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Okanagan Senate

THE FOURTH REGULAR MEETING OF THE OKANAGAN SENATE
FOR THE 2014/2015 ACADEMIC YEAR

THURSDAY, 18 DECEMBER 2014

3:30 P.M.

ASC 130

1. **Minutes of the Meeting of 26 November 2014 – Prof. Deborah Buszard**
   (approval) (docket pages 2-15)

2. **Business Arising from the Minutes – Prof. Deborah Buszard**

   Questions Regarding 2014 Enrolment Report – Dr Cynthia Mathieson (information)

   (docket pages 16-23)

3. **Remarks from the Deputy Vice-Chancellor and Related Questions – Prof. Deborah Buszard** (information)

4. **Admissions & Awards Committee – Dr Spiro Yannacopoulos**

   Awards Report (approval) (docket pages 24-26)

5. **Curriculum Committee – Dr Peter Arthur**

   Curriculum Proposal from the faculty of Arts & Sciences (approval) (docket pages 27-28)

6. **Joint Report from the Admission & Awards and Curriculum Committees – Dr Peter Arthur or Dr Spiro Yannacopoulos**

   Revised Master of Science in Nursing (approval) (docket pages 29-67)

7. **Learning & Research Committee – Dr Peter Arthur**

   Candidates for Emeritus Status (approval) (docket pages 68-69)

8. **Other Business**

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

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

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OKANAGAN SENATE

MINUTES OF 26 NOVEMBER 2014

DRAFT

Attendance

Present: Prof D. Buszard (Vice-Chair), Mr C. Eaton (Acting Secretary), Ms L. Allan, Dr P. Arthur, Dr L. Berg, Ms H. Berringer, Dean G. Binsted, Dr R. Campbell, Dr D. Carter, Ms C. Comben, Dr M. Evans, Ms A. Fleming, Ms R. Giffen, Ms L. Gomez, Dean M. Grant, Ms K. Henry, Dr J. Johnson, Mr D. Kadish, Dr D. Keyes, Mr D. Kundanmal, Dr C. Labun, Ms A. Lakdawala, Dr R. Lalonde, Dr S. Lawrence, Dr Y. Lucet, Dr C. Mathieson, Mr J. McEwan, Mr W. McLean, Dr S. McNeil, Dean *Pro Tem.* B. Rutherford, Dr R. Sadiq, Dr D. Salhani, Ms S. Sneg, Dr J. Stites Mor, Dean R. Sugden, Dean W. Tettey, Ms J. Vinek, Dr D. Walker, Dr G. Wetterstrand, Ms N. Wong, Dr P. Wylie, Mr D. Xu, Dr S. Yannacopoulos

Regrets: Dr J. Castricano, Dr J Corbett, Mr I. Cull, Ms T. Daramola, Mr L. Gordon, Prof. A. Gupta, Dr D. Koslowsky, Mr J. Krupa, Dr R. Lawrence, Dr M. Legault, Ms K. Panchyshyn, Dean M. Parlange, Dr. K. Ross, Ms S. Smith, Acting Dean E. Taylor

Call to Order

The Vice-Chair of Senate, Professor Deborah Buszard called the third regular meeting of the Okanagan Senate for the 2014/2014 academic year to order at 3:36 pm.

Senate Membership

The Acting Secretary, Mr Eaton, welcomed the following new members to Senate:

> Tolulope Daramola, Graduate Student Representative, to fill a vacancy

> Kyla Henry, Student Representative for the Faculty of Education, to fill a vacancy

> Dhiren Kundanmal, Student At-Large, to fill a vacancy

> David Kadish, Student Representative for the Faculty of Creative & Critical Studies, to fill a vacancy.

Minutes of the Previous Meeting

| Peter Arthur | } | *That the Minutes of the Meeting of 22 October* |
| Rehan Sadiq | | *2014 be adopted as presented.* |

Approved

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor noted that she, the Provost, and the Associate Vice-President Finance and Operations, were meeting with the faculties to follow up on ASPIRE, and to discuss the upcoming budget and the new budget model.

Professor Buszard further advised that she was delighted by the outcome on the student referendum to support the building of a new library: 85% voted in favour, with up to $10M being promised to more than double the size of the current library. She suggested that this strong sign of student support gives the Okanagan campus a strong impetus to raise the further $20M needed from UBC, government and our community. On a related note, she reminded Senate that 2.5 years ago, the Okanagan campus had found $60M of its $100M fundraising goal; as of this Senate meeting, the campus was now at $95M toward that target.

Professor Buszard noted for Senate that UBC had a newly appointed Executive Director for its International office: Adel El Zaïm. On the Okanagan campus, Ms Raina Reddecliff has returned to campus and is now our International Resources officer. Further, Associate Dean Thomas Heilke has taken on additional responsibilities as an advisor on international affairs. Professor Buszard suggested that with the above appointments the Okanagan campus was well poised to grow internationally and that this was an opportune time to refine our international strategy.

The Deputy Vice-Chancellor went on to advise she was recently in Toronto for development work, and in Ottawa with Deans Binsted and Sugden to meet with the granting council presidents and federal officials.

It was noted by Professor Buszard that the municipal elections had recently occurred and that the new mayor of Kelowna, Colin Basran, seems very aware of the role universities and technology sectors play in the local community. Further to that involvement, UBC has recently signed an agreement with the City of Kelowna and Interior Health on the Healthy Cities Initiative. This initiative will investigate a number of questions about the relation between built environment, natural environment, and the residents of the city of Kelowna.

Finally, the Deputy Vice-Chancellor noted that on 10 November the Government of Canada, the Province of B.C. and the City of Kelowna announced $11.6 million in funding for the final phase of the John Hindle Drive extension, allowing another option for students, staff and visitors to access the campus via car or bicycle or walking.

Candidates for Degrees

Miriam Grant	}	*That the candidates for degrees as recommended by*
Cynthia Mathieson		*the faculties and College be granted the degrees for*

the faculties and College be granted the degrees for which they were recommended, effective November 2014, and that a committee comprised of the Registrar, the relevant deans, and the Chair of the Senate be empowered to make any necessary adjustments.

(2/3 majority required).

Approved

Admissions & Awards Committee

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

NEW AWARD

See Appendix A: Awards Report

> Spiro Yannacopoulos   }   *That Senate accept the new award as listed and*
> Shira Sneg   *forward it to the Board of Governors for approval;*
> *and that a letter of thanks be sent to the*
> *donor.*

Approved

BACHELOR OF EDUCATION – SECONDARY TEACHER EDUCATION PROGRAM (STEP), TRADES TECHNOLOGY SPECIALTY

> Spiro Yannacopoulos   }   *That Senate approve the admissions proposal for*
> Greg Wetterstrand   *Bachelor of Education, Trades Technology Specialty*
> *for entry to the 2014 Winter Session and thereafter.*

Approved

Curriculum Committee

Dr Peter Arthur, Senate Curriculum Committee, presented.

NOVEMBER CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

> Peter Arthur   }   *That Senate approve the new courses, revised*
> Spiro Yannacopoulos   *courses, and revised program requirements brought*
> *forward from the faculties of Applied Science and*
> *Health & Social Development.*

Approved

Joint Report of the Admission & Awards and Curriculum Committees

The Chair of the Senate Curriculum Committee, Dr Peter Arthur, presented.

REVISIONS TO THE BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

See Appendix C: BSN Program

Peter Arthur   }   *That Senate approve the revised Bachelor of Science*
Gordon Binsted   *in Nursing (B.S.N.) Program brought forward by the*
                                         Faculty of Health & Social Development.

With consent of Senate, Ms Sheila Epp and Dr Patricia Marck presented. Ms Epp noted that this proposal was informed by a large environment scan and was developed with our partners including Okanagan College. The current program met all of the competencies required by a graduate but it was vital for the program to stay current and look forward to the next decade. In particular, they noted that UBC graduates needed a stronger background in science and a lengthened introductory period into nursing.

Dr Marck noted that there was a deliberate change in approach to our clinical teaching and learning. We just received approval from our regulatory body and they are interested in observing how these changes will play out.

Senator Kadish noted a typo on page 46 – Pleases to PLEASED.

> *By general consent, the proposal was amended to change the word "pleases" to "pleased" on page 46 of the proposal.*

In response to a question from Senator Allen, Dr Marck replied that the NCALEx exams were from the National Council of State Boards of Nursing exams, and CAT stood for computer-adapted testing.

Senator McLean asked how current students were consulted.

> Dr Epp replied that current students would follow the current program, but we took their feedback on that program to inform our new program development process. Further, we had student representatives on our committees.

Senator Kadish asked if this would affect nursing graduates from being able to practice in other jurisdictions.

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> Dr Marck replied that it would not be a change. Within Canada, there is reciprocity and we see no issues with our graduates going to the United States. Internationally our students have not had problems and we do not expect any.

Senator Sneg suggested that - through consulting with nursing students in year 4 – the 130, 230, 330 summer classes were where nursing students felt they learned the most. She expressed a concern about those courses being removed.

> Dr Marck replied that in their minds they have strengthened the clinical approach. Students would have more consistent involvement with medical/surgical nursing under the new curriculum and this would help with lags in confidence caused by the previous long breaks.

> Ms Epp added that students highly valued the 2nd year experience but a large portion of students were not fully prepared at that stage – students get too focused on doing and not on forming critical understandings. In the new curriculum, the same kinds of activities take place in year 4 when students are better prepared.

> Dr Marck said that students early in their program focused on skill acquisition. The 255 hour reduction was not focused on acute care. We are already on the high end, some programs have as few as 1000 hours, and we will still be at 1200. We will remove the hours where students are not able to have quality experiences.

Senator Mathieson expressed her congratulations to Nursing for the work done.

> **Approved as amended**

Report from the Deputy Vice-Chancellor

NEW BUDGET MODEL

The Provost noted that a similar presentation had been or would be made to all of the faculties. She advised that there were three impetuses for change – transparency, predictability, and an opportunity to review historical allocation decisions made behind closed doors, resulting in complicated rules, and perceptions of unequal treatment. She further noted that in discussions, the administration wanted to ensure certain values were imbedded in the model: quality, interdisciplinarity, accountability, and flexibility. Further, we wanted to do the above while considering the uniqueness of the campus and to still be nimble.

The new model objectives are transparency/accountability, respect for historical allocations, have the right incentive system, readily understandable strategic flexibility, balance local decision-making and cross-campus priorities, and allow for continuous improvements.

Senator Berg noted that the 3rd point mentioned – having the right incentive system- implied that the current system dis-incentivized behaviour.

The Provost clarified that we did not presently have any system so there were no incentives, right or otherwise.

Senator Wetterstrand noted that some programs were capped and not able to grow, and thus he did not see many programs in Education – such as elementary education, which limited to 60 seats - being able to benefit from any incentives to grow.

Professor Buszard agreed that some programs were limited, but that nothing prevented faculties from creating or growing new programming.

Senator Lucet asked if we would provide incentives for offering service courses, suggesting that these levers could encourage faculties to keep programming internal.

Senator S. Lawrence noted that there was an overall cap on domestic students within UBC – he asked if this would reward programs for growing at the expense of others.

