ENGL courses are in response to a program review and seek to better balance course offerings at third- and fourth-year levels and to better ladder learning outcomes in third and fourth year in order to ensure timely progress through the courses and improve both student experience and learning outcomes. Currently, we have twice as many fourth-year courses as third-year, creating an imbalance in the program. Students can take a fourth-year course with only 3 credits of second-year ENGL and no third-year ENGL courses whatsoever. As we are changing the prerequisite structure via separate documents so that students must complete third-year courses before fourth-year courses, we also need to adjust the number of courses so that more are available at the third-year level. The third-year courses will be broader in focus, while the fourth-year courses are meant to provide deeper, more concentrated study in a more participatory forum. This alignment of courses will allow students to proceed, from first year to fourth year, along a trajectory that deepens their knowledge and will eliminate the problem of having highly experienced and inexperienced learners in one classroom at fourth-year level.



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

Category: 1

<p>Faculty/School: FCCS Department/Unit: Critical Studies Faculty/School Approval Date: Effective Session: 2014W</p>	<p>Date: Feb. 21, 2013 Contact Person: John LeBlanc Phone: 250.807.9324 Email: john.leblanc@ubc.ca</p>
<p>ENGL 319 (3/9) d Studies in Romanticism Consideration will be given to <u>Romantic-era literature and culture, including</u> a range of literary, political, philosophical, and social topics. [3-0-0] Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 <u>and third-year standing</u> or 3 credits of 200-level English <u>and third-year standing</u>.</p> <p>ENGL 344 (3/9) d <u>Topics in</u> Medieval Studies [3-0-0] <u>Addresses a range of topics in medieval texts, from genres in medieval literature</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ENGL</p> <p>Type of Action: Change the numbers, titles and/or course descriptions and prerequisites of selected upper-level English courses.</p> <p>ENGL 319 (3/9) d Studies in Backgrounds to Romantic Literature Backgrounds to Romantic literature. Consideration will be given to a range of literary, political, philosophical, religious, and social topics. [3-0-0] Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.</p> <p>ENGL 344 (3/9) d Medieval Studies [3-0-0] Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215,</p>



(such as lyric poetry, romance, and fabliaux) to topics dealing with cultural issues. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 347 (3/9) d 16th-Century Studies Examines sixteenth-century works using a thematic focus across a range of authors, forms, and genres. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 349 (3/9) d 17th-Century Studies Examines seventeenth-century works using a thematic focus across a range of authors, forms, and genres. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 347 (3/9) d Renaissance Studies [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 349 (3/9) d 17th-Century Studies [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.



ENGL 419 (3/9) d Topics in Romanticism

Advanced examination of Romantic-era culture and literature. [3-0-0]

Prerequisite: **9 credits of 300-level ENGL**

ENGL 351 (3) 16th- and 17th-Century Drama

English drama from the reign of Henry VIII to the closing of the theatres in 1642; emphasis on Elizabethan and Jacobean playwrights. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing.**

ENGL 356 (3) Poetry of the Long 18th Century

Study of the major poetic genres and movements from the restoration of King Charles II in 1660 to the rise of Romantic poetry at the end of the eighteenth century. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250,

ENGL 359 (3/9) d Studies in Romanticism

[3-0-0]

Prerequisite: ~~One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.~~

ENGL 411 (3) ~~Tudor and Stuart Drama~~

English drama from the reign of Henry VIII to the closing of the theatres in 1642; emphasis on Elizabethan and Jacobean playwrights. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 431 (3) Poetry of the 18th Century

[3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.



ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 433 (3) English Novel in the 18th Century

The beginnings of the realistic novel and its development from Defoe to Jane Austen.

Consideration of the formal narrative features and engagement with social and cultural matters. [3-0-0]

Prerequisite: **9 credits of 300-level ENGL**

ENGL 352 (3) Shakespeare: Earlier Works

Examines Shakespeare's works before 1599. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 353 (3) Shakespeare: Later Works

Examines Shakespeare's works after 1599. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250,

ENGL 433 (3) English Novel in the 18th Century

The beginnings of the realistic novel and its development from Defoe to Jane Austen.

