



Okanagan Senate

THE EIGHTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2016/2017 ACADEMIC YEAR

THURSDAY 27 APRIL 2017

3:30 P.M. | ASC 130

1. Senate Membership

New Members:

- Mr Daniel Kandie, Representative of the Students At-Large (Continuing)
- Ms Emily Lewis, Representative of the Students At-Large
- Ms Kelly Lu, Representative of the Students At-Large (Continuing)
- Ms Kristen Morgan, Representative of the Students At-Large
- Ms Janessa Tom, Representative of the Students At-Large
- Ms Megan Harper, Representative of the Graduate Students
- Ms Brittni MacKenzie-Dale, Representative of the Graduate Students
- Ms Kyle Lee, Student Representative, Faculty of Applied Science
- Ms May Ly, Student Representative, Faculty of Arts & Sciences
- Ms Gilliane Hardy-Legault, Student Representative, Faculty of Creative & Critical Studies
- Mr Arash Aghshahi, Student Representative, Faculty of Health & Social Development
- Ms Hillary Tijoe, Student Representative, Faculty of Management

NB: Vacancies are presently being filled for the Student Representative for the Faculty of Education and one additional student at-large.

Nominating Committee

This is a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2018 and thereafter until replaced. Nominations are due by 4 pm on Friday 5 May 2017 to christopher.eaton@ubc.ca. If more than two students are nominated, an election will be held at the May meeting of Senate in accordance with Rule 24 (e) of the *Rules and Procedures of Senate*.

2. Minutes of the Meeting of 30 March 2017 – Dr Deborah Buszard (approval) (docket pages 3-13)

3. Business Arising from the Minutes – Dr Deborah Buszard (information)

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

5. Academic Policy Committee – Dr Miriam Grant

- a. Revisions to Academic Regulations for the Bachelor of Education (approval) (docket pages 14-45)
- b. Revisions to Academic Regulations for Bachelor of Science in Nursing (approval) (docket pages 46-51)

6. Admission & Awards Committee – Dr Marianne Legault

- a. Change to Admission Requirements for the Master of Science in Nursing (approval) (docket pages 52, 54)
- b. Conditional Admission to the Bachelor of Media Studies via the English Foundation Program (approval) (docket pages 52-53, 55-57)
- c. New and Revised Awards (approval) (docket pages 58-61)

7. Curriculum Committee – Dr Sean Lawrence

Curriculum Proposal from the faculties of Arts & Sciences, Creative & Critical Studies, Education, and Health & Social Development (approval) (docket pages 62-90)

8. Nominating Committee – Dr Daniel Keyes

Update on Joint Board/Senate Standing Committee Chairs Meeting (information)

9. Other Business

Motion from Senator Wylie Regarding the Faculty of Education (approval) (docket pages 91)

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

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



OKANAGAN SENATE

MINUTES OF 30 MARCH 2017

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr K. Ross (Secretary), Ms L. Allan, Dr P. Arthur, Mr N. Azu, Ms P. Babunga, Ms H. Berringer, Dean B. Binsted, Dr D. Buszard, Mr M. Campbell, Dr R. Campbell, Dr D. Carter, Ms C. Comben, Dr J. Corbett, Dr R. Eggleston, Dr M. Evans, Ms E. Gallacio, Chancellor L. Gordon, Dean M. Grant, Mr D. Kandie, Dr D. Keyes, Dr C. Labun, Dr R. Lalonde, Mr J. Lammers, Dr R. Lawrence, Dr M. Legault, Ms K. Lu, Dr Y. Lucet, Dr V. Magnat, J. McEwan,, Dr S. McNeil, Dr S. O’Leary, Ms A. Park, Ms S. Sneg, Ms K. Trapara, Dr D. Walker, Dr G. Wetterstand, Dr P. Wylie.

Regrets: Dr P. Barker, Dr L. Berg, Mr I. Cull, Dr J. Jakobi, Dr J. Johnson, Dr S. Lawrence, Mr Dr C. Mathieson, Dean M. Parlange, Dr F. Pena, Dr R. Sadiq, Dr J. Stites Mor, Dean R. Sugden, Dr E. Taylor, Dean W. Tetley, Ms J. Vinek.

Clerk: Mr C. Eaton

Call to Order

Professor Santa Ono called the meeting to order at 3:31pm.

Minutes of the Previous Meeting

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| Priscilla Babunga | } | <i>That the Minutes of the Meeting of February 2017 be adopted as presented</i> |
| Shira Sneg | | |

Approved

Remarks from the Chair

Dr Ono noted that the second town hall for UBC’s strategic planning process took place earlier in the day in the Fipke Building foyer, and that over 3700 individuals have provided input so far in a variety of forums. He reminder senators that the survey for input will remain open until the 3rd week of April. Once input has been gathered, a steering committee comprised of faculty, students, staff, and administrators from both campus will finalize priorities for developing the plan, and once that work is shared with the Board of Governors, task forces will be created to discuss opportunities and create plans for implementation. This work will guide resource

allocations and well as a future capital campaign. We hope to complete this process within the calendar year. The president noted that he was pleased with the plans development so far and encouraged senators to provide more input.

The President reminded the Okanagan Senate that UBC was in the midst of a provost search for the Vancouver campus. A large and diverse pool has now been narrowed down to 4 finalists. That group will be brought to campus to meet people, and we hope that leading candidates will be amendable to participation in a public town all.. For the VP Research a pool of over 50 candidates are being considered, and we are narrowing that down to 15. This position is for Vancouver primarily but the goal is to have that person work collaboratively with the Okanagan Vice-Principal Research. Dr Ono noted that the Vice-President Research search was staggered behind the Provost search so that the input of a successful provost candidate could then be considered in the Vice-President Research search.

Dr Ono noted that in starting his role as Chief Innovation Officer for British Columbia, an innovation network has been drawn together from across the Province. Two town hall meetings of the BC Innovation Network have been held so far, and the first order of business is to prepare for a response to the Federal Government making \$950M available for 3 to 5 “research superclusters” that will require an industry match for funds. Dr Ono described his role as to consider the universe of possibilities in British Columbia and help prioritize BC’s opportunities. So far, we have narrowed this down to 6 areas, including Virtual Reality, Procession Health, and Clean and Healthy Cities. Following that mandate, Dr Ono’s said that his next task is a comprehensive ecosystem analysis for support for innovation both within universities and in the development and growth of companies. This will be done by the end of this calendar year.

The President further advised that the recent BC Tech Summit announcement has the potential to result in up to 1300 potential additional student seats at UBC, most likely for Computer Science and Health Sciences.

Dr Ono advised Senate of plans in the near future for a new recruitment effort for “Presidential Excellence Chairs”.

Finally, Dr Ono noted that he had the privilege to teach Virology at UBC and that UBC’s Okanagan campus should be proud of its students and the work that faculty have done to prepare them.

Remarks from the Deputy Vice-Chancellor

Principal Buszard advised Senate of the Rails to Trails announcements: two recent funding announcements, bringing the amount raised to \$4M, and a commitment by the City of Kelowna to complete the Dilworth to UBC section of the trail first. This is an extraordinary gesture to serving the needs of our campus community.