Mr Shakespeare replied that funding from the province was fixed based on a formula that is actually shrinking. We could always take more students that we are funded for and on the margin this is fine. International students are not capped, but we have to keep our academic priorities first and foremost. We also have limited growth in domestic tuition.

Senator Wylie noted that some Barber units were larger than some other faculties – would Barber devolve this model down to the departments.

Dr Mathieson replied that the money is allocated on the faculty; the dean and her leadership will need to allocate it beyond that based on the faculty's principles and priorities.

Mr Shakespeare went over the funding framework:

- For the Okanagan campus, he noted that tuition and the government grant were still by far the largest sources of revenue. Notionally domestic tuition is split 60/40, and international is 50/50, and this is largely because of higher centralized costs for international students. Under this model, the tuition percentage goes where the course is taught (anything beyond base goes to their home faculty as does the grant funding).

- For research overheads, this will be shared 50/50, which is the same presently. This will also be extended for indirect costs, which were previously kept centrally.

- For expenses, not much change, although, salary increases will need to be covered by units. (GWI funded by the province will flow through.)

Senator Lucet again asked what the incentive would be for service courses and expressed a concern that this would encourage faculties to teach outside of their areas of expertise or to not have breadth in their programming

Mr Shakespeare replied that other governance processes would have to address the appropriateness of where teaching is located.

The Chair advised that this was a budget allocation model, not a replacement for good academic governance. To ensure proper breadth was a responsibility of the departments, faculties and the Senate.

Senator Evans expressed a concern by the absence of cost-based drivers. He expected high-cost FTEs to push out low-cost FTEs.

Senator Wylie noted that the new model still left units with uncertainty and lack of transparency once money was distributed to each faculty. He suggested that we needed to adapt it to account for the large size of the Faculty of Arts & Sciences.

Senator Yannacopoulos asked how this model would compare to those used elsewhere.

Mr Shakespeare replied that there were 3 basic varieties: revenue based, cost-based, and incremental/historical. We have based our model on the Vancouver model but have tailored it to the realities of our campus. The University of California at Berkeley was primarily the exemplar used by Vancouver.

The Principal added that $10 000 per student was significantly lower than the average for Vancouver, which went from $7 500 for a BA student to $75 000 for an MD student and everything in between. There are large differences in costs between offering programs as well. The government direction to stop teaching BAs is an issue given that lower costs to educate BA students enabled UBC to teach more expensive programs such as Engineering. At the Okanagan campus the programs added such as Engineering or Health Sciences are more expensive than liberal arts degrees. Further, our funding model anticipated 50 grad students; we now have over 800.

Senator Johnson suggested that we had an implicit budget model based on f-slots (Faculty appointments). Would deans still seek positions?

The Provost replied that f-slots were gone, but discussions would still need to happen with the Provost to ensure quality. Deans would have to make those decisions based on their funding.

Senator S. Lawrence asked what would happen if a faculty were to go into deficit, structurally.

Mr Shakespeare replied that this highlighted the imperative for multi-year planning and having advanced warning.

The Deputy Vice-Chancellor added that we could not be static. We may add or close programs, on the margin or not depending on what we want to do academically and with changes in demand.

Report from the Provost

2014 ENROLMENT REPORT

The Provost presented the 2014 Enrolment Report. With consent of Senate, Deputy Registrar Fred Vogt, Associate Registrar Andrew Arida, and Dr Stephanie McEwen joined her to present.

Mr Vogt presented; he noted that the key point in the report is that this is the first year for UBCO where domestic enrolment has declined, by 296 (headcount) or 217 FTEs. Overall, we are now 4.8% below our government funded targets. We are considering general enrolment trends, the effects of BBA being introduced 2 years ago, and discontinuation of automatic entrance scholarships.

Mr Vogt explained that 30% of our students came from the Okanagan region, and this pool of eligible students will not grow, so it is essential for the campus to draw from other regions.

Mr Arida noted that the number of grade 12 students was declining in the Okanagan, and that the decrease in applications was slightly faster than the decrease in secondary school numbers.

Senator Arthur asked what percentage of grade 12 students in the Okanagan would be academically qualified and if that number has changed? He suggested that previously this number was close to 20% for UBC.

> Mr Arida replied that we are noticing more students staying rather than leaving the region. The number was now slightly higher than the 20% figure previously cited. Dr McEwen added that 50% of BC HS12 grads were qualified generally for university in BC.

Mr Arida noted the effects of broad-based admission (BBA) on applications to both campuses; application numbers decreased following its implementation.

> Senator Lalonde asked if there was any will to reconsider the policy on BBA.

>> Mr Arida replied that we are reviewing BBA on both campuses to determine how it is meeting its goals, what are its impacts, and how is it changing the 1st year class.

>> Senator McNeil noted that one reason why we implemented BBA was to try to improve retention, and asked if there was data on its effects there.

>>> Mr Arida replied that there was not a large change in retention, but at Vancouver (which had a longer time using BBA), BBA students were retained at a slightly higher rate than those admitted purely on grade.

> Senator Comben asked how common BBA was in Canada.

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Mr Arida replied that it was common for commerce programs, but UBC was the largest institution that required it of all applicants. As a result, a student who is thinking of coming to UBC has a more involved application process than for most other schools.

Senator Lawrence asked if BBA had increased yield.

Mr Arida replied that there may be a small effect, but the effect on applications was much stronger.

Mr Arida further noted that our decrease was mostly for Arts applications, which we know is true for all of Canada. For Okanagan, Science is actually growing slightly, and interest in business is slightly less than the rest of Canada.

Senator Wylie noted that UBC Vancouver Arts applications were not down but UBC Okanagan was.

Mr Arida replied that both Okanagan and Vancouver saw decreases in applications this year, but with Vancouver being more competitive, they can simply lower their criteria slightly to fill all seats.

Senator Evans noted that the thresholds noted were not in the enrolment report and suggested that they be included for next year.

Mr Vogt noted that we are funded for 6971 FTEs. The funding year was May to April, so previous summer numbers were counted. As of Nov 1st we are at 6719. There will be a small decrease over the rest of the year.

Senator Johnson suggested that we could have reduced our admission standards to meet our targets for enrolment to the BA program.

Senator Sneg asked how retention was measured when students changed programs.

Mr Vogt replied that we measured retention on a program, campus, and system level. The numbers presented were for the campus.

Senator Allen asked if we admitted every applicant who met the program requirements or those who met the percentage set above the base number.

Mr Arida replied that it varied program by program. In the case of Arts, because admission was based on grades and BBA, there were some students who met the grade requirement but had BBA scores so low they were not admitted, but this was a very small number of persons.

Senator Lalonde asked how many students have been rejected due to the BBA profile.

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Andrew replied for Arts it was very small. The vast majority of applicants were well above the university minimum. He suggested that the number was a few dozen at most.

Senator S Lawrence asked if we could break out the enrolment and retention figures for the Arts between the social sciences and humanities.

Mr Vogt replied that it would be difficult to make that differentiation.

The Chair suggested that, given the remaining time allotted for this meeting, further questions be sent to the Secretary via email to be addressed as business arising at the next meeting of Senate.

Other Business

IN CAMERA – REPORT OF THE LEARNING & RESEARCH COMMITTEE ON HONORARY DEGREES

Adjournment

There being no further business, the meeting was adjourned at 5:30 pm.

Appendix A: Awards Report

New Award:

ROV Consulting Inc. Bursary in Engineering

A $1,200 bursary is offered by ROV Consulting Inc. to a third- or fourth year student in the Civil Engineering Program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to the student with the greatest financial need. (First award available for the 2014 Winter Session)

Appendix B: Curriculum Report

FROM THE FACULTY OF APPLIED SCIENCE

Revised Courses:

ENGR 315 (3) Systems and Control

ENGR 477 (3) Mechanical Engineering Laboratory

FROM THE FACULTY OF HEALTH & SOCIAL DEVELOPMENT

New Courses:

HMKN 402 (3) Advanced Community Placement Experience

HMKN 415 (3) Muscle Fatigue

HMKN 419 (3) Lifestyle and Metabolic Disease

Revised Program:

Bachelor of Human Kinetics> program requirements (HMKN 402)

Appendix C: BSN Program

FACULTY OF HEALTH & SOCIAL DEVELOPMENT

Program changes:
       Admission Requirements > Basic B.S.N. program
       Admission Requirements > L.P.N. Access
       Admission Requirements > R.N. Access
       Introduction to School of Nursing
       B.S.N. Programs Overview
       B.S.N. program (General program requirements)
       Degree Requirements> Basic B.S.N. program (specific course listings)
       Degree Requirements> L.P.N. Access
       Degree Requirements> R.N. Access
       Academic Regulations

New Courses:
       NRSG 101 Nursing Lab Practice I (2)
       HINT 110 Applied Research in Health (3)
       NRSG 120 Introduction to Nursing Research (3)
       NRSG 123 Relational Practice II (1.5)
       NRSG 126 Health & Healing I (3)
       NRSG 136 Nursing Practice I (72 hrs)
       NRSG 201 Nursing Lab Practice II (2)
       NRSG 202 Nursing Lab Practice III (2)
       NRSG 210 Pharmacology for Nursing I (1.5)
       NRSG 220 Pharmacology for Nursing II (1.5)
       NRSG 223 Relational Practice IV (1.5)
       NRSG 226 Health & Healing II (1.5)
       NRSG 227 Health & Healing III (1.5)
       NRSG 228 Community Health (1.5)
       NRSG 229 Mental Health (1.5)
       NRSG 236 Nursing Practice I (72 hrs) (3)
       NRSG 237 Nursing Practice II (72 hrs) (3)
       NRSG 238 Nursing Practice in Community (72 hrs) (3)
       NRSG 239 Nursing Practice in Mental Health (72 hrs) (3)
       NRSG 301 Nursing Lab Practice IV (1)
       NRSG 302 Nursing Lab Practice V(1)
       NRSG 310 Palliative Approach to Chronic Illness (3)
       NRSG 311 Human Infectious Disease (3)
       NRSG 320 Global Health (3)
       NRSG 326 Health & Healing IV (1.5)
       NRSG 327 Health & Healing V (1.5)
       NRSG 328 Newborn Family Health (1.5)
       NRSG 329 Child Health (1.5)
       NRSG 336 Nursing Practice in Medical Settings (96 hrs) (4)
       NRSG 337 Nursing Practice in Surgical Settings (96 hrs) (4)

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NRSG 338 Nursing Practice in Newborn Family Health (48 hours) (2)
NRSG 339 Nursing Practice in Child Health (48 hours) (2)
NRSG 426 Advanced Gerontology (3)
NRSG 428 Advanced Community Health Nursing (3)
NRSG 429 Advanced Global Health (3)
NRSG 432 Capstone Project (24 sem/72 practice hrs) (4)
NRSG 431 Capstone Acute Care Preceptorship (240 hours) (8)
NRSG 434 Practice Electives (4/8 credits)
NRSG 440 Research Preceptorship (4/8)
NRSG 436 Gerontology Preceptorship (4/8)
NRSG 438 Community Health Nursing Preceptorship (4/8)
NRSG 439 Global Health Practicum (4/8)

Revised Courses:
NRSG 111 Health and Health System (3)
NRSG 112 Introduction to the Profession of Nursing I (1.5)
NRSG 113 Relational Practice I (1.5)
NRSG 122 Introduction to the Profession of Nursing II (1.5)
NRSG 213 Relational Practice III (1.5)
NRSG 313 Relational Practice V (3)
NRSG 421 Capstone Review (3)
NRSG 422 Leadership (3)

Discontinued Courses:
NRSG 114
NRSG 130
NRSG 211
NRSG 214
NRSG 221
NRSG 224
NRSG 230
NRSG 314
NRSG 317
NRSG 321
NRSG 324
NRSG 325
NRSG 330
NRSG 335
NRSG 420

UBC Okanagan 2014 Enrolment Report
Senate Question Responses

December 2014

UBC Okanagan 2014 Enrolment Report
Senate Question Responses

1. How could the University make a forecast in late September that was so wildly off (120 FTE or 1.7% below the Ministry level)? When the published data state that we were about 400 below the 7026 target or 345 below the 6971 Ministry target (or 5%) which as it turned out was completely accurate, just based on the regularly (daily and weekly) published University data?