[3-0-0]

Prerequisite: ~~One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.~~

ENGL 438 (3) Shakespeare: Earlier Works

[3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 439 (3) Shakespeare: Later Works

[3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250,



ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing.**

ENGL 365 (3/9) d Major Authors of the 19th Century

The works of no more than three significant authors will be examined. Specific topics will be announced. [3-0-0]
Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing.**

ENGL 451 (3) Postcolonialism and British Literature

Major figures and trends in British literature after World War II. [3-0-0]
Prerequisite: **9 credits of 300-level ENGL**

ENGL 382 (3) Modernism and the British Novel

20th-century developments in the novel up to World War **II**. [3-0-0]
Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL

ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 449 (3/9) d Major Authors of the 19th Century

The works of no more than three significant authors will be examined. Specific topics will be announced. [3-0-0]
Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 451 (3) ~~20th-Century British and Anglo-Irish Literature after World War II~~

Major figures and trends in ~~twentieth-century~~ British ~~and Anglo-Irish~~ literature after World War II. [3-0-0]
Prerequisite: ~~One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.~~

ENGL 453 (3) ~~Modern British and Anglo-Irish Novel~~

Developments in the novel up to ~~the~~ **Second** World War. [3-0-0]
Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215,



224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**. Permission from the Critical Studies department is also required for students with credit for ENGL 462 via distance education.

ENGL 383 (3) Contemporary British Novel

The novel from World War **II** to the present. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 337 (3) American Literature between the Wars

Major movements and writers. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 338 (3) American Literature after World War II

A continuation of ENGL 337. [3-0-0]

Prerequisite: One of ENGL 203, ENGL

ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English. Permission from the Critical Studies department is also required for students with credit for ENGL 462 via distance education.

ENGL 454 (3) Contemporary British and Anglo-Irish Novel

The novel from ~~the~~ **Second** World War to the present. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 460 (3) American Fiction in the First Half of the 20th Century

Major movements and writers. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 461 (3) American Fiction from the Mid-20th Century to Present

A continuation of ENGL 460. [3-0-0]



209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**.

ENGL 462 (3/9) d 20th- and 21st-Century British Studies

Selected topics in British Studies. [3-0-0]

Prerequisite: **9 credits of 300-level ENGL**

ENGL 309 (3/6) d Modern Critical Theory and Interdisciplinary Methods

Advanced survey of major trends within critical theory, with attention to issues such as subjectivity and power, the body, culture and imperialism, and social discourse.

Recommended for all English Majors. No more than 6 credits in total will be granted for ENGL 309, CULT 371 or any combination thereof. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 **and third-year standing** or 3 credits of 200-level English **and third-year standing**. ENGL 250 recommended.

Equivalency: CULT 371.

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.

ENGL 462 (3/9) d 20th- and 21st-Century British and/or Irish Studies
[3-0-0]

Prerequisite: ~~One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English.~~

ENGL 409 (3/6) d Modern Critical Theories

Advanced survey of major trends within critical theory, with attention to issues such as subjectivity and power, the body, culture and imperialism, and social discourse.

Recommended for all English Majors. No more than 6 credits in total will be granted for ENGL ~~409~~, CULT ~~471~~ or any combination thereof. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English. ENGL 250 recommended.

Equivalency: CULT ~~471~~.



CULT 371 (3/6) d Modern Critical Theory and Interdisciplinary Methods

Advanced survey of major trends within critical theory, with attention to issues such as subjectivity and power, the body, culture and imperialism, and social discourse. No more than 6 credits in total will be granted for CULT **371**, ENGL **309** or any combination thereof. [3-0-0]

Prerequisite: 3 credits of 200-level CULT or 200-level ENGL. One of CULT 270, CULT 275 recommended.

Equivalency: ENGL **309**.