Dr Buszard further noted the announcements of federal and provincial investments of \$43.9 M in clean water and integration of the Kelowna water supply system. This is of great interest on this campus, where our water is currently supplied by the Glenmore and Ellison Irrigation District and does not meet Canadian standards. The current investment will address issues in the south

and southeast of the city, but we are hopeful it is just the first step in a move to provide drinkable water to all of Kelowna.

The Principle reminded Senate that last weekend the Okanagan campus was recognised with an award, presented by the Lieutenant Governor of BC Judith Guichon, for outstanding support of employees who are also serving in the Military Reserve. She noted that the important work of the reserves as especially evident in BC - for example in natural disaster response - as there is no regular army presence in the province.

Lastly, Dr Buszard mentioned that on February 10 the Okanagan campus celebrated the 2017 researcher of the year awards. A tie was declared for Researcher of the Year award between Prof. Michael Deyholos (Natural Sciences) and Assoc. Prof. Jonathan Holzman (Engineering). Prof. Susan Frohlick was named Social Sciences and Humanities Researcher of the Year. Assist. Prof. Mary Jung was named Health Researcher of the Year. Student researcher awards were also presented; Logan Cochrane won the Graduate Student Researcher of the Year award and Jeffery Krupa received the Undergraduate Student Researcher of the Year. She asked Senate to join her congratulating these outstanding colleagues and students

Academic Building Needs Committee

The Chair of the Committee, Dr Daniel Keyes, introduced the Deputy Vice-Chancellor and the Associate Vice-President Finance to present.

Associate Vice-President Einarson noted that the process started in September in the faculties and administrative units. Faculties tend to be funded on formulaic bases and on the administrative side, new requests for funding are considered against strategic priorities.

Mr Einarson outlined the fiscal environment in which the budget was situated, including:

- Domestic tuition capped at 2%
- Aging faculty due to end of mandatory retirement, funding pressures
- Provincial restriction on use of consolidated reserves
- Research funding becoming more competitive
- Growing international enrolment Strategy
- Enhance programming that supports core academic mission
- Administrative best-practices focused on outcomes
- Align fundraising activities towards University's priorities
- Position UBC for research funding success
- Continual evaluation of fees

He then set out the funding context for UBC:

- Balanced operating budget
- Government grant cuts from FY14 to FY16. Annual budget impact of \$1.9m, cumulative effect of \$7.4m

- Impact of recent retroactive faculty settlement in FY16 \$2.0m, with a recurring impact of \$1.6m
- Domestic enrolment rate increase of 2% per year, and tuition rate increase of 2%
- Faculties budgeting 15% FTE growth and 15% tuition growth in International Tuition; mitigating risk by planning 5% FTE growth for central unit budgets
- International tuition growth of \$6.4m is allocated as follows:
 - \$2.2m to the Faculties
 - \$1.6m to the Excellence Fund
 - \$0.5m to Student Financial Aid
 - \$1.3m held back as tuition retained risk (10% FTE growth)
 - \$0.8m to central support services
- Excellence Fund allocation of \$0.75m in FY17 and \$1.6m in FY18 for total funding of \$2.3m

Senator McNeil asked what the \$3.5 M contribution was to UBC Vancouver.

Mr Einerson replied that there was a series of transfers from departments to department to pay for things such as the student system, legal services, etc. Three years ago we decided to find them and consolidate them as one line item. The increase was largely due to flow though, there haven't been substantive changes in the specific charges for any services.

Senator Wylie asked what was meant by "central support unit revenues"

Mr Einerson replied revenues for services such as parking.

For new allocations, Mr Einerson noted that the increase in Finance and Operations was largely for IT support and security.

Senator Wylie asked about the increase to the Associate Vice-Principal Research and University relations.

Mr Einerson replied that this was for research grant support and a few new administrators. The increase for university relations was for communications and marketing staff.

Senator Wylie asked about the decrease in funding for Go Global

Mr Einerson replied that no cuts were made, this was likely just movement within the allocation to the Associate Vice-President Students.

Dean Grant noted that graduate students have increased by 18% between 2014 and 2018 fiscal years but that financial aid has been flat. She reminded Senate that we only have only \$3300 in aid available per grad student. We know we are in a difficult place with grad students being funded the same as undergraduate students and very few endowed scholarships. Research assistant funding has grown but we have too many grad students if we wish to fund them

adequately. We have 600 research graduate students and that this is too many if we wish to fund them adequately with existing resources.

A student senator noted that the general operating budget for the Associate Vice-President Students was fluctuating highly, with a large decrease 4 years ago and now a 256% increase this year.

Mr Einarson replied that he believed this was due to software funding.

The Deputy Vice-Chancellor noted that grad student funding has always been a concern at UBC, especially as we don't have a century of endowments such as Vancouver has. Our internal funding is not the only source available for grad student funding – external support is available – but we are acutely aware that we need to better support our grad students. We hope to use the excellence fund to help address this situation.

Senator Kandie asked about the increase in student development.

Mr Einarson replied that we don't have information to that level of detail but could look into this further.

Senator Gallaccio asked about the increase in international student funding.

Senator Lawrence noted that student health and well-being concerns were ongoing, but looking at the health and wellness budget, there is basically no change. He suggested that this was a priority to the Senate and campus that needed to be properly funded.

Admission & Awards Committee

The Chair of the Committee, Dr Marianne Legault, presented.

NEW AWARDS

See Appendix A: Awards Report

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|------------------|---|--|
| Marianne Legault | } | <i>That Senate accept revised award as listed and forward them to the Board of Governors for approval.</i> |
| Catherine Comben | | |

Senator Lawrence noted that this would be changed from multiple small awards to one larger one; was this the donor's request?

Senator Legault confirmed that it was.

Approved

Curriculum Committee

MARCH CURRICUM REPORT

See Appendix B: Curriculum Report

Yves Lucet }
Miriam Grant } *That Senate approve and recommend to the Board of Governors for approval the new course brought forward from the Faculty of Creative and Critical Studies, the new program brought forward by the Faculty of Applied Science and the revised program requirements, new courses and revised course brought forward by the Faculty of Arts and Sciences.*

Senator McNeil noted that this change would limit Biochemistry to only 12 credits of electives, which is a very small degree of flexibility. He asked why this particular science program needed to be so prescribed.

Senator Lucet did not know of a reason why this was being done and suggested that this could be reviewed.

By general consent, the changes to the Major in Biochemistry and Molecular Biology program were divided out from the motion and referred back to the Senate Curriculum Committee.

Approved as Amended

Nominating Committee

Daniel Keyes }
Yves Lucet } *That Mr Myron Campbell be appointed to the Senate Admissions & Awards Committee until 31 August 2017 and thereafter until replaced, to replace Ms Anne Fleming (Resigned); and*

That Mr Myron Campbell be appointed to the Senate Committee on Appeals of Discipline and Standing until 31 August 2017 and thereafter until replaced, to replace Dr Marianne Legault.

Approved

Report from the Registrar

COMPREHENSIVE LEARNING RECORD

The Registrar presented with Ms Shira Sneg. Dr Ross noted that this initiative came out of the Vancouver Senate's Ad Hoc Committee on Flexible Learning, which established a cross-campus task force on a Comprehensive Learning Record (CLR) with the Okanagan campus.