   The differences between the two values reported are the two different methods used to calculate student program FTEs that can be associated with our ministry target of 6971; the 30-credit approach and the normal program-load approach. The 30-credit approach results in us being about 127 FTE lower than 6971 and the normal program-load approach results in us being 252 FTE lower as of Nov. 1st 2014. In addition, based on previous years' data we anticipate a loss of FTE from November to March, which is when we report our final numbers to the government. Given this, by March 2015 we anticipate being about 332 lower than our ministry target of 6971 using the normal program-load FTE, and about 209 FTE lower using the 30-credit approach.

   30-credit Approach: In this approach all program FTEs are divided by 30. As of Nov. 1st we estimated about 6843.8 FTE, which is about 127.2 FTE lower than our target of 6971. So, for example, Arts requires students to take 30 credits for an entire academic year and with 30 credits as the divisor a full-time Arts student would equal 1.0 FTE; however, Engineering requires that students take 36 credits for an entire academic year and so with the divisor at 30 a full-time Engineering student would equal 1.2 FTE.

   Normal program-load Approach: In this approach all program FTEs are divided by what is stated as the normal number of credits for one year of the program. So, for example, Arts requires students to take 30 credits for an entire academic year and with 30 credits as the divisor a student would still equal 1 FTE (no difference between the methods); however, Engineering requires that students take 36 credits for a normal program-load and so with the divisor set at 36 a full-time student would equal only 1.0 FTE using this approach not 1.2 FTE.

2. Why did UBCO miss domestic student enrolment targets by such a wide margin this year? (6% below enrolment forecasts, 5% below the Ministry domestic FTE level.)

   There are two primary reasons that can account for missing the domestic targets. The first was discontinuing the practice of alternate offers and the second is a smaller applicant pool from within BC.

   Half of the decrease for new students can be attributed to discontinuing the process of making 'alternate offers', a deliberate decision because of poor yield and poor retention from these applicants and the negative impact on our reputation created by these consequences. In order to strengthen the Okanagan's recruitment potential over the long term, it is important that the campus not be seen as a fall back option for those who do not get into Vancouver, even at the cost of lower enrolment in the short term. While the elimination of alternate offers was expected to result in reduced enrolment in the short term, there will be long term benefits in both the quantity and the quality of students attracted to the Okanagan campus.

The other half of the decrease can be attributed to a smaller applicant pool from within BC. Population projections (BC Stats, P.E.O.P.L.E.) for the Okanagan region suggest that the number of university-eligible applicants is currently in decline. Comparing estimates for 2005 (N=24,862) against 2014 (N=22,820), the overall population of residents 15-19 years of age is estimated to have decreased by 8.2%. Looking further to 2020 (N=20,763), the projected decrease in the population of residents 15-19 years of age is estimated at 16.5% against 2005. For this same age category, BC Stats projects that the overall population will return to 2005 levels by 2035.

     i. The Okanagan region includes the following K-12 school districts:
1. Revelstoke (19)
2. Vernon (22)
3. Central Okanagan (23)
4. Okanagan Similkameen (53)
5. Nicola Similkameen (58)
6. Okanagan Skaha (67)
7. North Okanagan-Shuswap (83)

The Okanagan demographics are also affecting the number of transfer students from Okanagan College, which contributed to the decline in Arts transfer students. It is anticipated that this trend will continue.

In addition to these two known contributing factors, the enrolment report also noted that the implementation of BBA may affect application volumes as it requires an applicant to be more serious about applying given the work to complete the application process. Automatic scholarships were also removed during the same timeframe so it is difficult to determine cause and effect.

Finally, changing demographics are not unique to BC so there is increased competition across the country for students while at the same time a national trend towards decreasing numbers of applicants to BA programs (see question 5 below).

3. What steps are the University going to take to ensure that this does not happen next year?

Recruitment activities in BC are being adjusted to gain larger exposure to more high school students and to play to the strength of UBC's reputation. In terms of enrolment management, student recruitment activities often present a tension between quantity and quality of exposure. Some activities provide exposure to large numbers of students, but the volumes typically require the interactions to be shorter and less meaningful. Other tactics focus on quality interactions to a smaller number of prospects. A slight rebalancing, shifting more towards the former and less towards the latter, may be required to maximize UBC Okanagan's applicant pool.

We are currently conducting analyses on survey data from students who were admitted to UBC Okanagan in 2014; the data assesses the factors that underlie the enrolment behaviours of students who accepted our offer of admission and those who chose to go elsewhere. These

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Senate Question Responses

analyses will be presented to the UBC Okanagan Strategic Enrolment Management Committee and will help shape future recruitment efforts.

We are also pursuing strategies to selectively identify potential applicants from the group that formerly received alternate offers in a manner that maximizes enrolment without damaging UBC O's reputation.

That being said, a fundamental problem is that high capacity Okanagan programs are experiencing lower demand (e.g. BA) and programs that are already at capacity experience high demand (e.g. BASC, BSN). This is a trend being seen across Canada (see below). The issue is not just to increase applications, but also to increase applications for particular programs. To do so, it is imperative that programs with capacity do everything possible to be positioned competitively in the marketplace. There have been some promising initial conversations with faculty representatives about what can be done to make BA and BSC more attractive to prospective students. In addition, the Management program presents considerable potential for future applicant growth.

4. How do overall trends in undergraduate applications and enrolment at UBCO compare with UBC Vancouver and trends nationally?

The following figures illustrate the changes in the direct-entry applicant pools for the Okanagan and Vancouver campuses from 2008 to 2014. Domestic applicants are listed by the location of their secondary school, whereas international applicants are presented in the aggregate.

Figures 1 & 2: New to UBC Direct-Entry Applicants, Okanagan and Vancouver, 2008 - 2014
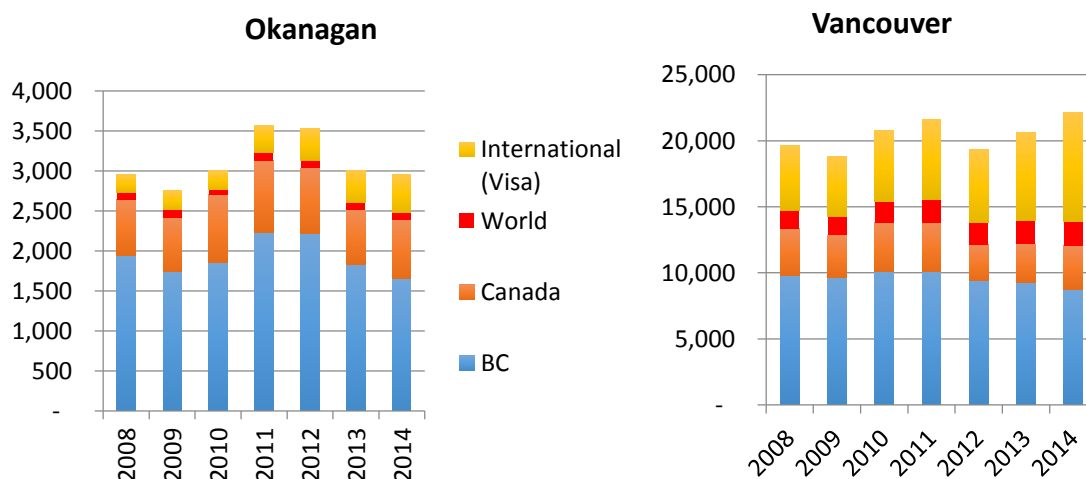
There are a few important things to note with these figures:

- The most significant difference between the two campuses is in the growth of international applicants in Vancouver. To focus on the issue on the current shortfall in enrolment at UBC Okanagan, it is important to focus on domestic applicants only, particularly those from BC secondary schools.

UBC Okanagan 2014 Enrolment Report
Senate Question Responses

- Note that Broad-Based Admissions was introduced in Vancouver in 2012 and in the Okanagan in 2013; both campuses saw notable decreases in their respective applicants pools in the same year.
- Although both campuses have seen decreases in BC secondary school applicants, the decrease is more pronounced in the Okanagan. This issue must be addressed in order to maximize future enrolment.

The trends that we see in the UBC applicant pools mirror what is happening on a national level; See figures 3-5. Note that the decrease in Arts applicants is more pronounced at the Okanagan campus than in Vancouver, but still aligns with what is being seen in Ontario.

Figures 3 – 5: Proportion of total applicant pool by intended area of study, domestic and international