ENGL 412 (3/9) d Interdisciplinary Studies in Critical Theory

Advanced study of a particular area within critical theory. Topics may include queer theory, critical animal studies, ethics, post-humanism, nationalism. No more than 9 credits in total will be granted for ENGL 412, CULT 470 or any combination thereof. [3-0-0]

Prerequisite: **9 credits of 300-level ENGL**

CULT 470 (3/9) d Interdisciplinary Studies in Critical Theory

Advanced study of a particular area within critical theory. Topics may include queer theory, critical animal studies, ethics, post-humanism, and nationalism. No more than 9 credits in total will be granted for CULT 470, ENGL 412 or any combination

CULT 471 (3/6) d Modern Critical Theories

Advanced survey of major trends within critical theory, with attention to issues such as subjectivity and power, the body, culture and imperialism, and social discourse. No more than 6 credits in total will be granted for CULT **471**, ENGL **409** or any combination thereof. [3-0-0]

Prerequisite: 3 credits of 200-level CULT or 200-level ENGL. One of CULT 270, CULT 275 recommended.

Equivalency: ENGL **409**.

ENGL 412 (3/9) d Studies in Critical Theory

Advanced study of a particular area within critical theory. Topics may include queer theory, critical animal studies, ethics, post-humanism, nationalism. No more than 9 credits in total will be granted for ENGL 412, CULT 470 or any combination thereof. [3-0-0]

Prerequisite: ~~One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, CULT 210, CULT 230, CULT 270, CULT 275 or 3 credits of 200-level English. ENGL 250 recommended.~~
Equivalency: CULT 470.

CULT 470 (3/9) d Studies in Critical Theory

Advanced study of a particular area within critical theory. Topics may include queer theory, critical animal studies, ethics, post-humanism, and nationalism. No more than 9 credits in total will be granted for CULT 470, ENGL 412 or any combination



thereof. [3-0-0]

Prerequisite: 3 credits of 200-level CULT.

One of CULT 270, CULT 275

recommended.

Equivalency: ENGL 412.

ENGL 380 (3) Human Rights, Literature, and Culture

Examines **war**, conflict, struggles for social justice, **and the ideal of human dignity** in relation to narrative, discourse, and representation. Credit will not be granted

for both ENGL **380** and CULT **346**. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215,

ENGL 220, ENGL 221, ENGL 222, ENGL 224,

ENGL 226, ENGL 231, ENGL 232,

ENGL 233, ENGL 234, ENGL 240, ENGL 241,

ENGL 242, ENGL 243, ENGL 250,

ENGL 270, CULT 210, CULT 230, CULT 270,

CULT 275 **and third-year standing** or

3 credits of 200-level English **and third-year**

standing. ENGL 250 and/or ENGL 379

recommended.

Equivalency: CULT **346**.

CULT 346 (3) Human Rights, Literature, and Culture

Examines **war**, conflict, struggles for social justice, **and the ideal of human dignity** in relation to narrative, discourse, and representation. Credit will not be granted

for both and CULT **346** and ENGL **380**. [3-

0-0]

Prerequisite: 3 credits of 200-level CULT.

CULT 230, CULT 235, and/or CULT 270

recommended.

Equivalency: ENGL **380**.

thereof. [3-0-0]

Prerequisite: 3 credits of 200-level CULT.

One of CULT 270, CULT 275

recommended.

Equivalency: ENGL 412.

ENGL 436 (3) Narrative and Conflict in Global Context

Examines conflict, **violence, and** struggles for social justice in relation to narrative,

discourse, and representation, **as well as**

questions of nationalism, identity, and

globalization. Credit will not be granted

for both ENGL **436** and CULT **436**. [3-0-0]

Prerequisite: One of ENGL 203, ENGL 209,

ENGL 212, ENGL 213, ENGL 215,

ENGL 220, ENGL 221, ENGL 222, ENGL 224,

ENGL 226, ENGL 231, ENGL 232,

ENGL 233, ENGL 234, ENGL 240, ENGL 241,

ENGL 242, ENGL 243, ENGL 250,

ENGL 270, CULT 210, CULT 230, CULT 270,

CULT 275 or 3 credits of 200-level

English. ENGL 250 and/or ENGL 379

recommended.

Equivalency: CULT **436**.

CULT 436 (3) Narrative and Conflict in Global Context

Examines conflict, **violence, and** struggles for social justice in relation to narrative,

discourse, and representation, **as well as**

questions of nationalism, identity, and

globalization. Credit will not be granted

for both CULT **436** and ENGL **436**. [3-0-0]

Prerequisite: 3 credits of 200-level CULT.

CULT 230, CULT 235, and/or CULT 270

recommended.