Ms Sneg explained that the purpose of a CLR was to show learning experiences out of classrooms. As an example of such an experience she noted the presentation she was presently giving. Ms Sneg noted that as a student for 6 years and a senator for 4, she had had many experiences that she said could be expressed through a CLR. The CLR will show that UBC values and recognizes varied learning experiences. She then set out several student examples. By having students express their amazing opportunities at UBC, this let both UBC and the students properly recognize it. She went out to say that there were some challenges. The traditional transcript does matter and needs to stay. That said, it is built with aging technology so this is a great time to see how to integrate a CLR into that system.

Dr Ross presented on a concept for implementation. The existing transcript is important to retain as it has utility and value, but we recognize that we could build a repository. The software that we are looking at is object-oriented rather than relationship-based. By creating and reflecting on learning we re-enforce that learning. It's not just the accounting, but rather, the relationships with either coursework on planned utilization. There are some things that UBC will feel strongly about in terms of verification, but there are other things we may not or cannot.

There are two North American organizations that are starting to look at data standards for digital comprehensive learning records.

Starting from our current transcript, many programs are developing competencies that students meet, but we can't reflect that currently. There are also credit based non-degree credentials that we can't presently record. Looking beyond that, how can we digitize a record and add information that enhances that record, through for example information links and digital artifacts? The next phase would be an annotated transcript – student selected artifacts, customized views etc. The final phase would be experiences.

Senator Lalonde asked how verification would work.

Dr Ross replied that we would need to have a committee explore that conversation further. In some cases, the verification could be external – say a co-op employer.

Senator Lalonde asked what problem the CLR fixes; there is already a way to supplement a transcript - a CV. One can already address things to that, and verification comes from letters of reference. Have we spoken with potential employers or supervisors to see if they would like to see this? This doesn't fix a problem, and creates more work.

Senator Sneg affirmed that this would show that UBC cares about everything a student has done and learned at UBC as part of student growth. We have a personal profile for incoming students, this would show the same values for graduating students.

Senator Keyes asked if Vancouver had endorsed this idea.

Dr Ross replied yes they were supportive.

Senator Allan said that she valued everything in this proposal but it did not seem well timed. She wanted to know how we would do this before we were comfortable. If not done well, this could confuse potential employers and schools. Many grad programs were very picky around what material they could consider for potential grad students.

The Chancellor said that as a concept this seemed a good initiative. The protocols by which we determine what is included and how it is verified is important. For this to be effective it has to be included in SASI. Do we have a sense yet of the complexity of including it?

The Registrar replied that yes we do as we are in the final stages of procurement and the earliest stages seem possible.

Senator Kandie said that he fully supported the CLR as it would give something beyond the recognition of just grades on his transcript – it would say who he was when leaving UBC. There will be challenges to decide what or what not to include, and to ensure that we don't overload people with information.

Senator Azu noted that as a graduating student he was aware of how much information was asked for by grad schools and employers and that this would be a great option to have, but that he agreed with Senator Lalonde in terms of the issues.

The President suggested that we should refer the matter for further exploration by the Learning & Research Committee.

Dr Keyes asked if the Ministry had any standards for transcripts that this would effect.

Dr Ross replied that they didn't have any in this area; transcripts are discussed by Registrars from across Canada.

Senator Evans agreed with Senator Lalonde and added that the role of an e-portfolio is something UBC should be looking at urgently and he was concerned that this had been conflated with the idea of a transcript. This didn't require verification and was a useful tool.

Senator O'Leary asked if there could be legal implications of reflecting a poor performance of a student. NSERC, for instance, prohibits naming students without consent.

Senator Allan noted that we were talking about potential workload for faculty; but involved students were of a certain type – some students may not be able to cope with more requirements and this may pose mental health or stress concerns.

Thanks

Certificates of thanks were presented to the students completing their terms.

Other Business

Senator Sneg expressed her thanks to the Senate for its support over her four years as a student senator.

Adjournment

There being no further business, the meeting was adjourned at 5:06 pm.

Appendix A: Awards Report

Revised Award:

Robert B. Harris Award in Management

A \$4,000 award is offered by Robert B. Harris to a student entering fourth-year in the Faculty of Management at the University of British Columbia, Okanagan campus. The award will be given to a student who shows great promise as a future business leader through demonstrated academic strength, an exceptional work ethic, and classroom leadership. Preference will be given to the student who has also shown significant involvement in campus activities. The awards are made on the recommendation of the Faculty.

Rationale: Donor wishes to focus on a fourth year student.

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

ENGR 432 (3) Infrastructure Management II (new course)
ENGR 431 (3) Infrastructure Management (discontinued course)
ENGR 491 (3) Computational Fluid Dynamics (new course)
ENGR 492 (3) Finite Element Methods (new course)
ENGR 582 (3) Finite Element Methods (revised course)
ENGR 493 (3) Introduction to Aerodynamics and Aircraft Design (new course)
ENGR 494 (3) Autonomous Vehicle Technology (new course)
ENGR 535 (3) Autonomous Vehicle Technology (new course)
ENGR 495 (3) Tissue Engineering (new course)
ENGR 519 (3) Tissue Engineering (new course)
ENGR 567 (3) Passive Microwave Circuits (new course)
ENGR 479 (3) Measurement Principles in Thermal-Fluids (new course)
ENGR 498 (3/6)d Special Topics in Engineering (new course)
ENGR 449 (3) Special Topics in Civil Engineering (discontinued course)

FACULTY OF CREATIVE AND CRITICAL STUDIES

SPAN 328 (3) The Spanish Inquisition, from Anti-Judaism to Persecution (new course)

FACULTY OF ARTS AND SCIENCES

BIOC 494 (3) Biotechnology Laboratory I: DNA Manipulation (new course)
BIOC 495 (3) Biotechnology Laboratory II: Gene Expression (new course)
Major in Biochemistry and Molecular Biology Program Requirements (revised program) –
referred back to Committee
Major in Microbiology Program Requirements (revised program)
EESC 390 (3) Geological Field Mapping (new course)



18 April 2017

From: Senate Academic Policy Committee

To: Senate

Re: Proposed revisions to Academic Regulations for the Bachelor of Education program

The Faculty of Education has proposed in the attached two-column form Calendar language that updates academic regulations with the aim of providing a framework outlining the expectations of students in a professional program, the assessment process for coursework and practica, and due process with regard to course/practicum failure or program exit situations.