UBC Okanagan

UBC Vancouver

Ontario Universities
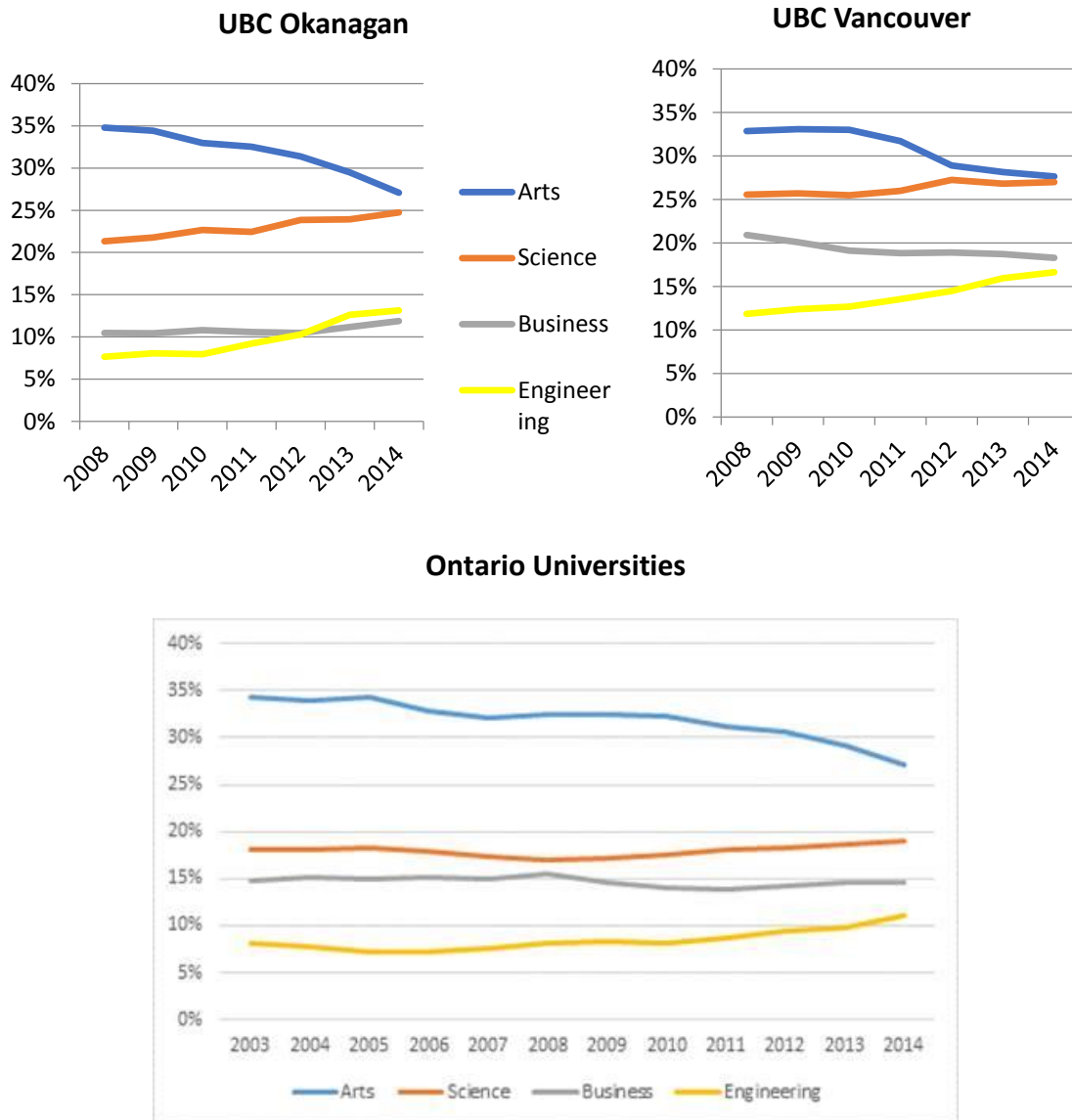
UBC Okanagan 2014 Enrolment Report
Senate Question Responses

5. What are the differences today between the average admission grades on the two UBC campuses for comparable bachelors programs (Arts, Science, Nursing, Education, and Engineering)?

Because of the use of Broad-Based Admission, it is difficult to identify the competitive admission "cut-off" required to gain admission. Some students with very high grades may not have been admitted due to a weaker personal profile, just as some students with lower grades may have gained admission due to a stronger personal profile. However, we can identify:

1. …the minimum admission average required for consideration. In other words, this the minimum grade required for a direct-entry applicant to be deemed "competitive" and evaluated on both their grades and personal profile.
2. …the mean admission average of an admitted student. In other words, this is the mean admission average of all the students who were offered admission (to either their first or their second choice.

Table 1: Minimum admission averages for consideration and mean admission average, applicants from Canadian secondary schools, Vancouver and Okanagan, 2014

	Vancouver		Okanagan	
	Minimum	Mean	Minimum	Mean
Arts	80%	89.0%	70%	82.1%
Science	86%	93.0%	70%	85.7%
Comm/Mgmt	84%	92.6%	70%	83.5%
Engineering	85%	93.2%	70%	87.4%
Kinesiology	84%	90.7%	70%	83.3%
Nursing	n/a	n/a	80%	88.6%
Overall		91.0%		84.5%

Note: Nursing in Vancouver is only open to post-secondary transfer students.

6. What are the application pool sizes and participation rates for the various regions of BC, how does the Interior compare to the lower mainland?

- For the 2011/12 year, there were 4,007 students in the Okanagan region that were eligible to transition to a post-secondary institution (PSI), representing 8.7% of all BC students eligible to transition to a PSI that year (N=46,273). Though this represents an increase over 2003/04 for the Okanagan region (n=3,685), the number of eligible applicants has declined since 2009/10 (n=4,071).
- Considering those students who transitioned immediately to a BC post-secondary institution following graduation from high school, the Okanagan region's immediate transition rate (44.8%) continues to fall below the provincial average with the 2011/12 graduation cohort (52.5%), as well as the Lower Mainland (58.7%). It is important to note that we can only track students who transition within BC, students moving to post-secondary outside of the province would increase participation rates.
- The Okanagan region has outpaced all other BC regions in increasing its immediate transition rate, when comparing the 2003/04 and 2011/12 graduation cohorts. Between

UBC Okanagan 2014 Enrolment Report
Senate Question Responses

these two years, the Okanagan region increased its immediate transition rate by 9.4%, while the Lower Mainland reported a decrease in its immediate transition rate (-2.8%).

Figure 6: Immediate BC PSI Transition Rates by BC Region
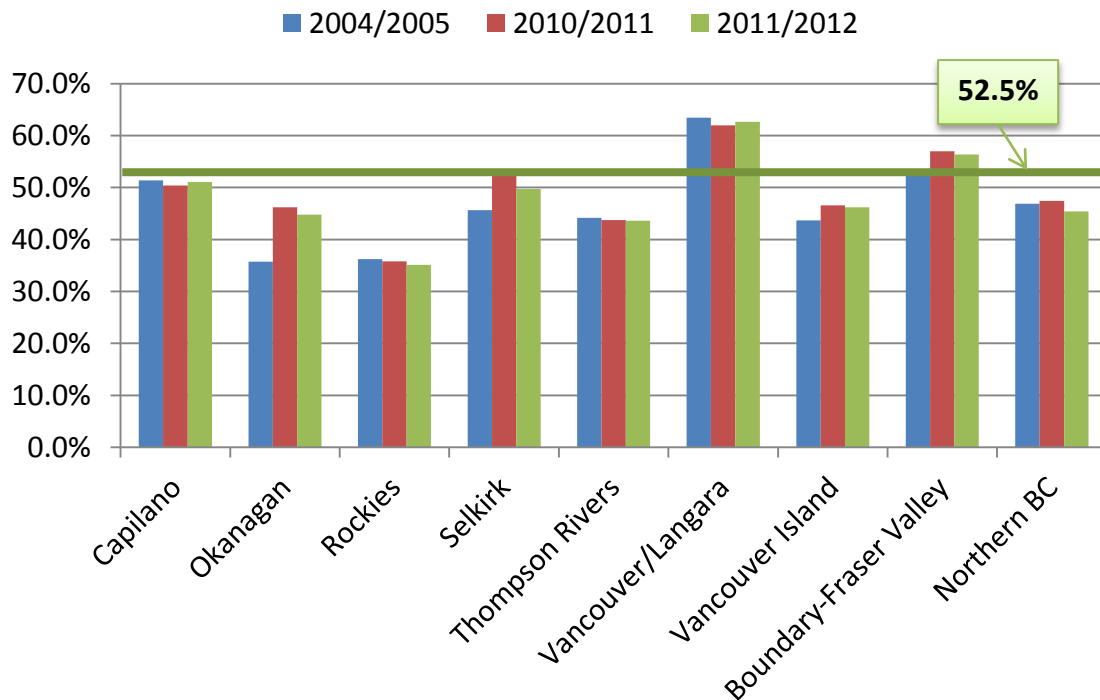
7. By program, how many applicants who would have been admitted by grades alone were not admitted as a result of BBA?

There are two points to answer this question. Figure 7 presents the admission averages of all BC high school students who had a UBC Okanagan program as their first choice in 2014 and whether or not the student was admitted. This presents an overall picture of admissibility. However, these data paint an inaccurate impression of how competitive it is to gain admission. Some applicants were never assessed on a competitive basis. For example, some students are refused because their grades are below the published university minimum, or because they have not met the English Language Admission Standard. So Table 2 focuses solely on the students who were refused based upon the combination of both their grades and their personal profile. That is not to say that these students were refused *because* of their personal profile, only that they were refused based upon the competitiveness of *their grades and personal profiles* compared to those of other applicants.

UBC Okanagan 2014 Enrolment Report
Senate Question Responses

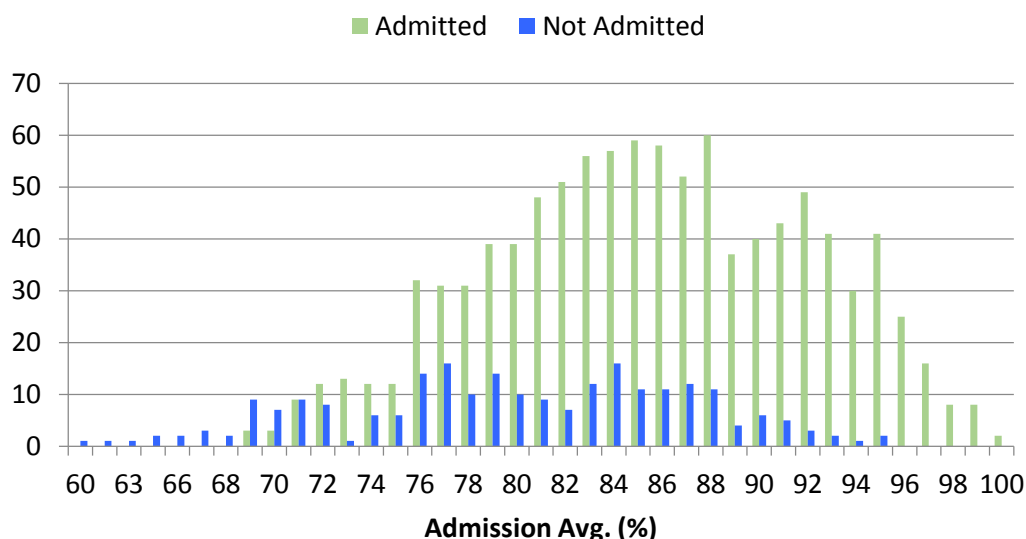*Figure 7: BC Secondary School applicants to 1st choice UBC Okanagan, by applicant outcome, as of June 1, 2014*

Table 2: New to UBCO 1st Choice Direct-Entry Applicants Refused Admission on Basis of Grades/Personal Profile Score as of June 1, 2014

	Admit Avg (%)		PP Score (out of 15)	(n)
	mean	St Dev	mean	
BA-O	81.0	n/a	1.0	1
BASC-O	73.4	3.4	6.2	10
BHK-O	76.0	6.2	7.5	4
BMGT-O	n/a	n/a	n/a	0
BSC-O	n/a	n/a	n/a	0
BSN-O	83.7	3.3	8.9	78
Grand Total	82.3	4.7	8.5	93

For UBC Okanagan, BBA has little effect on the incoming class. Other than Engineering and Nursing, the entering class for UBC Okanagan would be virtually the same regardless of whether UBC O utilized Broad-Based Admission criteria. While the direct impact of the BBA process is limited, we do receive comments on secondary benefits, such as a more engaged student body and a sense that we care more about our applicants because we learn more about them.