Equivalency: ENGL **436**.

Note: Where an ENGL course that is cross-listed with CULT is being revised, the revision of the corresponding CULT course appears below the ENGL version.



Rationale: The new numbers, titles and course descriptions better reflect the content of the course and/or (in the case of courses that are changed from a 400 to a 300 number) the course's new function in the English program. The changes in these upper-level ENGL courses are in response to a program review and seek to better balance course offerings at third- and fourth-year levels and to better ladder learning outcomes in third- and fourth-year in order to ensure timely progress through the courses and improve both student experience and learning outcomes. Currently, we have twice as many fourth-year courses as third-year, creating an imbalance in the program. Students can take fourth-year course with only 3 credits of second-year and no third-year courses whatsoever. As we are changing the prerequisite structure via a separate document, so that students must take third-year courses before fourth-year, we also need to adjust the number of courses so that more are available at the third-year level. The third-year courses will be broader in focus, while the fourth-year courses are meant to provide deeper, more concentrated study in a more participatory forum. This alignment of courses will allow students to proceed, from first-year to fourth-year, along a trajectory that deepens their knowledge and will eliminate the problem of having highly experienced and inexperienced learners in one classroom at fourth-year level.

Note on ENGL 451: Since 2005, this course has been taught as a course on immigration, postcoloniality and British Literature, as WWII marked the influx of various colonized diasporas to Britain. This title makes a more explicit statement of the course's content.



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

Category: 1

<p>Faculty/School: IKBSAS Department/Unit: Dean's Office Faculty/School Approval Date: December 3, 2013 Effective Session: 2013W (retroactive)</p>	<p>Date: October 28, 2013 Contact Person: Patricia Lasserre Phone: 250.807.9338 Email: patricia.lasserre@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p>[15033] General Science Degree</p> <p>[12348] This program provides a comprehensive undergraduate science education with the opportunity for concentration in two or three of the following seven subject areas: Biochemistry, Biology, Chemistry, Earth and Environmental Sciences (including certain courses in Geography), Mathematical Sciences (including courses in Computer Science, Mathematics, and Statistics), Physics, and Psychology¹.</p> <p>[. . .]</p> <p>[12352] Option A (Two Areas of Concentration) Students are required to complete at least 18 credits of Science courses numbered 300 or higher in each of any two of the subject areas listed above.</p> <p>[12353] Option B (Three Areas of</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,997</p> <p>Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,997</p> <p>[15033] General Science Degree</p> <p>[12348] This program provides a comprehensive undergraduate science education with the opportunity for concentration in two or three of the following six subject areas: Biochemistry, Biology, Chemistry, Earth and Environmental Sciences (including certain courses in Geography), Mathematical Sciences (including courses in Computer Science, Mathematics, and Statistics), and Physics.</p> <p>[. . .]</p> <p>[12352] Option A (Two Areas of Concentration) Students are required to complete at least 18 credits of Science courses numbered 300 or higher in each of any two of the subject areas listed above.</p> <p>[12353] Option B (Three Areas of</p>



Concentration)

Students are required to complete at least 36 credits from Science courses numbered 300 or higher. Included in this minimum of 36 credits, at least 18 credits must be in one subject listed above, at least 6 credits must be in a second area, and at least 6 credits must be in a third area.

[12354] Courses selected for either option must be acceptable for a B.Sc. major program in the specific subject areas. Students who successfully complete the B.Sc. General Science program will have the subject areas recorded on their transcript.

¹ Only Psychology courses counting as Science credit can be used for the purpose of the General Degree (See <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1126>).

Concentration)

Students are required to complete at least 36 credits from Science courses numbered 300 or higher. Included in this minimum of 36 credits, at least 18 credits must be in one subject listed above, at least 6 credits must be in a second area, and at least 6 credits must be in a third area.

[12354] Courses selected for either option must be acceptable for a B.Sc. major program in the specific subject areas. Students who successfully complete the B.Sc. General Science program will have the subject areas recorded on their transcript.