The Senate Academic Policy Committee has reviewed the proposed regulations and recommends the following:

Motion: *“That Senate approve the academic regulations for the Bachelor of Education proposed by the Faculty of Education as set out in the attached two-column form.”*

Respectfully submitted,

Dr. Miriam Grant, Chair
Senate Academic Policy Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

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| Category: 1 | |
| Faculty/School: Faculty of Education Dept./Unit: Education Faculty/School Approval Date: 20161019 Effective Session: 2017W | Date: 20161012 Contact Person: Dr. Wendy Klassen Phone: 250.807.8106 Email: wendy.klassen@ubc.ca |
| Type of Action: Revision to Calendar Description | |
| Rationale: <p>The objective of these proposed calendar revisions is to articulate academic regulations that will serve as a framework outlining the expectations of students in a professional program, the assessment process for coursework and practicums in the Bachelor of Education program and due process with regard to course/practicum failure or program exit situations. Clear descriptions of professional conduct and the underlying requisite competencies are important because these are integral aspects of the Bachelor of Education program and serve as important reference points for students as they develop the necessary knowledge, skills and understanding to be an effective beginning teacher. The courses in our program run sequentially, not concurrently, in 4-6 week instructional blocks. As a result, the assessment policies (grading, academic performance reviews, progression etc.) need to align with the program schedule and provide instructors and students with a clear process for assessing learning both during each course and continuously throughout the program. Due process with regard to course/practicum failure or program exit situations (e.g. voluntary withdrawal, academic leave, program discontinuation/withdrawal etc.) was also revised to ensure that there is alignment both with UBCO policies and program guidelines and procedures.</p> | |



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| <p>Proposed Academic Calendar Entry: Academic Regulations</p> <p>[16724]</p> <p>[16522] Introduction</p> <p>[16523] <u>Information in this section is supplementary to the general policies and regulations set out in the Academic Policies and Regulations in this Calendar (http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,0,0,0) and applies specifically to students enrolled in the Bachelor of Education program.</u></p> <p><u>Professional Conduct in the Bachelor of Education Program</u></p> <p><u>The mission of the Bachelor of Education Program (the “Program”) within the Faculty of Education (the “Faculty”) at the University of British Columbia is to prepare teachers who are knowledgeable, skillful, flexible, and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to</u></p> | <p>Draft Academic Calendar URL: URL http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1074,1324</p> <p>Present Academic Calendar Entry: Academic Regulations</p> <p>[16724] NOTE: The Bachelor of Education program will offer both the BEd Secondary Teacher Education Program (STEP) and the Elementary Education Program (ETEP), Year 1 and Year 2, for the 2016-2017 academic year. A renewed Bachelor of Education program is planned to be offered in 2017. The Elementary Teacher Education Program (ETEP) that began in 2016-2017 (as Year 1) will continue in 2017-2018 to offer Year 2 degree requirements.</p> <p>[16522] Introduction</p> <p>[16523] In addition to the general policies and regulations set out in Policies and Regulations, the academic regulations outlined in this section apply to the Faculty of Education.</p> |
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their students and the wider society. The Faculty understands teaching as a moral activity guided by ideals of human good and conceptions of what is educationally valuable.

While many graduates of the Program enter the teaching profession and teach in public schools, others teach in international schools, independent schools, or non-school settings such as museums, art galleries, and recreational settings. The current Program reflects this diversity by placing students in a range of learning environments including, but not limited to, public school settings.

Students in the Faculty must comply with this policy in their interactions with faculty, peers, teachers, staff, and pupils at all times.

Role of the Faculty

The Faculty is charged with ensuring that all graduates of the Program have the requisite competencies and can meet the professional practice standards to be eligible for professional certification as educators in the Province of British Columbia from the British Columbia Ministry of Education. While students are ultimately responsible for their own behaviour, the Faculty appreciates that students are still in the process of learning. The Faculty and others involved in instruction in the Program are expected to model professional conduct and, where necessary, help students improve their understanding of professional conduct expectations.

Expectations for the Professional Conduct of Students



Professional conduct is the set of attitudes, behaviours, and characteristics deemed desirable in members of a profession and that define the profession and its relationship to its members and to society.

It is the responsibility of students in the Program to familiarize themselves with and meet the expectations for professional conduct in all settings.

Faculty members are expected to help students interpret specific school and/or practicum guidelines and apply them appropriately in their conduct.

Membership in the teaching profession demands integrity, competence, and adherence to ethical standards. Teaching is a profession that is enormously demanding and carries considerable responsibility as teachers assume a crucial and challenging role in the support, care, and development of other people's children.

At all times students in the Program are expected to demonstrate:

Honesty and Integrity

- Act with integrity and demonstrate personal and academic honesty in all interactions and communications, both orally and in writing. Communicate truthfully with students, teachers and other school-based personnel, peers, faculty members, and staff.
- Acknowledge contributions made to course assignments, lesson plans, and materials designed or provided by others.

Respect for Others

- Engage only in respectful interactions with others that do not discriminate on



grounds protected by the British Columbia Human Rights Code.

- Contribute to a classroom atmosphere conducive to learning and the conduct of professional work. Maintain personal composure and consideration for others in all interactions.
- Ensure that all communications, including those on the internet and social media, are respectful.
- Establish and maintain appropriate personal boundaries in relationships with others both on and off campus.
- Do not engage in conduct that exploits students or others for personal, sexual, ideological, or other advantage.
- Respect the confidentiality of student information, the dignity of children, and their right to confidentiality, subject to your legal and professional obligations, which include a duty to report abuse or suspected abuse.
- Treat students and their families with respect and dignity both in their presence and in discussions with other members of educational teams.

Responsibility

- Be accountable for personal conduct. Show enthusiasm, initiative, adaptability, and curiosity.
- Receive feedback in a non-defensive and receptive manner.
- Meet expectations related to dependability, punctuality, attendance, and participation. Meet deadlines.
- Use social media responsibly, refraining from posting any information or comments related to students or colleagues or any personal information without appropriate consents.
- Assure the primacy of students' wellbeing.
- Respect boundaries between teachers and students in all interactions, including social media.



•Create environments that are conducive to student learning.

•Recognize your own limitations and seek help when your level of experience is inadequate.

Students are expected to adhere to the UBC Statement of Respectful Environment for Students, Faculty, and Staff : <http://www.hr.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf>

Students are also expected to be familiar with and to comply with the policies of the University relating to conduct including but not limited to:

•UBC Policy on Academic Honesty and Standards <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,958>

•UBC Policy on Non-Academic Misconduct: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,1030,0>

In addition, when students are in school or field settings, they are expected to be familiar with relevant policies and procedures governing conduct within those settings including but not limited to:

•Teacher Regulation Branch Standards for the Education, Competence and Professional Conduct of Educators in British

Columbia: <http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

•British Columbia Teachers Federation Code of

Ethics: <http://bctf.ca/ProfessionalResponsibility.aspx?id=4292>

•Child, Family and Community Service Act – Duty to report abuse or suspected abuse: http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01



[16524] Attendance

[16525] The **Bachelor of Education** at UBC Okanagan is an intensive full-time program **and is highly participatory in nature. Regular attendance is a professional commitment that is expected of students in all classes and other mandatory scheduled events. Satisfactory attendance includes arriving on time, remaining for the duration of class or experience, and participating in all scheduled coursework, practicums, and field experiences. Students who do not attend or participate regularly may not meet course expectations.**

[16526] **V**acations and other personal events **should** not conflict with classes, **practicum, place-based learning and field experiences.**

[16527] Students **who, because of unforeseen events, experience a prolonged absence during a term must report to department head or designate to request academic concession as close as possible to the time when attendance is adversely affected.**

See UBC Calendar Policies and Regulations on Academic Concession: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0> for information on conflicting responsibilities and unforeseen events.

Prolonged absence during a course or field experience may result in program discontinuation or withdrawal.