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December 8, 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 to Senate:

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 Award:

1. Proposed Award Title: Sysco Foods Kelowna Award in Nutrition

Two $3,000 awards are offered by Sysco Foods Kelowna to fourth-year students in the School of Health and Exercise Sciences in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Preference is given to students who have excelled in their Directed Studies or Practicum projects through the Nutrition Education Centre. Students must demonstrate skill and knowledge within the field of nutrition as performed through their project efforts in collaboration with the Nutrition Education Centre, and have established professional services rendered on behalf of the centre within the university community. The awards are made on the recommendation of the School in consultation with the Director of the Nutrition Education Centre. (First awards available for the 2014 Winter Session).

Revised Awards:
(Previously-approved awards with changes in terms or funding source):

1. Current existing: Stephen Daniel Pope Graduate Award ~~Bursary~~

A \$5,000 award ~~bursary~~ is offered by family in memory of Dr. Stephen Daniel Pope to a graduate student in the Faculty of Education at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of education. Dr. Stephen Daniel Pope is remembered for his passion for education and his significant contributions to the public education system of British Columbia in the 1800s. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Education. (First award available for the 2014 Winter Session)

Amended Description: Stephen Daniel Pope Graduate Award

A \$5,000 award is offered by family in memory of Dr. Stephen Daniel Pope to a graduate student in the Faculty of Education at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of education. Dr. Stephen Daniel Pope is remembered for his passion for education and his significant contributions to the public education system of British Columbia in the 1800s. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Education. (First award available for the 2014 Winter Session)

How Amended: Donor requested a change from a bursary to an award with preference wording added.

2. Current existing: Associated Engineering (Summit) Award in Sciences

A \$1,500 award is offered by Associated Engineering (Summit) to a ~~student completing~~ third ~~or fourth~~ -year student in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to students majoring in Biology or Earth and Environmental Sciences who have an interest in pursuing a career in the consulting field of their chosen discipline. Candidates must demonstrate student leadership, have proven communication skills and ~~with~~ a focus on conservation and natural environment management. The award is made on the recommendation of the School

Amended Description: Associated Engineering (Summit) Award in Sciences

A $1,500 award is offered by Associated Engineering (Summit) to a third-year student in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to students majoring in Biology or Earth and Environmental Sciences who have an interest in pursuing a career in the consulting field of their chosen discipline. Candidates must demonstrate student leadership, have proven communication skills and a focus on conservation and natural environment management. The award is made on the recommendation of the School

How Amended: Donor requested a name change and to restrict to a third-year student.

Respectfully submitted,

Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee

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December 8, 2014

To: Okanagan Senate

From: Curriculum Committee

Subject: Curriculum Proposal (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 brought forward from the Faculty of Arts and Sciences.***

    a.   From the Faculty of Arts & Sciences

        i.   INDG 440 (3) Residential Schools and Reconciliation

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee

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

Category: 1

Faculty/School: IKBSAS **Department/Unit:** COMMUNITY, CULTURE AND GLOBAL STUDIES/UNIT 1 **Faculty/School Approval Date:** October 15, 2013 **Effective Session:** 2015W	**Date:** December 2, 2013 **Contact Person:** Gregory Younging **Phone:** 250.807.9622 **Email:** gregoryyounging@ubc.ca
Proposed Academic Calendar Entry: **INDG 440 (3) Residential Schools and Reconciliation** **The history of the Indian Residential School (IRS) is placed within the context of colonization and the official Canadian Government policy of assimilation. The IRS legacy will be placed in the context of issues confronted by the Truth and Reconciliation Commission of Canada. [3-0-0]** ***Prerequisites:* INDG 100 and third-year standing.**	**Draft Academic Calendar URL:** n/a **Present Academic Calendar Entry:** N/A **Type of Action:** Add a new course **Rationale:** The IRS System was the hallmark institution of the assimilation policy. The overriding goal of IRS was to divest Indigenous peoples of their traditional knowledge, and thereby their attachment to (and knowledge related to) their territories forevermore within a few generations. In the schools children were punished for displaying all aspects of their original cultures. Under the colonial regimes, Indigenous governmental, social, economic, religious, educational, land tenure, and other, institutions are deemed to be inferior/illegitimate and replaced with foreign institutions deemed to be superior. This course will complement student's understanding of colonization developed in INDG 100, 201, 203, 302, 305 and 306, and foster a deeper understanding of the context of Indigenous health and social conditions.

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December 8, 2014

To: Okanagan Senate

From: Curriculum Committee and Admissions and Awards Committee

Subject: Joint Report Curriculum and Admissions Proposal (approval)
                    – Master of Science in Nursing (M.S.N.)

The Curriculum Committee and the Admissions & Awards Committee have reviewed the material forwarded to it by the Faculty of Health and Social Development (School of Nursing) and encloses those proposals it deems ready for approval.

As such, the following is recommended to Senate:

*Motion: **That Senate approve the revised Master of Science in Nursing (M.S.N.) program brought forward from the Faculty of Health and Social Development.***

a. Curriculum Renewal: New Courses

   i.   NRSG 504 (3) Evidence-Informed Practice

   ii.   NRSG 505 (3) Healthcare Policy

   iii. NRSG 506 (3) Qualitative Research

   iv.   NRSG 507 (3) Quantitative Research

   v.   NRSG 522 (3) Intro to Nursing Education

   vi.   NRSG 523 (3) Teaching and Learning in Nursing Practice

   vii. NRSG 542 (3) Introduction to Nursing Leadership and Management

   viii. NRSG 543 (3) Leadership and Management in Practice

   ix.   NRSG 550 (3) Healthcare Ethics

   x.   NRSG 597 (6) Healthcare Capstone Practicum

b. Curriculum Renewal: Revised Courses

   i.   NRSG 500 (3) Nursing Knowledge

   ii.   NRSG 599 (12) Research Thesis

    c.   Curriculum Renewal: Discontinued Courses

        i.   NRSG 501
       ii.   NRSG 502
     iii.   NRSG 503
     iv.   NRSG 513
      v.   NRSG 520
     vi.   NRSG 521
    vii.   NRSG 541

    d.   Updated M.S.N. Calendar pages, sections:

        i.   Program Objectives
       ii.   Program Overview
     iii.   Admissions Requirements
     iv.   Program Requirements
      v.   Scholarship Opportunities
     vi.   Contact Information

For the Committees,

Dr. Peter Arthur
Chair, Curriculum Committee

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UBC OKANAGAN

2015
EXECUTIVE SUMMARY
MSN PROGRAM REVISIONS

Compiled by MSN Graduate Program Committee
October 1, 2014
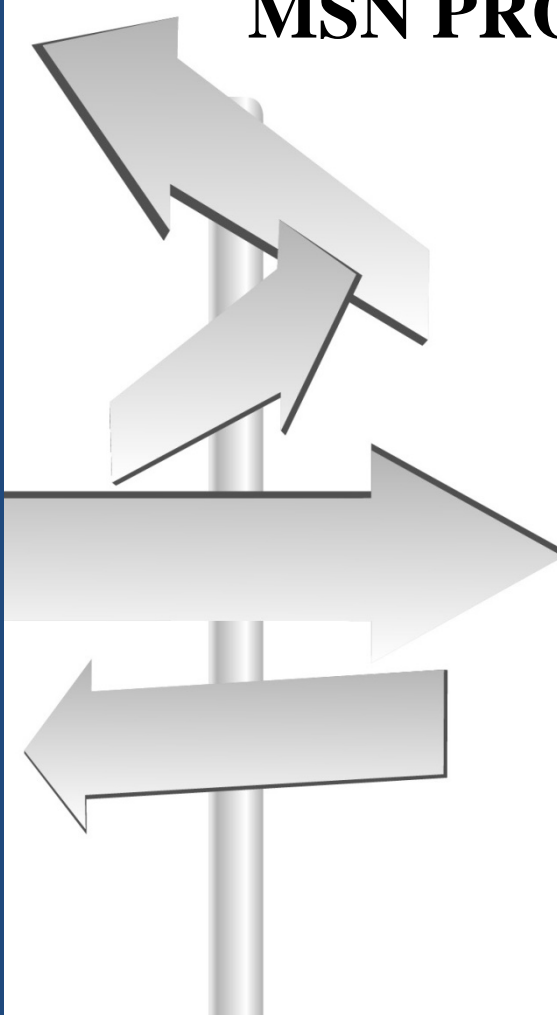
Background

The Masters of Science in Nursing (MSN) at UBC Okanagan campus was initiated in September 2006. It was designed to be flexible and to support students' ability to study part time while working. Although distance delivery was part of the original proposal, that aspect of the program has not been realized. To date, the core, focus, and elective courses have only been offered on-site at the Kelowna campus but strategic re-design through expanded options for delivery will better meet the demographic we serve.

An environmental scan was conducted during the 2011-2012 academic year. The scan included a literature review; broad individual and group consultations with external and internal stakeholders; and a survey of nurses and nursing students regarding graduate education.

The literature review uncovered current trends in Canadian Healthcare, essential MSN competencies, and the current Canadian MSN landscape that were used in planning.

External Stakeholders were consulted for input on graduate education, MSN educational needs of the Health Authority, knowledge and skills needed, barriers to accessing graduate education and preferences for delivery modality. The following groups/individuals were consulted:

- Nurse managers from selected hospitals in Interior Health and from urban-rural communities
- Practicing Nurses in Interior Health as prospective students
- Chief Nursing Officer and Professional Practice lead in Interior Health

Internal Stakeholders included senior university and Faculty of Health and Social Development leaders, who were consulted for their insights on graduate curricular revisions given the overall direction of the University.

- Dr. Deborah Buszard, Principal and Deputy Vice-Chancellor
- Dr. Wes Pue, V-P Academic 2011 - 2013
- Dr. Miriam Grant, Vice-Provost and Dean, College of Graduate Studies
- Dr. Gordon Binsted, Dean of FHSD
- FHSD Directors

The School of Nursing, including graduate and undergraduate program committees, has given input during the entire process and current BSN students were invited to give feedback through survey or focus group participation.

The following key points informed our curricular revisions:

- ❖ Current and potential students highlighted the need for more flexible online delivery options, for more available course options overall and for more availability of supervision and mentorship.

❖ Stakeholders from Interior Health highlighted the need for more practice-based education and for better programs to prepare entry-level nurse managers.
❖ Internal stakeholders highlighted the need for a curriculum that would facilitate more timely completion of requirements and allow for stronger student support and encouraged a course-based, nimble program.
❖ A review of the 32 MSN programs across Canada revealed the following: only 13% are offering a course-based stream, the average length of time to completion is 2.4 years full time and 4.1 years part time, and research and nursing theory/knowledge were identified as the only two core courses in the majority of programs.

In response, the revised curriculum has been designed with the following characteristics:

❖ Two streams (30 credits each) will prepare students for different career tracks. The research stream will prepare students for Doctoral studies. The course-based stream will prepare students for leadership roles in clinical practice.
❖ The course stream is designed to be completed in 16 months of full time study; the research stream is designed to be completed in 24 months of full time study. Both streams have part-time options.
❖ Both full-time and part-time streams are offered via distance with two to three required summer residencies.
❖ Students in both streams will have options to take foci courses in management and education and elective courses in clinical practice.

The current MSN program has a 33 credit requirement with the combination of core and focus courses shown in the table below for the thesis and major paper options.