Type of Action: Add Psychology as a concentration area

Rationale:

Students have requested the addition of Psychology as one of the areas of concentration. Psychology is already an acceptable subject in the BSc General Science degree at UBC Vancouver. There are enough Psychology courses at UBC Okanagan labeled with Science credits to justify adding it as a possible area of concentration. It makes sense to add that option on the Okanagan campus as well.



Curriculum Consultation Request Course/Program – Okanagan Campus

To:

Name: Jan Cioe	Date: Nov. 7, 2013
Faculty/School: IKBSAS	Department/Unit: Unit 4
Faculty Curriculum Chair: Patricia Lasserre	

From:

Name: Patricia Lasserre	Faculty/School: IKBSAS
Department/Unit: IKBSAS	Phone: 250.807.9338
Email: hsascurriculum.ubco@ubc.ca	Fax: 250.807.

We are proposing curriculum changes for the following course(s) or program(s) as detailed in the attached form(s):

Course number or program title: General Science Degree

We anticipate that you may have some interest in this proposal(s) and would appreciate receiving your comments on this form. Please respond no later than: **November 19, 2013**

Respondent:

- We support the proposal(s)
 We have no interest in the proposal(s)
 We DO NOT support the proposal(s); reasons must be listed below or appended

Comments: Not ideal, but it works

Respondent's Signature:	Date: 2013.11.17
Responding Faculty Curriculum Chair's Signature:	Date: Dec 5, 2013

Note: the originator should also send a copy of this form to the head of the Department/Unit consulted; the Faculty Curriculum Chair must sign this form in order to be considered complete for submission to the Senate Secretariat.



Curriculum and Admissions Proposal Form – Okanagan Campus

<p>Faculty: Education Department/Unit: N/A Faculty Approval Date: June 19, 2013 Effective Session: 2014S</p>	<p>Date: October 7, 2013 Contact Person: Annette LaGrange Phone: 250.807.9586 Email: annette.lagrange@ubc.ca</p>																
<p>Proposed Academic Calendar Entry: <u>Homepage (draft)</u> <u>Faculties, Schools, and Colleges</u> <u>Faculty of Education</u> <u>Undergraduate Programs</u> <u>Bachelor of Education Programs</u> <u>Secondary Teacher Education Program (STEP)</u> <u>Programs of Study</u></p> <p><u>Programs of Study</u></p> <p>French Education Specialty</p> <table border="0"> <thead> <tr> <th>Summer Session (July–August) Term 2</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>EDUC 447 The Adolescent in the Classroom</td> <td>3</td> </tr> <tr> <td>EDUC 450 Policy and Organization: The School, Community, and Society</td> <td>3</td> </tr> <tr> <td>EDUC 453 Information Communication Technology for Secondary Teachers</td> <td>3</td> </tr> <tr> <td>EDUC 456 Special Needs in Secondary Education</td> <td>3</td> </tr> <tr> <th>Winter Session Term 1</th> <th></th> </tr> <tr> <td>EDUC 405 Concept Studies Module I: The Culture of Education</td> <td>8</td> </tr> <tr> <td>EDUC 427 Learning Communities Seminar: Secondary Education</td> <td>3</td> </tr> </tbody> </table>	Summer Session (July–August) Term 2	Credits	EDUC 447 The Adolescent in the Classroom	3	EDUC 450 Policy and Organization: The School, Community, and Society	3	EDUC 453 Information Communication Technology for Secondary Teachers	3	EDUC 456 Special Needs in Secondary Education	3	Winter Session Term 1		EDUC 405 Concept Studies Module I: The Culture of Education	8	EDUC 427 Learning Communities Seminar: Secondary Education	3	<p>Present Calendar Entry: N/A/ Type of Action: Add a new STEP specialty in Physical Education.</p> <p>NOTE: As a result of a proposal approved by Senate (via the Admissions and Awards Committee) in December 2013, this section of the Calendar is being reorganized. Admissions requirements for each specialty will now be housed on a different webpage than will be the program requirements. The left-hand column reflects how this section will now read, with the addition of the new Physical Education specialty.</p> <p>Rationale: New PE Specialty: A specialization in Physical Education in STEP would enable students from the School of Health and Exercise Sciences to obtain a teaching certificate on our campus. This is an important pathway for those who wish to teach in the K to 12 school system and for those who wish to work in other educational settings. Additionally the Physical Education specialization within STEP would allow further program options for students in other STEP specializations. Students from other universities would also be recruited for this specialization.</p>
Summer Session (July–August) Term 2	Credits																
EDUC 447 The Adolescent in the Classroom	3																
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EDUC 427 Learning Communities Seminar: Secondary Education	3																