Absences during field experience may result in the timeframe for field experience to be extended to meet

[16524] Attendance

[16525] The ~~Teacher Education Program~~ at UBC's Okanagan ~~campus~~ is an intensive full-time program. ~~In addition to the full-time commitment as a student during practica, students must attend all scheduled classes, professional development workshops and on-campus sessions. Regular attendance during practica is required. Students are expected to notify their mentor teacher whenever practica appointments cannot be kept, and to inform their assigned faculty advisor.~~

[16526] ~~Note: v~~acations and other personal events ~~must~~ not conflict with classes, ~~workshops, on-campus sessions, or practica.~~

[16527] Students ~~whose attendance is affected on a prolonged basis by medical, emotional, or other problems should apply for special consideration (see [Academic Concession](#)).~~



duration and teaching assignment requirements.

Please refer to the Faculty of Education Okanagan website for information regarding attendance, including reporting an absence.

[16529]

[16530]

Field Experience (Coursework, Practicums, Community Field Experience)

Practicum placements are arranged by the Field Experience Coordinator and are normally in schools and/or school districts in the Thompson Okanagan region. The availability of placements in some areas may be limited and students must be prepared to accept a placement for a practicum anywhere within 125 km of UBC's Okanagan campus. Students make their own arrangements for and bear the cost of personal transportation and accommodation during a practicum.

Arrangements for placements for the Community Field Experience are made by the Field Experience Coordinator in

[16529] Professional Conduct

[16530] All students in the Faculty of Education will be subject to the provisions of the *School Act* and by the **Teacher Regulation Branch (TRB) Standards for the Education, Competence & Professional Conduct of Educators in British Columbia. In addition, students will be guided by the *Guide to Professional Practice* outlined by the British Columbia Teachers' Federation (BCTF).**

Please refer to the [Student Handbook](#) for more information on professional conduct.



collaboration with other designated faculty and members of the community.

Please refer to the Faculty of Education-Okanagan website for information regarding the Guidelines for Assigning School placements, Pre-requisites for Commencing a Practicum or Community Field Experience, Transportation Requirements, Shared Driving Arrangements and Weather Conditions.

Academic Accommodation for Students with Disabilities

Students seeking accommodations during coursework or field experiences should consult either with the UBCO Disability Resource Center (DRC) (<http://students.ok.ubc.ca/drc/welcome.html>) directly or with the DRC faculty liaison person in the Faculty of Education. Students must self-identify, provide appropriate documentation of disability, and register with the DRC in order to be eligible to receive academic accommodations. Students must also share the letter outlining academic accommodations, issued by the DRC, to each of their instructors at the beginning of term. In many instances, an academic accommodation for coursework does not extend to the field experiences, including practicum. The Field Experience Coordinator should be consulted prior to practicum if accommodation is sought.

Please refer to the Faculty of Education-Okanagan website for information regarding personal competencies required for becoming a teacher and the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia.



Written and Oral English Requirement

Students admitted to the Bachelor of Education program must demonstrate competency in written and oral English. If concerns arise during coursework or field experiences regarding oral and written English competency, students may be advised to access Learning Support Services (<http://students.ok.ubc.ca/learning-supports.html>). Students may be excluded from participating in field experiences if English competency concerns are not satisfactorily addressed.

[16531] Grading

[16532] A Pass/Fail grading practice applies to all courses and field experiences in the Bachelor of Education program.

Determination of standing for Pass/Fail courses is criterion-based. In order to pass a course, students are expected to produce work that is of high quality and that satisfactorily meets criteria.

Please refer to the Faculty of Education-Okanagan website for information regarding assessment guidelines and procedures for the renewed Bachelor of Education program (<http://education.ok.ubc.ca/programs/undergrad/resources.html>).

[16533]

Grading coursework in the Bachelor of Education program

- a) Course assessment
To assess the learning outcomes for a course, instructors will develop the criteria for assignments using the program-

[16531] Grading

[16532] A Pass/Fail grading practice applies to ~~the Elementary and Secondary Teacher Education Programs (ETEP and STEP, respectively), post-baccalaureate, and professional development courses.~~

[16533] ~~The UBC Okanagan Faculty of Education will use marking schemes and rubrics with a minimum pass equivalency set at a B+ (76%) in UBC's standard marking system. Most students are admitted to the Faculty with grades~~



wide rubric frame. The assessment rubrics are used for formative assessment (by instructors, students, and peers) during the course. The same assessment rubric is used for summative assessment when assignments are submitted and at the end of the course. Students must satisfactorily meet expectations on all criteria for each assignment to receive a Pass for the course.

For the purpose of helping students develop their emerging understanding of their professional identity, personal and professional competencies will also form part of the formative assessment process.

Please refer to the Faculty of Education Okanagan website for more information regarding personal competencies required for becoming a teacher and the Standards for the Education, Competence and Professional Conduct of Educations in British Columbia.

- b) Identifying/supporting students of concern during a course and re-submitting assignments. If a student is experiencing difficulty and/or is failing an assignment (i.e. is 'not yet meeting' expectations for one or more criteria), instructor(s) will meet with the student in a timely manner and collaboratively determine a re-submit or remediation plan. This plan is shared with the student's faculty mentor and faculty advisor.

~~that are at this level or exceed this level. Achieving a minimum equivalency of B+ is expected if one is to move into the profession as a well-informed, knowledgeable and capable educator.~~



Re-submit/remediation plans are normally completed by the end of the course break following the course.

If a student fails an assignment, instructor(s) can provide students with a final opportunity to re-submit or remediate during the course break.

c) Assigning Course Grades

All courses in the Bachelor of Education program will be graded on a Pass/Fail basis.

Assigning course grades occurs during the Academic Performance Evaluation at the end of each course break or field experience. Prior to the Academic Performance Evaluation, instructors complete their course assessment for each student at the end of the course.

Faculty mentors and faculty advisors ensure that the assessment information for personal and professional competencies is current for each student.

Please refer to the Faculty of Education-Okanagan website for more information regarding personal competencies required for becoming a teacher and the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia



At the end of the course break, a student who receives a summative assessment resulting in 'not yet meeting expectations' for one or more criteria on the assessment rubric will normally receive a 'Fail' for the course may be required to discontinue or withdraw from the program.

See also Reinstatement & Re-admission for more information.

Grading Field Experiences (Practicums and Community Field Experience)

All field experiences will be graded on a Pass/Fail basis. For assessment purposes, during all field experiences instructors will use standard assessment rubrics and reporting forms provided by the Faculty of Education-Okanagan.

A student who receives a summative assessment resulting in 'not yet meeting expectations' for one or more criteria on the standard assessment rubric will normally receive a 'Fail' for the field experience and may be required to discontinue or withdraw from the program.

See also Termination of Practicum, Termination of Community Field Experience, and Reinstatement & Re-admission for more information.

Letter of Completion

Students who successfully complete the Bachelor of Education program may request a letter from the Faculty of Education that summarizes the Pass/Fail grading practice which may be used in



future applications to a post-baccalaureate or graduate degree program.

Please refer to the Faculty of Education-Okanagan website for more information about the assessment procedure during a field experience.

Academic Performance Evaluations, & Progression in the Bachelor of Education program

Overview

Academic Performance Evaluations occur at the end of each course or field experience and are cumulative.

Determining each student's progression status is the outcome of the Academic Performance Evaluation and will be either:

- 'In good standing': The student is currently meeting expectations and is progressing satisfactorily with regard to the learning goals to date
- 'Student of Concern: In the professional judgement of the Faculty, the student is at risk academically and an action plan will be developed in an effort to support the student's further learning. A student with a 'student of concern' status for more than two courses and/or field experiences may be required to discontinue or withdraw from the program.
- 'Fail': The student has received a course or field experience summative assessment of 'Fail' and will be discontinued or withdrawn from the program.