Current MSN Program	
Thesis Option	**Scholarly Project (Major Paper) Option**
Six core courses (18 credits)	Six core courses (18 credits)
A combination of Focus and Elective courses that totals 6 credits	A combination of Focus and Elective courses that totals 12 credits
Required Research Course (3 credits)	Major Paper (3 credits)
Total: 33 credits	Total: 33 credits

The proposed MSN program has been reduced from 33 credits to 30 credits. This decision was based primarily on the direction of senior leaders who felt that completion times were too long. The reduced credits are within the range of credit hours of other Canadian MSN programs and cover the key content according to the environmental scan. This reduction in credit hours will have advantages for students in times to completion. Further, courses will be offered more regularly giving students more options and greater access to courses.

Overview of Proposed Curriculum

The proposed curriculum includes course-based and research-based streams. Required core and focus courses for each stream are outlined in the following table.

Proposed MSN Program	
Research-Based Stream	**Course-Based Stream**
Three common core courses for both streams (9 credits)	
Two research core courses (6 credits)	Elective (3 credits)
One focus course (3 credits)	Four focus courses (12 credits)
Thesis (12 credits)	Capstone (6 credits)
Total: 30 credits	Total: 30 credits

Core courses will be offered during summer residencies to allow students intensive time (one to two weeks) on campus for orientation and access to faculty and resources, and for building a community of learners in a face-to-face format that it is anticipated will carry over to the Flexible Delivery online format.

Research-Based Stream

Students in the research stream are required to take 3 core courses – NRGS 500 (Nursing Knowledge), NRSG 504 (Evidence-Informed Practice) and NRSG 505 (Health Policy); qualitative (NRSG 506) and quantitative (NRSG 507) research courses and to complete a thesis (12 credits). Students must also complete a 3-credit focus course of their choosing. In consultation with their thesis supervisor, research stream students may choose to take other courses (e.g., Electives) in lieu of the foci courses to fulfill degree requirements. Course substitutions must be requested and approved by the School of Nursing Graduate Program Coordinator to ensure they meet the intended requirements.

Course-Based Stream

Students in the course-based stream are required to take 3 core courses – NRGS 500 (Nursing Knowledge), NRSG 504 (Evidence-Informed Practice) and NRSG 505 (Health Policy); 4 focus courses in the areas of education, leadership (NRSG 530, 531, 550 or others listed); a capstone course and a 3-credit elective of their choosing. Students may choose to take other courses (e.g., Electives) in lieu of the foci courses to fulfill degree requirements. Course substitutions must be requested and approved by the School of Nursing Graduate Program Coordinator to ensure they meet the intended graduate-level requirements.

Transfer of courses taken prior to admission to the program that meet graduate-level requirements, are from an accredited program, and that fall within UBC's 5-year policy, will be considered on a case-by-case basis and will apply to focus courses only.

The following table outlines required core, focus, and elective courses for the OLD and NEW curriculum and highlights proposed revisions and changes.

Overview of Proposed Curriculum			
	OLD	**NEW**	**HOW REVISED**
REQUIRED CORE COURSES for BOTH STREAMS:	HINT 501 (3): Evidence-Based Practice	NRSG 504 (3): Evidence-Informed Practice	Major content revision that warrants new course code and title
	NRSG 500 (3): Nursing Knowledge	NRSG 500 (3) Nursing Knowledge	Minor content update including learning outcomes
	NRSG 501 (3): Constructions of Health and Healing	n/a	Course Deletion
	NRSG 502 (3): Historical, Political, and Economic Contexts of Nursing Practice	NRSG 505 (3): Healthcare Policy	Major content revision that warrants new course code and title. Healthcare policy is now the forefront of this course and will be discussed in the context of such issues as economics, global health, and equity.
	NRSG 503 (3): Promoting Health through Reflective and Relational Practice	n/a	Course deletion
	NRSG 540 (3): Introduction to Nursing Leadership and Management	n/a	Course deletion
REQUIRED CORE COURSES for RESEARCH STREAM:		NRSG 506 (3): Qualitative Research	New requirement for students in the research stream. It is designed for on-line course delivery
		NRSG 507 (3): Quantitative Research	New requirement for students in the research stream. It is designed for on-line course delivery
REQUIRED ELECTIVE for COURSE-BASED STREAM	Required elective of the students choosing	One (3) credit elective of the student's choice with approval of the Graduate Program Coordinator – see potential electives p. 6	New requirement for students in the course-based stream. It permits students an option outside of the focus course requirements.
FOCUS COURSES:	NRSG 520 (3): Intro to Nursing Education		Course deletion
	NRSG 521 (3): Teaching and Learning in Nursing Practice		Course deletion
		NRSG 522 (3): Intro to Nursing Education	Major content update including learning outcomes.
		NRSG 523 (3): Teaching and Learning in Nursing Practice	Major content update including learning outcomes.
		NRSG 542 (3) Introduction to Nursing	Was required core course; now focus course. Major content

	OLD	NEW	HOW REVISED
		Leadership and Management:	update including learning outcomes
	NRSG 541 (3): Nursing Leadership and Issues in Nursing Practice	NRSG 543 (3): Leadership and Management in Practice	Was elective course; now focus course. Major content update including learning outcomes
	OLD	**NEW**	**HOW REVISED**
POTENTIAL ELECTIVE COURSES:		NRSG 550: Healthcare Ethics	New course
	NRSG 530 (3): Families in Health and Illness	NRSG 530 (3)	No changes
	NRSG 531 (3): Advanced Family-Centred Nursing Practice	NRSG 531 (3)	No changes
	NRSG 541 (3): Nursing Leadership and Issues in Nursing Practice		Course deletion
	NRSG 512 (3): Directed Studies		No changes; this independent study option will remain as a course option
	NRSG 513 (3): Special Topics in Advanced Nursing Practice		Course deletion
	HINT ELECTIVES: HINT 503 – Psychosocial Oncology (3) HINT 506 – Participatory Inquiry through Action Research (3) HINT 511 – Special Topics in Interdisciplinary Health Research (3) HINT 512 – Special Topics in Interprofessional Practice (3) HINT 521 – Interprofessional Collaboration (3) HINT 522 – Leadership in Human Service Organizations (3) HINT 523 – Professional Ethics (3) HINT 524 – Interprofessional Practice Issues in Healthy Aging (3) HINT 525 – Disabilities Studies and Interprofessional Health Care (3)	Course-based stream requires one 3-credit elective	These are approved courses that are potential options for students but may or may not be offered during any given academic year.

	OLD	NEW	HOW REVISED
	HINT 526 – Global Health (3)		

	OLD	NEW	HOW REVISED
REQUIRED for PREVIOUS MAJOR PAPER OPTION / NEW COURSE-BASED STREAM:	NRSG 598: MAJOR PAPER COURSE CODE (3)	n/a	
		NRSG 597: Healthcare Capstone Practicum (6)	New requirement. This is a practice-based, project-based course that will involve scholarly processes and outputs. It is a different orientation from the major paper and not a replacement.
REQUIRED for PREVIOUS THESIS OPTION / NEW RESEARCH STREAM:	Non-designated required research course (e.g., Qualitative OR Quantitative) in addition to HINT 501.		
	NRSG 599 (6): Research Thesis	NRSG 599 (12)	Credits increased from 6 to 12. Nine credit hours more accurately reflect the work involved in doing applied research.

The Role of Accreditation: Accreditation plays no role in MSN programming. Currently, there is no accreditation process for MSN programs in Canada.

Program Plans for both course and research streams and full- and part-time options are outlined in the following two tables.

Course-Based Masters (30 credits)

	Summer Term	Winter Term 1	Winter Term 2
Full-Time Option			
Year 1	NRSG 500: Nursing Knowledge (3) NRSG 504: Evidence-Informed Practice (3)	Choose 9 credits from Focus Courses (6) Elective (3)	Choose 6 credits from Focus Courses (6) NRSG 597: Capstone Practicum starts
Year 2	NRSG 505 Healthcare Policy (3) NRSG 597: Capstone Practicum continued/completed (6)		
Part-Time Option			
Year 1	NRSG 504: Evidence-Informed Practice (3)	Choose 3 credits from Focus Courses (3) (may include electives)	Choose 3 credits from Focus Courses (3) (may include electives)
Year 2	NRSG 500: Nursing Knowledge (3)	Choose 3 credits from Focus Courses (3) (may include electives)	Choose 3 credits from Focus Courses (3) (may include electives) NRSG 597: Capstone Practicum starts
Year 3	NRSG 505: Healthcare Policy (3) NRSG 597: Capstone Practicum continued / completed (6)	Elective (3)	

Thesis-Based Masters (30 credits)

	Summer Term	Winter Term 1	Winter Term 2
Full-Time Option			
Year 1	NRSG 500: Nursing Knowledge (3) NRSG 504: Evidence-Informed Practice (3)	NRSG 506 Qualitative Research (3) Focus course (3)	NRSG 507: Quantitative Research (3) Thesis Proposal (0)
Year 2	NRSG 505: Healthcare Policy (3)	NRSG 599 Thesis starts ⟶	NRSG 599 Thesis completed (12) ⟶
Part-Time Option			
Year 1	NRSG 504: Evidence-Informed Practice (3)	NRSG 506: Qualitative Research (3)	NRSG 507: Quantitative Research (3)
Year 2	NRSG 500: Nursing Knowledge (3)	Focus Course (3)	NRSG 599 Thesis Proposal (0)
Year 3	NRSG 505: Healthcare Policy (3)	NRSG 599 Thesis starts ⟶	NRSG 599 Thesis completed (12) ⟶

9

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 1, 2014 **Effective Session:** 2015S	**Date:** October 22/2014 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **Contents** **Program Objectives** Program Overview Admission Requirements Degree Requirements **Scholarship Opportunities** Contact Information **Program Objectives** **The objectives of the MSN program are to prepare nurses who are innovative, creative, evidence-informed problem solvers who can collaboratively lead inter-professional teams.** **These objectives will be achieved through a course of studies that prepares nurses to:**	**Draft Academic Calendar URL:** **http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,986,1179** **Present Academic Calendar Entry:** **Contents** Program Overview Admission Requirements Degree Requirements Contact Information **N/A**

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- **Create, translate and use nursing knowledge in all its forms.**
- **Synthesize and apply diverse perspectives within scholarly nursing research, practice and knowledge development.**
- **Cultivate advanced ethical reasoning and critical thinking.**
- **Develop advanced skills and strategies for evidence-informed decision-making and practice.**
- **Gain practical experience in the application of healthcare knowledge in diverse environments.**

Program Overview

[13829]

……

[13564] The Master of Science in Nursing (M.S.N.) program **offers** opportunities for baccalaureate nurses to develop and advance their professional knowledge, practice, and scholarship. Graduate students will engage in scholarly inquiry within a chosen **area** of nursing practice. **Consistent with the College of Registered Nurses of British Columbia (CRNBC) definition, nursing practice is broadly defined as practice within the domains of clinical work, education, administration and research. In addition to a required core of foundation courses, students will select either a course-based or a research-based stream. The course-based stream may be completed in 16 months of full time study. The research-based stream requires a minimum of 24 months of full-time study. Both streams have part-time options and are offered via a combination of flexible delivery and intensive summer courses offered on campus.** Graduates will be prepared to participate in knowledge development, application, integration, and translation through leadership roles within their practice setting.