EDUC 432 Assessment for Learning in the Secondary Classroom	3	<p>The Faculty of Education has worked cooperatively with the School of Health and Exercise Sciences to develop a four-year Bachelor of Human Kinetics degree (B.H.K.) that leads directly into STEP. These B.H.K. students will also have the necessary coursework for a second STEP specialization.</p> <p>When admitted to the STEP program, students would take the following:</p> <ul style="list-style-type: none"> • the current core STEP program • EDUC 4XX Physical Education in the Secondary Classroom (the 3-credit Health and Exercise Science Curriculum & Instruction course) <p>Plus:</p> <ul style="list-style-type: none"> • one 3-credit Curriculum & Instruction course for the student's second teaching concentration; or, a 3-credit course that has been approved by the Faculty of Education <p>The Okanagan Valley is known for a focus on health, well-being, exercise, and sports. The mild year-round climate, and the lakes and mountains all provide opportunities for year-round activities and recreation. Offering a Bachelor of Education in Physical Education at the Secondary level would be another incentive for students to come to UBC Okanagan Campus to study and pursue a passion of health and exercise.</p> <p><i>Note: this proposal is one part of a multi-phased Academic Calendar reorganization of the Faculty of Education entries.</i></p>
EDUC 488 Curriculum and Instruction: French Immersion	3	
EDUC 491 Curriculum and Instruction: French as a Second Language	3	
Winter Session Term 2		
EDUC 426 Practicum Classroom Instruction	3	
EDUC 428 Learning Communities Practicum: Secondary Education	15	
EDUC 459 ESL in Secondary Education	3	
Summer Session (May–June) Term 1		
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4	
INDG 405 Indigenous Education: History and Revitalization	3	
Total	60	
Humanities Education Specialty (Academic Preparation in English or Social Studies)		
Summer Session (July - August) Term 2	Credits	
EDUC 447 The Adolescent in the Classroom	3	
EDUC 450 Policy and Organization: School, Community, and Society	3	
EDUC 453 Information Communication Technology for Secondary Teachers	3	
EDUC 456 Special Needs in Secondary Education	3	



Winter Session Term 1	
EDUC 405 Concept Studies Module I: Culture of Education	8
EDUC 427 Learning Communities Seminar: Secondary Education	3
EDUC 432 Assessment for Learning in the Secondary Classroom	3
EDUC 495 Curriculum and Instruction, Humanities: English	3
EDUC 496 Curriculum and Instruction, Humanities: Social Studies	3
Winter Session Term 2	
EDUC 426 Practicum Classroom Instruction	3
EDUC 428 Learning Communities Practicum: Secondary Education	15
EDUC 459 ESL in Secondary Education	3
Summer Session (May - June) Term 1	
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4
INDG 405 Indigenous Education: History and Revitalization	3
Total	60
 Math/Science Education Specialty (Academic Preparation in Math or Science)	
Summer Session (July–August) Term 2	
EDUC 447 The Adolescent in the Classroom	3
EDUC 450 Policy and Organization: The School, Community, and Society	3
	Credits



EDUC 453 Information Communication Technology for Secondary Teachers	3	
EDUC 456 Special Needs in Secondary Education	3	
Winter Session Term 1		
EDUC 405 Concept Studies Module I: The Culture of Education	8	
EDUC 427 Learning Communities Seminar: Secondary Education	3	
EDUC 432 Assessment for Learning in the Secondary Classroom	3	
EDUC 480 Curriculum and Instruction: Secondary Mathematics	3	
EDUC 482 Curriculum and Instruction: Secondary Science	3	
Winter Session Term 2		
EDUC 426 Practicum Classroom Instruction	3	
EDUC 428 Learning Communities Practicum: Secondary Education	15	
EDUC 459 ESL in Secondary Education	3	
Summer Session (May–June) Term 1		
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4	
INDG 405 Indigenous Education: History and Revitalization	3	
Total	60	
 Middle School Education Specialty		
Summer Session (July–August) Term 2		
EDUC 447 The Adolescent in the	3	Credi ts