Candidacy Review



After completing the Winter Terms 1 and 2 and the Summer Term 1 courses and field experiences, a comprehensive review is carried out for the purposes of determining readiness to begin the remaining coursework and field experience.

The outcome of the Candidacy Review will be either:

- ‘In good standing’: The student is currently meeting expectations, is progressing satisfactorily with regard to the learning goals to date, and may continue with the final coursework and field experience.
- ‘Student of Concern’: In the professional judgement of the Faculty, the student is at risk academically and an action plan will be developed in an effort to support the student’s further learning. A student who is unable to satisfactorily complete this action plan may be required to discontinue or withdraw from the program.
- ‘Fail’: The student has received a course summative assessment of ‘Fail’ and/or has received a ‘student of concern’ status for more than two courses and/or field experiences will be discontinued or withdrawn from the program.

Please refer to the Faculty of Education-Okanagan website for more information on the assessment guidelines and procedures for the Bachelor of Education Program

[16534]

[16534] ~~Students who successfully complete ETEP and STEP may request~~



Suitability review:

Although satisfactory performance in both academic coursework and field experiences is a prerequisite for progression, it is not the sole criterion in considering the suitability of a student for progression, graduation or recommendation for teacher certification.

The Faculty reserves the right to require a student to withdraw from the Bachelor of Education program or to not recommend the student for teacher certification if the student is considered to be unsuited to proceed with the study or practice of teaching because of persistent or egregious unprofessional conduct, or if it is deemed that the scholarship or professional fitness of a student is unsuitable for the teaching profession. In these situations, a student may be subject to a suitability review.

Unprofessional Conduct

For more information about expectations for professional conduct, please refer to the section in this calendar entitled, ‘Standards of Professional Conduct in the Bachelor of Education Program’, and to the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia: http://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_stds.pdf

The examples of unprofessional conduct in this policy are not exhaustive, and the Faculty will review allegations of unprofessional conduct on a case-by-case basis. This policy applies to all conduct of its students, even when not in the classroom or on practicum or otherwise related to the Bachelor of Education

~~a letter summarizing the Pass/Fail grading practice from the Dean's Office which they may attach to a future application to a graduate studies degree program.~~



program. Examples of unprofessional conduct include but are not limited to:

- behaving in a manner that endangers peers, faculty, staff, students, staff in practicum settings, volunteers, or others;**
- harassing or being abusive towards students, peers, faculty, staff, staff in practicum settings, volunteers, or others;**
- breaching confidentiality or other ethical obligations;**
- engaging in illegal activities that are inconsistent with the practice of teaching or likely to harm students or others**

Responding to Allegations of Unprofessional Conduct

When investigating an allegation of unprofessional conduct, the Faculty will follow the Protocol and Procedure for Investigating and Responding to Alleged Unprofessional Conduct in the Program outlined on the Faculty of Education-Okanagan website.

Students should note that the laying of criminal charges, the commencement of civil proceedings, or the commencement of proceedings under another University policy or procedure does not preclude the Faculty from following the procedures set out in this policy.

If the Faculty becomes aware that a student has been accused of serious unprofessional conduct, then the Faculty reserves the right to postpone the student's advancement in the program, including graduation from the program, until the allegations of unprofessional conduct have been investigated and resolved by the Faculty.



Where a student has been charged with a criminal offence that, if proven, would constitute unprofessional conduct, the Faculty may postpone the student's advancement in the program including graduation from the program, until such time as the criminal charges are dismissed or have proceeded through the court system to acquittal or conviction and sentencing.

If the Faculty becomes aware at any time that a student has been accused of unprofessional conduct then the Faculty may require the student to obtain an updated criminal record check pursuant to the Criminal Records Review Act and provide the results to the Faculty.

Conduct that is considered unprofessional under this policy may also violate other University policies. The Faculty or another unit of the University may commence proceedings against the student pursuant to those processes in addition to taking action pursuant to this policy.

Fitness to Practice
Students are expected to recognize their own limitations, act responsibly at all times, and take responsibility for ensuring continuing competency and learning.

Students are responsible to notify the Faculty of Education-Okanagan in a timely manner if they determine that they are not fit to practice.

While accommodations may be made to assist a student's further learning, such accommodation cannot compromise the safety and well-being of students or the academic and professional integrity of the Bachelor of Education program.



A student may be discontinued or withdrawn from the Bachelor of Education program or may be subject to a suitability review if health-related and/or other problems render the student incapable of fulfilling the requirements of the program.

Please refer to the Faculty of Education-Okanagan website for more information about the Fitness to Practice Procedure and the Suitability Review Procedure.

[16562] Termination of Practicum

[16563] The Faculty of Education reserves the right at any time to terminate a practicum when it is determined that the scholarship, professional fitness, or professional conduct of a student is unsuitable for the teaching profession, or when responding to allegations of serious, unprofessional conduct.

[16564] A student will be assigned a grade of Fail (F) for a practicum and will be required to discontinue or withdraw from the program if:

[16565]

- the student ceases to attend the practicum without consultation;
- the practicum has been terminated due to unsatisfactory progress;
- the practicum has been terminated because the continuing presence of the student in the school jeopardizes the welfare of pupils and/or staff;
- the student receives a failing grade on the final report.

16562] Termination of Practica

~~[16563] Students should be advised that the Faculty of Education reserves the right at any time to terminate a practicum when it is deemed that the scholarship, professional fitness, or the professional conduct of a student is unsuitable for the teaching profession.~~

[16564] The student will be assigned a grade of F (fail) if:

[16565]

- the student ceases to attend the practicum without consultation;
- ~~the practicum withdrawal request has been denied;~~
- ~~the practicum has been terminated due to unsatisfactory progress and/or the continuing presence of the student in the~~



[16566] In the event of a practicum termination, a student cannot continue with subsequent scheduled coursework.

[16567] Students required to discontinue may pursue reinstatement or readmission. Completing the conditions specified at the time of discontinuation must be achieved prior to submitting a request for reinstatement or readmission. These conditions may include additional and/or repeated coursework. Please refer to the section entitled 'Reinstatement and Readmission' for more information.

[16569]

[16570] Termination of Community Field Experience

[16571] The Faculty of Education reserves the right at any time to terminate a community field experience when it is determined that the scholarship, professional fitness, or professional conduct of a student is unsuitable for the teaching profession, or when responding to allegations of serious, unprofessional conduct.

If a student's community field experience is terminated, a grade of Fail (F) will be assigned and the student will be required to discontinue or withdraw from the program.

[16535] Review of Assigned Standing A student who disagrees with their assigned standing is encouraged to first discuss the matter informally with the instructor(s) of the course,

school jeopardizes the welfare of the pupils and/or staff;

- ~~the student receives a grade of 'Fail' on the final evaluation.~~

[16566] In these situations, the student will be assigned a failing grade (F) for the practicum and will be required to withdraw from the program.