Program Overview

[13829]

Degree offered: M.S.N.

[13564] The Master of Science in Nursing (M.S.N.) program ~~provides~~ opportunities for baccalaureate nurses to develop and advance their professional knowledge, practice, and scholarship. Graduate students will engage in scholarly inquiry within a chosen ~~domain~~ of nursing practice ~~(advanced clinical practice, education, or administration~~). Graduates will be prepared to participate in knowledge development, application, integration, and translation through leadership roles within their practice setting~~s~~.

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Admission Requirements	**Admission Requirements**
[16403]	**[16403]** ~~Please note: The School of Nursing is planning to offer a Revised Curriculum for the four-year Bachelor of Science in Nursing Program and the Master in Nursing Program beginning in the following academic year (subject to senate approval).~~
[13576] The program will be governed by policies of the College of Graduate Studies.	**[13576]** The program will be governed by policies of the College of Graduate Studies.
……….	
[13831] **To be eligible for admission, an applicant must:** • **Be a Registered Nurse with a baccalaureate degree, normally in nursing.** • **Have** a minimum overall average of B+ (76%) standing in third-and fourth-year levels of their baccalaureate with an A- (80%) in 12 credits of nursing courses**.** • **Demonstrate competence to pursue studies in the English language.[1]** • **Applicants to the research stream require successful completion of an undergraduate university or graduate university statistics course in the past 5 years as pre-requisite.**	**[13831]** • a minimum overall average of B+ (76~~-79~~% ~~at UBC~~) standing in their third- and fourth-year levels of their baccalaureate with an A- (80% ~~or higher~~) in 12 credits of nursing courses; ~~and~~ • ~~a minimum score of 600 on a TOEFL, or a minimum score range of 6.5-7.0 on an IELTS, for students whose undergraduate degree was not completed in English.~~
[13577] **I**n addition to meeting minimum admission criteria, applicants will be evaluated in relation to: • **R**ecord of academic and professional achievement. • **T**hree **(3)** letters of reference. _____ **[1]Completion of a Test of English as a Foreign Language 4 (TOEFL4) with a minimum score of 600 or International English Language Testing (IELTS) with a minimum score range of 6.5 – 7.0.**	**[13577]** ~~As program capacity is limited, in addition to meeting the minimum admission criteria applicants will be evaluated in relation to: record of~~ academic and professional achievement~~,~~ ~~t~~hree letters of reference, ~~and quality and feasibility of the proposed plan of study.~~

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English Language Proficiency Requirement

Acceptable English language proficiency tests for applicants to the College of

Graduate Studies are:

TOEFL (Test of English as a Foreign Language): minimum score of550 (paper version); 90 overall with a minimum score of22 in Reading & Listening and a minimum score of21 in Writing & Speaking (Internet version).

IELTS (International English Language Testing System): minimum overall band score of 6.5 with no component score less than 6.0

MELAB (Michigan English Language Assessment Battery): minimum overall score of 85, with a final score of 3 in the speaking test.

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

[13693]

Program Requirements

[13565] The M.S.N. **30-credit program includes a 9-credit Core of 3 courses. The course-based stream includes an additional 6 credits of required coursework, 12 credits of focus courses and a 3-credit elective course. The research-based stream includes an additional 6 credits of required courses, 3 credits of focus courses and a 12-credit Research Thesis**.

Course-Based Stream

- **9 credits core (500, 504, 505)**
- **6 credits required capstone coursework (597)**
- **12 credits focus courses (to be selected by student)**
- **3 credit elective course**

Research-Based Stream

[13693] ~~Admission procedures can be found at~~ College of Graduate Studies.

~~Degree~~ Requirements

[13565] ~~Course selection is in consultation with the program.~~ The M.S.N. ~~requires the completion of 33 credits and includes three components: required core courses, focus and elective courses, and the option of a thesis or scholarly project (major paper). Students choosing the thesis option are required to take at least one additional approved graduate-level research course. Focus courses may be taken in the areas of education, advanced practice, and administration/leadership. The program may be taken on a full- or part-time basis.~~

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- **9 credits core (500, 504, 505)**
- **6 credits required research coursework (506, 507)**
- **3 credits focus courses (to be selected by student)**
- **12 credits thesis**

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

[13567] Core Courses (Required) for both streams 9 credits:

- NRSG 500 – Nursing Knowledge (3)
- **NRSG 504 – Finding and Integrating Knowledge for Evidence-Informed Practice (3)**
- **NRSG 505 – Healthcare Policy (3)**

Additional Courses (Required) for Course-Based Stream 6 credits:

NRSG 597: Capstone Practicum (6)

Additional Courses (Required) for Research-Based Stream 15 credits:

Nursing 506: Qualitative Research (3)

Nursing 507: Quantitative Research (3)

Nursing 599: Research Thesis (12)

[13570] Focus Courses (12 credits required for course-based stream; 3 credits required for research-based stream):

The composition of Focus Courses is aimed at advancing appropriate knowledge and expertise in the learner's chosen domain of practice. Students have the opportunity to choose from the following courses.

[13567] Core Courses

~~HINT 501~~	~~Evidence-Based Practice (3 credits)~~
NRSG 500	Nursing Knowledge (3 ~~credits~~)
~~NRSG 501~~	~~Constructions of Health and Healing (3 credits)~~
~~NRSG 502~~	~~Historical, Political, and Economic Contexts of Nursing Practice (3 credits)~~
~~NRSG 503~~	~~Promoting Health through Reflective and Relational Practice (3 credits)~~
~~NRSG 540~~	~~Nursing Leadership and Management (3 credits)~~

[13570] Focus Courses

Nursing Education

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Nursing Education:

- NRSG 52**2** – Introduction to Nursing Education (3)

- NRSG 52**3** – Teaching and Learning in Nursing Practice (3)

Family Nursing:

- NRSG 530 – Families in Health and Illness (3)

- NRSG 531 – Advanced Family-Centred Nursing Practice (3)

Nursing Leadership and Management:

- **NRSG 542 – Introduction to Nursing Leadership and Management (3)**

- NRSG 54**3** – Nursing Leadership and **Management** in Practice (3)

[13582] MSN Program Streams

Research Stream	**Course Based Stream**
3 common core courses (9 credits)	**3 common core courses (9 credits)**
2 Core Research Courses (6 credits)	
1 Focus Course (3 credits)	**4 Focus Courses (12 credits)**
Thesis (12 credits)	**Capstone Course (6 credits)**
	Elective Course (3 credits)
Total: 30 credits	**Total: 30 credits**

NRSG 52**0**	Introduction to Nursing Education (3 ~~credits~~)
NRSG 52**1**	Teaching and Learning in Nursing Practice (3 ~~credits~~)

~~Advanced Practice in~~ Nursing

NRSG 530	Families in Health and Illness (3 ~~credits~~)
NRSG 531	Advanced Family-Centred Nursing Practice (3 ~~credits~~)

Nursing Leadership and Management

NRSG 54**1**	Nursing Leadership and ~~Issues~~ in ~~Nursing~~ Practice (3 ~~credits~~)

[13582] ~~Thesis or Scholarly Project (Major Paper) Option~~

~~Thesis Option~~	~~Scholarly Project (Major Paper) Option~~
~~Six core courses (18 credits)~~	~~Six core courses (18 credits)~~
~~A combination of Focus and Elective courses[1] that totals 6 credits~~	~~A combination of Focus and Elective courses[1] that totals 12 credits~~
~~Thesis (6 credits)~~	~~Major Paper (3 credits)~~
~~Required Research Course (3 credits)~~	
~~Total: 33 credits~~	~~Total: 33 credits~~

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[13572] Electives (Possible substitutions for focus courses with approval of MSN Program Coordinator.)

Elective Courses that are relevant to the learner's chosen domain of practice may be used in fulfilling focus course requirements. Elective courses being substituted for focus courses require the approval of the Graduate Program Coordinator, School of Nursing. Students may choose from the following Nursing or HINT electives.

NRSG 512　Directed Studies in Nursing (3/6 d credits)[1]

NRSG 530 – Families in Health and Illness (3)

NRSG 531 – Advanced Family-Centred Nursing Practice (3)

NRSG 550 – Healthcare Ethics (3)

HINT 503 – Psychosocial Oncology (3)

HINT 506 – Participatory Inquiry through Action Research (3)

HINT 511 – Special Topics in Interdisciplinary Health Research (3)

HINT 512 – Special Topics in Interprofessional Practice (3)

HINT 521 – Interprofessional Collaboration (3)

HINT 522 – Leadership in Human Service Organizations (3)

HINT 523 – Professional Ethics (3)

HINT 524 – Interprofessional Practice Issues in Healthy Aging (3)

HINT 525 – Disabilities Studies and Interprofessional Health Care (3)

HINT 526 – Global Health (3)

[13572] Electives

NRSG 512　Directed Studies in Nursing (3/6 d credits)[1]

~~NRSG 513　Special Topics in Advanced Nursing Practice (3 credits)~~

~~[1] Students may take a maximum of 6 credits of directed studies within the M.S.N. program.~~

11

[13573]

[13574]

[13575]

[13573] ~~Health - Interprofessional Courses~~

[13574] ~~The Faculty of Health and Social Development provides courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.~~

[13575]

~~HINT 501~~	~~Evidence-Based Practice (3 credits)~~
~~HINT 502~~	~~Interprofessional Psychosocial Oncology: Theory~~
~~HINT 503~~	~~Psychosocial Oncology (3 credits)~~
~~HINT 504~~	~~Qualitative Methods: Interdisciplinary Health (3 credits)~~
~~HINT 505~~	~~Relational Practices with Families in Oncology and Palliative Care (3 credits)~~
~~HINT 506~~	~~Participatory Inquiry through Action Research (3 credits)~~
~~HINT 511~~	~~Special Topics in Interdisciplinary Health Research (3 credits)~~
~~HINT 512~~	~~Special Topics in Interprofessional Practice (3 credits)~~
~~HINT 521~~	~~Interprofessional Collaboration (3 credits)~~
~~HINT 522~~	~~Leadership in Human Service Organizations (3 credits)~~
~~HINT 523~~	~~Professional Ethics (3 credits)~~

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	~~HINT 524~~ ~~Interprofessional Practice Issues in Healthy Aging (3 credits)~~
	~~HINT 525~~ ~~Disabilities Studies and Interprofessional Health Care (3 credits)~~
	~~HINT 526~~ ~~Global Health (3 credits)~~

Scholarship Opportunities

A variety of scholarships are available for students pursuing the Master of Science in Nursing program. For a listing of opportunities, please visit MSN Scholarship Opportunities. (Insert link: http://www.ubc.ca/okanagan/nursing/grad/scholarship.html)

N/A

Contact Information

[13578] Dr. Kathy Rush, Graduate **Program** Coordinator
The School of Nursing
UBC, Okanagan Campus
ART 150
3333 University Way
Kelowna, BC V1V 1V7
Tel: 250.807.9561
Fax: 250.807.9865
Web: www.ubc.ca/okanagan/nursing/welcome.html

Contact Information

[13578] Dr. Kathy Rush, Graduate Coordinator
The School of Nursing
UBC, Okanagan Campus
ART 150
3333 University Way
Kelowna, BC V1V 1V7
Tel: 250.807.9561
Fax: 250.807.9865
Web:
www.ubc.ca/okanagan/nursing/welcome.html

Type of Action: Update MSN Calendar pages

Rationale: Program Revision (See executive summary)

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** Aug 5/2014 **Effective Session:** 2015S	**Date:** July 31/2014 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca

Proposed Academic Calendar Entry:
 	
NRSG 500 (3) **Nursing Knowledge**
    Examines historical and contemporary philosophies of science as they have been applied to and informed by the development of nursing knowledge. [3-0-0]
    Corequisite: **NRSG 504** or permission of the **Graduate Program** Coordinator**, School of Nursing**
	Draft Academic Calendar URL:
	http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG
	
	Present Academic Calendar Entry:
	
	NRSG 500 (3) **Nursing Knowledge**
	    Examines historical and contemporary philosophies of science as they have been applied to and informed by the development of nursing knowledge. [3-0-0]
	    Prerequisite: ~~Admission to the M.S.N. program~~ or permission of the ~~M.S.N.~~ Coordinator~~.~~
	
	Type of Action: Updating course content.
	