Classroom	
EDUC 450 Policy and Organization: The School, Community, and Society	3
EDUC 453 Information Communication Technology for Secondary Teachers	3
EDUC 456 Special Needs in Secondary Education	3
Winter Session Term 1	
EDUC 405 Concept Studies Module I: The Culture of Education	8
EDUC 427 Learning Communities Seminar: Secondary Education	3
EDUC 432 Assessment for Learning in the Secondary Classroom	3
EDUC 493 Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods	3
EDUC 494 Curriculum and Instruction: Middle School Education, Integrated Methods	3
Winter Session Term 2	
EDUC 426 Practicum Classroom Instruction	3
EDUC 428 Learning Communities Practicum: Secondary Education	15
EDUC 459 ESL in Secondary Education	3
Summer Session (May–June) Term 1	
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4
INDG 405 Indigenous Education: History and Revitalization	3
Total	60



Physical Education Specialty

Summer Session (July–August) Term 2 Credits

EDUC 447 The Adolescent in the Classroom 3

EDUC 450 Policy and Organization: The School, Community, and Society 3

EDUC 453 Information Communication Technology for Secondary Teachers 3

EDUC 456 Special Needs in Secondary Education 3

Winter Session Term 1

EDUC 405 Concept Studies Module I: The Culture of Education 8

EDUC 427 Learning Communities Seminar: Secondary Education 3

EDUC 432 Assessment for Learning in the Secondary Classroom 3

EDUC 434 Physical Education in the Secondary Classroom 3

Curriculum and Instruction course for the student's second teachable subject or a course that has been approved by the Faculty of Education 3

Winter Session Term 2

EDUC 426 Practicum Classroom Instruction 3

EDUC 428 Learning Communities Practicum: Secondary Education 15

EDUC 459 ESL in Secondary Education 3

Summer Session (May–June) Term 1



<u>EDUC 430 Guided Reflective Inquiry Project (four weeks)</u>	<u>4</u>	
<u>INDG 405 Indigenous Education: History and Revitalization</u>	<u>3</u>	
<u>Total</u>	<u>60</u>	
Trades Technology Education Specialty		
Summer Session (July–August)	Credits	
Term 2		
EDUC 447 The Adolescent in the Classroom	3	
EDUC 450 Policy and Organization: The School, Community, and Society	3	
EDUC 453 Information Communication Technology for Secondary Teachers	3	
EDUC 456 Special Needs in Secondary Education	3	
Winter Session Term 1		
EDUC 405 Concept Studies Module I: The Culture of Education	8	
EDUC 427 Learning Communities Seminar: Secondary Education	3	
EDUC 432 Assessment for Learning in the Secondary Classroom	3	
EDUC 484 Curriculum and Instruction: Technology Education I	3	
EDUC 486 Curriculum and Instruction: Technology Education II	3	
Winter Session Term 2		
EDUC 426 Practicum Classroom	3	



Instruction	
EDUC 429 Learning Communities Practicum: Secondary Education	18
EDUC 459 ESL in Secondary Education	3
Summer Session (May–June) Term 1	
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4
INDG 405 Indigenous Education: History and Revitalization	3
Total	63



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

Category: 1

<p>Faculty/School: Education Department/Unit: Undergraduate Faculty/School Approval Date: Sept. 18, 2013 Effective Session: 2015W</p>	<p>Date: November 25, 2013 Contact Person: Annette LaGrange Phone: 250.807.9586 Email: Annette.lagrange@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>EDUC 434 (3) Physical Education in the Secondary Classroom</u> <u>Examines theory and practice of the British Columbia 8-12 physical education curricula. Teaching to enhance development of physical literacy skills and concepts and develop practical applications in school settings. Planning units, lessons, and activities related to teaching physical education.</u> <u>Pass/Fail/ [3-0-0]</u> <u>Prerequisite: Admission to Physical Education specialty of the STEP.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proo f/edit/courses.cfm?go=code&code=EDUC</p> <p>Present Academic Calendar Entry: None.</p> <p>Type of Action: New course.</p> <p>Rationale: This course is being added as part of the new specialization in physical education in our Secondary Teacher Education Program that will enable students from the School of Health and Exercise Sciences to obtain a teaching certificate on our campus. This is an important pathway for those who wish to teach in the K to 12 school system and for those who wish to work in other educational settings. Additionally the Physical Education specialization within the STEP program would allow further program options for students in other STEP specializations. Students from other universities would also be recruited for this specialization.</p> <p>The Faculty of Education has worked cooperatively with the School of Health and Exercise Sciences to develop a 4-year Bachelor of Human Kinetics Degree (B.H.K.) that leads directly into the STEP</p>