[16567] Students who receive a grade of F (fail) will be assigned conditions for reinstatement, including remediation requirements, as stipulated by the School Experience Coordinator.



when possible. If necessary, the instructor may, at his or her discretion should he or she believe the original assigned standing was in error, change the standing by submitting a change to academic record form.

If the matter remains unresolved following the initial conversation with the instructor and the student believes that some or all of the material contributing to the assigned standing has been incorrectly evaluated, the student may apply for a Review of Assigned Standing.

A Review of Assigned Standing is undertaken to determine whether a student's performance in that course was correctly evaluated. A Review of Assigned Standing is distinct from an Appeal on Academic Standing; the latter addresses procedural errors or irregularities as opposed to errors in assigning standings based upon academic judgment. For more information on an Appeal on Academic Standing, see the calendar entry at <http://www.calendar.ubc.ca/okanagan/in dex.cfm?tree=3,53,0,0>

In applying for a Review of Assigned Standing, a student must submit the material to be reviewed in its original marked form, or if the material was not returned to the student, provide sufficient information for the academic unit to identify the assignment. Components of an Assigned Standing that are intangible such as – but not limited to - live performances, live presentations, practicum assessments, or

[16535] Appeals

~~[16536] Appeals generally fall into one of three categories:~~

[16537]

- ~~1. Request for a course-related professional assessment~~
- ~~2. Request for a review of assigned standing in a course~~
- ~~3. Request for a review of a decision relating to field experience, including practica.~~



participation are not eligible for a Review of Assigned Standing, nor are graduate-level theses and doctoral dissertations.

[16538] In the Faculty of Education-Okanagan, appeals regarding decisions about course requirements should be addressed first to the instructor(s) and, if not resolved satisfactorily, to the department head or designate or, in the case of a field experience, to the Field Experience Coordinator or designate.

Please refer to the UBC Okanagan Academic Calendar for information regarding policies and regulations concerning a Review of Assigned Standing in a Course

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,294,0,0>) and Senate Appeals on Academic Standing

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,0,0>).

[16539] Review of Standing in a Field Experience

Where a student disagrees with the standing in a field experience (including practicum), the student may apply for a review.

Please refer to the Faculty of Education-Okanagan website for more information on the Procedure for Review of Standing in a Field Experience in the Bachelor of Education Program.

[16540]

Voluntary Withdrawal
A student wishing to voluntarily withdraw from the Bachelor of

[16538] For information regarding general procedures for each type of appeal, please refer to the *Student Handbook* for the procedure for requesting a course-related professional assessment and the procedure for protesting a decision relating to field experience, including practicum, and the UBCO Academic Calendar with regard to policies and regulations concerning Review of Assigned Standing in a Course and Senate Appeals on Academic Standing.

[16539] Advancement

[16540] Students in ETEP and STEP must achieve a Pass grade in each course and/or in each seminar of a module. Students failing to achieve a grade of



Education program must obtain the approval of the dean or designate.

If a student is contemplating a decision to voluntarily withdraw from studies in the Bachelor of Education program, it is recommended that the student makes an appointment with an Education Academic Advisor prior to making that decision
(<http://students.ok.ubc.ca/advising/contact.html>)

Students wishing to voluntarily withdraw during a field experience must consult with the Field Experience Coordinator prior to formally ceasing to continue.

If the withdrawal is approved, the date of withdrawal will be recorded and a standing of W in all courses not completed on that date will be indicated on the academic record.

If the withdrawal is not approved, the student will remain registered in all courses and a final grade and/or standing will be assigned at the end of the term.

A student who does not complete formal withdrawal procedures will be liable for all assessed fees until such procedures are completed.

[16541] Program Discontinuation and Withdrawal

[16542] “Discontinue” refers to situations where a student is required to cease to be registered in his or her course of study for an indefinite period of time.

“Withdraw” refers to situations where a student is required to discontinue and

~~Pass will not be permitted to commence the following term. Students must achieve a Pass grade in all components of ETEP and STEP to be recommended for graduation and BC teacher certification.~~

[16541] Program Withdrawal

[16542] ~~All program withdrawals are approved by the Director of Undergraduate Programs, in consultation with an Education Academic Advisor. If a student is~~



many not normally return to the program in the future.

All program discontinuations and withdrawals are approved by the department head or designate.

Academic Leave

Students in good standing must seek approval from the dean or designate prior to taking an academic leave. The Bachelor of Education program is a cohort-based program and there is a limited ability to accommodate academic leave requests.

If a student is contemplating a decision to take an academic leave from studies in the Bachelor of Education program, it is recommended that the student makes an appointment with an Education Academic Advisor prior to making that decision
(<http://students.ok.ubc.ca/advising/contact.html>)

Students experiencing extenuating circumstances during a field experience and who wish to request an academic leave must consult with the Field Experience Coordinator prior to formally ceasing to continue.

Requests for academic leave are considered on an individual basis. When appropriate, supporting documentation from relevant authorities must be obtained to support the request.

Please refer to the UBCO Policies and Regulations for more information on Academic Leave: <http://www.calendar.ubc.ca/okanagan/print.cfm?tree=3,326,0,0>

~~contemplating withdrawing from the program, it is recommended that they make an appointment with an Education Academic Advisor prior to making the decision.~~

[16543] Please refer to the [Academic Advising](#) for contact information.

[16544] ~~UBC reserves the right to require a student to withdraw at any time from either ETEP or STEP where academic standing falls short of the stated minimum. In addition, UBC reserves the right to require withdrawal when performance is deemed unsuitable regarding professional fitness or conduct.~~

[16545] ~~Students who for any reason are required to withdraw from either ETEP or STEP may appeal the decision to the Dean of Education. Appeals should be submitted in writing.~~

[16546] Readmission

[16547] ~~To re-enter either ETEP or STEP, students must meet the admission requirements prevailing at the time of their reapplication. Readmission is dependent upon space availability. Students re-applying after one year of being out of the program will be required to pay a readmission fee.~~

[16548] Practica

[16549] ~~A student enrolled in ETEP must complete the final practicum within four years of beginning the program.~~



[16550] See Timeframe to Complete [STEP](#) and Timeframe to Complete [ETEP](#) for more information.

[16551] If a student is unable to complete the final practicum within this timeframe, the student will be required to complete a professional learning plan, which may include additional and/or repeated coursework.

[16552] Practica Interruption

[16553] For short-term interruptions of three days or less, teaching time in school may be extended to accommodate practicum duration and teaching load requirements.

[16554] If a student experiences extenuating circumstances resulting in a required absence of more than three days, the student must contact the faculty advisor or School Experience Coordinator to request a practicum interruption. At the time of the request, the student must provide supporting documentation.

[16555] Practica Withdrawal

[16556] Students experiencing extenuating circumstances during their practicum and who wish to withdraw from the practicum must contact the School Experience Coordinator prior to formally ceasing to continue.