	Rationale: Course readings were updated and topics for the assignment revised to be more clearly focused.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **NRSG 504 (3) Finding and Integrating Knowledge for Evidence-Informed Practice** **Focuses on the development of students' abilities to find, critique, and synthesize evidence to inform the scholarly development of advanced practice in their teaching, management, research, and provision of nursing care. [3-0-0]** ***Prerequisite:* First-year standing in the Master of Science in Nursing program or permission of the Graduate Program Coordinator, School of Nursing.**	**Draft Academic Calendar URL:** **http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG** **Present Academic Calendar Entry:** N/A **Type of Action:** creation of new course **Rationale:** Major content revision that warrants new course code and title.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/2014 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca

Proposed Academic Calendar Entry:
 	
NRSG 505 (3) Healthcare Policy
    An overview of policy processes including analysis, development, implementation, and evaluation in healthcare. Canadian and global health issues will be discussed such as health economics, politics, advocacy, and equity with a focus on policy. [3-0-0]
    ***Corequisite:* NRSG 504 or permission of the Graduate Program Coordinator, School of Nursing**
	Draft Academic Calendar URL:
	http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG
	
	Present Academic Calendar Entry:
	
	N/A
	
	Type of Action: creation of new course
	
	Rationale: Healthcare policy is now the forefront of this course and will be discussed in the context of such issues as economics, global health, and equity

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **NRSG 506 (3) – Qualitative Research** **Understanding the predominant approaches in qualitative research. Knowledge and skills in conducting qualitative research, including methodology, research design, data collection, data analysis, and communication of findings. [3-0-0]** *Corequisite***: NRSG 504 or permission from the Graduate Program Coordinator, School of Nursing.**	**Draft Academic Calendar URL:** **http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG** **Present Academic Calendar Entry: N/A** **Type of Action:** Creation of new course. **Rationale:** New requirement for students in the research stream. It is designed for on-line course delivery..

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **NRSG 507 (3) Quantitative Research** Focused on developing knowledge and application of core concepts, methods and statistical procedures related to quantitative research design and data analysis in health disciplines. [3-0-0] *Prerequisite:* Undergraduate university or graduate university statistics course in the past five years. *Corequisite:* NRSG 504 or permission of the Graduate Program Coordinator, School of Nursing	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** N/A **Type of Action:** Creation of new course. **Rationale:** New requirement for students in the research stream. It is designed for on-line course delivery.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca

Proposed Academic Calendar Entry:
 	
NRSG 522 (3) Introduction to Nursing Education
      Examines issues and trends in nursing education including implications for the teaching practices of nurse educators. [3-0-0]
      Corequisite: **NRSG 504 or permission of the Graduate Program Coordinator, School of Nursing**
	Draft Academic Calendar URL:
	http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG
	
	Present Academic Calendar Entry:
	
	N/A
	
	Type of Action: creation of new course
	
	Rationale: Major content update; including learning outcomes.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** Aug 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **NRSG 523 (3) Teaching and Learning in Nursing Practice** **Examines theory, research, and best practices for teaching and learning in the laboratory and nursing practice courses in acute and community settings. [3-0-0]** *Corequisite:* **NRSG 504 or permission of the Graduate Program Coordinator, School of Nursing**	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** N/A **Type of Action:** Creation of new course **Rationale:** Major content update; including learning outcomes.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca

Proposed Academic Calendar Entry:
 	
NRSG 542 (3) Introduction to Nursing Leadership and Management
      Examines issues and trends in nursing leadership, including implications for management in the Canadian healthcare context. [3-0-0]
Corequisite: **NRSG 504 or permission of the Graduate Program Coordinator, School of Nursing**
	Draft Academic Calendar URL:
	http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG
	
	Present Academic Calendar Entry:
	
	      N/A
	
	Type of Action: Creation of new course
	
	Rationale: Was required core course, now focus course. Major content update including learning outcomes.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **NRSG 543 (3) Nursing Leadership and Management in Practice** **Develops essential competencies for management in healthcare leadership positions and integrates evidence-based management concepts into the delivery of quality healthcare to improve health outcomes. [3-0-0]** *Corequisite:* **NRSG 504 or permission of the Graduate Program Coordinator, School of Nursing**	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** N/A **Type of Action:** Creation of new course. **Rationale:** Was elective course; now focus course. Major content update including learning outcomes.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **NRSG 550 (3) Health Care Ethics** **Examines a range of ethical theories, relevant research, and approaches to ethical decision-making to critically debate real world problems in health care. [3-0-0]** *Corequisite:* **NRSG 504 or permission of the Graduate Program Coordinator, School of Nursing**	**Present Academic Calendar Entry: N/A** **Type of Action:** Creation of a new course. **Rationale:** Elective course that addresses complex ethical issues needed by nurses in health care.

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

Category: 1

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 4/14 **Effective Session:** 2015S	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: **NRSG 597 (6) – Healthcare Capstone Practicum** Integrative practicum in a student's chosen area of practice. Students will critically analyze, synthesize, and apply advanced knowledge to promote change and contribute to knowledge development. [6-0-0] *Prerequisite: All of NRSG 500, NRSG 504*	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** **N/A** **Action:** Creation of new course. **Rationale**: This is a practice-based project-oriented course that will involve scholarly processes and outputs. It is a different orientation from the major paper and not a replacement.

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** Aug 5/2014 **Effective Session:** 2015S	**Date:** August 1/2014 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca

Proposed Academic Calendar Entry:
 	
NRSG 599 (**12**) **Research Thesis**
    Pass/Fail.
 	
Prerequisite: All of NRSG 500, NRSG 504
	Draft Academic Calendar URL:
	http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG
	
	Present Academic Calendar Entry:
	
	NRSG 599 (6) **Research Thesis**
	    Pass/Fail.
	
	Type of Action: adding prerequisite
	
	Rationale:

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5, 2014 **Effective Session:** 2014WT2	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar entry: N/A	**Draft Academic Calendar URL:** **http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG** **Present Academic Calendar Entry:** ~~NRSG 501 (3)~~ **~~Constructions of Health and Healing~~** ~~Examines the constructions of health, illness, healing, and the body in the context of contemporary health care practice. [3-0-0]~~ *~~Prerequisite:~~* ~~Admission to the M.S.N. program or permission of the M.S.N. Coordinator.~~ **Type of Action:** Course being discontinued. **Rationale:** No longer relevant given more focused program streams.

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2015Summer	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: N/A	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** ~~**NRSG 502 (3) Historical, Political, and Economic Contexts of Nursing Practice**~~ ~~Using the context of nursing practice, this course critiques historical, political, and economic influences on health care. [3-0-0]~~ ~~*Prerequisite:* Admission to the M.S.N. program or permission of the M.S.N. Coordinator.~~ **Type of Action:** Course being discontinued. **Rationale:** No longer relevant given more focused program streams.

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2014WT2	**Date:** July 31, 2014 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
N/A	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** ~~**NRSG 503 (3) Promoting Health through Reflective and Relational Practice**~~ 　　~~Using reflection as a basis, this course examines personal and professional meanings emerging from being in relation. [3-0-0]~~ ~~*Prerequisite:* Admission to the M.S.N. program or permission of the M.S.N. Coordinator.~~ **Type of Action:**　Course being discontinued. **Rationale:**　No longer relevant given more focused program streams.

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2014WT2	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca

Proposed Academic Calendar entry:
 	
N/A
	Draft Academic Calendar URL:
	http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG
	
	Present Academic Calendar Entry:
	
	~~**NRSG 513 (3) Special Topics in Advanced Nursing Practice**~~
	   ~~**Focuses on research and developments in advanced nursing practice not covered by other courses. Topics will vary. [3-0-0]**~~
	   ~~*Prerequisite:* **Admission to the M.S.N. program or permission of the M.S.N. Coordinator.**~~
	
	Type of Action: Course being discontinued.
	
	Rationale: No longer relevant given more focused streams.

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2014WT2	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: N/A	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** ~~**NRSG 520 (3) Introduction to Nursing Education** Examines issues and trends in nursing education including implications for the teaching practices of nurse educators. [3-0-0]~~ ~~*Prerequisite:* Admission to the M.S.N. program or permission from the M.S.N. coordinator.~~ **Type of Action:** Course being discontinued. **Rationale:** No longer relevant given more focused program streams.

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New/Change to Course/Program – Okanagan Campus

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2014WT2	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: N/A	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** ~~**NRSG 521 (3) Teaching and Learning in Nursing Practice**~~ ~~**Examines theory, research, and best practices for teaching and learning in the laboratory and nursing practice courses in acute and community settings. [3-0-0]**~~ ~~*Prerequisite:* **Admission to the M.S.N. program or permission from the M.S.N. coordinator.**~~ **Type of Action:** Course being discontinued. **Rationale:** No longer relevant given more focused program streams.

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

Category: 2

Faculty/School: Health & Social Development **Department/Unit:** Masters in Science of Nursing **Faculty/School Approval Date:** August 5/14 **Effective Session:** 2014WT2	**Date:** August 1/14 **Contact Person:** Kathy Rush **Phone:** 250.807.9561 **Email:** Kathy.rush@ubc.ca
Proposed Academic Calendar Entry: N/A	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG **Present Academic Calendar Entry:** ~~**NRSG 541 (3) Nursing Leadership and Issues in Nursing Practice**~~ ~~**Examines historical and contemporary nursing leadership and the current issues and challenges that confront nursing leaders. [3-0-0]**~~ ~~*Prerequisite:* **Admission to the M.S.N. program or permission from the M.S.N. coordinator.**~~ **Type of Action:** Course being discontinued. **Rationale:** No longer relevant given more focused program streams.

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Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

December 8, 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 OCTOBER 2014

Title	First Name	Last Name	Rank	Expertise	Faculty/School	Dept	Gender	Eff Date	Years of Service
Dr.	Vicki	Green	Associate Professor (Tenure)	Social Issues/Social Studies	Faculty of Education	Faculty of Education	F	January 1, 2015	23
Mr.	David	Smith	Associate Professor (Tenure)	Biology	BarberSchoolArts&Sciences	BSAS Unit 2	M	January 1, 2015	43