program. These B.H.K. students will also have the necessary coursework for a second STEP specialization.

When admitted to the STEP program, students would take the following:

- the current core STEP program
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Plus:

- one 3-credit Curriculum & Instruction course for the student's second teaching concentration; or, a 3-credit course that has been approved by the Faculty of Education

The Okanagan Valley is known for a focus on health, well-being, exercise, and sports. The mild year-round climate, and the lakes and mountains all provide opportunities for year-round activities and recreation. Offering a Bachelor of Education in Physical Education at the Secondary level would be another incentive for students to come to UBC Okanagan Campus to study and pursue a passion of health and exercise.



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THE UNIVERSITY OF BRITISH COLUMBIA

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Fax 250 807 8007
www.senate.ubc.ca/okanagan

17 January 2014

To: Okanagan Senate

From: Learning and Research Committee

RE: Candidates for Emeritus Status (approval)

The Learning and Research Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, that they be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Peter Arthur, Chair
Senate Learning and Research Committee

EMERITUS REPORT TO SENATE JANUARY 2014

Title	First Name	Last Name	Years of Service	Rank	Faculty/School	Title
Dr.	Joan	Bassett-Smith	36	Associate Professor	Health and Social Development	Associate Professor Emerita of Nursing
Dr.	William	Bates	14	Associate Professor	Arts and Sciences	Associate Professor Emeritus of Biology
Dr.	Penny	Cash	9	Senior Instructor	Health and Social Development	Senior Instructor Emerita of Nursing
Dr.	Johann	Feught	20	Associate Professor	Creative & Critical Studies	Associate Professor Emeritus of Visual Arts
Dr.	C. Byron	Johnston	22	Associate Professor	Creative & Critical Studies	Associate Professor Emeritus of Visual Arts
Dr.	Naomi	McPherson	23	Associate Professor	Arts and Sciences	Associate Professor Emerita of Anthropology
Dr.	Marilyn	Mardiros	10	Associate Professor	Health & Social Development	Associate Professor Emerita of Nursing
Dr.	Sharon	Thesen	8	Professor	Creative & Critical Studies	Professor Emerita of Creative Writing
Dr.	Maurice	Williams	35	Professor	Arts & Sciences	Professor Emeritus of History



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Office of the Senate

www.senate.ubc.ca

January 17, 2014

To: Okanagan Senate

From: Senate Nominating Committee

RE: Appointments to vacancies in Senate Committees and the Council of Senates

The Nominating Committee has been working to fill all remaining vacancies in the Senate Committees and Council of Senates. Student representatives sit on Senate Committees until the end of their annual term while Faculty members serve until the end of the Triennium. Dr. Marcolin fills a vacancy created by the departure of Dr. Sandy Hilton.

The Nominating Committee recommends the following:

Motion: *That Senate appoint Mr. Simon Bullock to serve on the Senate Admissions and Awards Committee until 31 March 2014 and thereafter until replaced.*

Motion: *That Senate appoint Ms. Sarah Loreen Smith to serve on the Senate Agenda Committee until 31 March 2014 and thereafter until replaced, thus replacing Mr. Curtis Tse as a student representative on that Committee.*

Motion: *That Senate appoint Dr. Barbara Marcolin to serve on the Senate Appeals on Standing and Discipline Committee until 31 August 2014 and thereafter until replaced.*

Motion: *That Senate appoint Ms. Shira Sneg to serve as a student representative on the Council of Senates.*

Respectfully submitted,

Dr. Deborah Roberts, Chair
Senate Nominating Committee