[16557] Requests for practicum withdrawal are considered on an individual basis. When appropriate, supporting documentation from relevant



~~authorities must be obtained to support the student's request.~~

[16558] ~~Withdrawal deadlines for practica differ from other Education courses. Please refer to the course information in the Student Services Centre for specific withdrawal dates for practica.~~

[16559] ~~If a student's request for practicum withdrawal is granted, a withdrawal standing of 'W' will be recorded on the student's academic record. A student who withdraws from any practicum course may be required to withdraw from all other Education courses due to concurrent registration requirements. At the time of withdrawal, conditions for continuation in the program and a timeline for completion will be developed in consultation with the School Experience Coordinator.~~

[16560] ~~A student who withdraws and wishes to continue with the program must request a practicum repeat.~~

[16561] ~~If a student's request for practicum withdrawal is not granted, but the student still wishes to formally cease attending the practicum, the student will receive a grade of Fail (F) for the practicum course.~~

[16568] ~~See Practicum Repeats below for more information.~~

[16569] ~~In the event of a practicum failure, a student cannot continue with subsequent scheduled coursework until the practicum course is successfully completed.~~



[16570] Practicum Repeats

[16571] Practicum repeats are dealt with on an individual basis in consultation with the School Experience Coordinator and Director of Undergraduate Programs. Prior to reinstatement, students are required to complete a remediation plan determined by the School Experience Coordinator in consultation with the student. The maximum time frame to repeat a practicum is two years. Students must inform the Director of Undergraduate Programs of their intention to apply to retake the practicum no later than June 1 prior to the academic year in which the student is eligible to repeat the practicum. Students must demonstrate that all conditions for re-entry have been met. Students are allowed to repeat a practicum once. Requests to repeat a practicum must be approved by the Associate Dean or designate.

[16572] Students who withdraw or receive a failing grade in EDUC 421 Context Studies II: Learning Communities, Professional Practice in the School Community will be required to re-enroll in EDUC 420 Context Studies I: Learning Communities, the Attributes of Professional Practice even though they will have received a Pass in EDUC 420.

[16573] Students who withdraw or receive a failing grade in EDUC 425 Context Studies IV: Learning Communities, Becoming a Practicing Professional will be required to re-enroll in EDUC 424 Context Studies III: Learning Communities, Professional Practice in the Classroom even though



Reinstatement

[16575] “Reinstatement” refers to the type of registration required when a student is returning to the program after an absence of less than one year due to an academic leave or a required discontinuation of studies.

Students who leave or discontinue their studies will not be entitled automatically to return. Each request for reinstatement will be dealt with on an individual basis and considered along with other admission applications at the time.

Prior to submitting a request for reinstatement, conditions specified prior to the academic leave or required discontinuation must be completed. A request for reinstatement may or may not be granted and is based upon space availability and the degree to which the student has met the conditions specified prior to the academic leave or required discontinuation.

A student who has voluntarily withdrawn or who was required to withdraw is not eligible for reinstatement

Repeat or additional coursework may be required upon reinstatement

Normally reinstated students who previously failed a course or field

~~they will have received a Pass in EDUC 424.~~

~~[16574] Students who withdraw or receive a failing grade in EDUC 428 Learning Communities Practicum: Secondary Education or EDUC 429 Learning Communities Practicum: Secondary Education will be required to re-enroll in EDUC 427 Learning Communities Practicum: Secondary Education even though they will have received a Pass in EDUC 427.~~

[16575] Please refer to the [Student Handbook](#) for procedures around re-entry following Practicum Withdrawal and re-entry following Practicum Failure.



experience will be required to withdraw in the case of failing any subsequent course.

Students who are granted reinstatement to the program may be required to authorize a new criminal record check.

Please refer to the Faculty of Education-Okanagan website for more information on the Reinstatement and Readmission Procedures in the Bachelor of Education Program
(<http://education.ok.ubc.ca/programs/undergrad/resources.html>)

Readmission

“Readmission” refers to the type of registration required when a student is returning to the program after an absence of more than one year due to an academic leave or a required discontinuation of studies. A completed application form and application fee is required for readmission.

Students who leave or discontinue their studies will not be entitled automatically to return. Each request for readmission will be dealt with on an individual basis and considered along with other admission applications at the time.

Prior to submitting a request for readmission, conditions specified prior to the academic leave or required discontinuation must be completed. A request for readmission may or may not be granted and is based upon space availability and the degree to which the student has met the conditions specified prior to the academic leave or required discontinuation. Additionally, if



readmission is granted, a student must meet the admission requirements prevailing at the time of re-entry.

A student who has voluntarily withdrawn or who was required to withdraw is not eligible for readmission.

Normally, a student who requests readmission but who is unable to complete all requirements of the Bachelor of Education program within four years of first registration will not be granted readmission. They may, however, submit a new application for admission and, if admitted, will receive no credit for courses completed previously.

Please refer to the section entitled 'Degree Requirements' for information regarding the timeframe to complete the program

Repeat or additional coursework may be included in the conditions for readmission.

Normally readmitted students who failed a course or field experience will be granted only one opportunity to repeat the course or field experience.

Students who are granted readmission to the program may be required to authorize a new criminal record check.

Please refer to the Faculty of Education-Okanagan website for more information on the Reinstatement and Readmission Procedures in the Bachelor of Education Program

(<http://education.ok.ubc.ca/programs/undergrad/resources.html>)



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| | |
|--|---|
| | <p>[16576] A student enrolled in STEP must complete the final practicum within three years of beginning the program.</p> |
|--|---|



18 April 2017

From: Senate Academic Policy Committee

To: Senate

Re: Proposed revisions to Academic Regulations for the Bachelor of Science in Nursing

The School of Nursing has recently undertaken an extensive review of the Academic Regulations associated with Bachelor of Science in Nursing, which Senate reviewed and approved at their meeting of January 2016. The two-column forms attached here set out two additional provisions:

- To introduce the expectation of appropriate use of social media as an issue of professional conduct; and,
- To provide for the possibility of readmission after withdrawal resulting from a suitability review

The Senate Academic Policy Committee has reviewed the proposed regulations and recommends the following:

Motion: *“That Senate approve the academic regulations for the Bachelor of Nursing proposed by the School of Nursing as set out in the attached two-column forms.”*

Respectfully submitted,

Dr. Miriam Grant, Chair
Senate Academic Policy Committee



Admissions Proposal Form Okanagan Campus

| | |
|---|---|
| <p>Faculty/School: FHSD Dept./Unit: School of Nursing Faculty/School Approval Date: Feb 20 2017 Effective Session: 2017 Winter II</p> | <p>Date: Feb 14, 2017 Contact Person: Sheila Epp Phone: 250.807.9975 Email: sheila.epp@ubc.ca</p> |
| <p>Type of Action: Revision of Policy</p> | |
| <p>Rationale: Social Media is increasingly becoming a ‘misused’ form of communication. The School of Nursing needs a policy and standards in place to support appropriate use of social media.</p> | |
| <p>Proposed Academic Calendar Entry:</p> <p>17213] Academic Professional Regulations</p> <p>[16798] Professional Conduct [16799] Students must at all times adhere to the <u>Code of Ethics of the Canadian Nurses Association</u> and act in conformity with the College of Registered Nurses Association of British Columbia (CRNBC) <u>professional standards</u> and <u>practice standards</u>. Students who fail to meet these expectations may be subject to a Suitability Review.</p> <p>[16814] Suitability for the Study or Practice of Nursing [16815] Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in considering the suitability of a student for promotion or graduation.</p> <p>Where persistent or egregious infractions of the Academic Professional Regulations occur, the Director of the School of Nursing may request a Suitability Review to assess a student’s suitability for the study or practice of Nursing. A student will be considered unsuitable for the study or practice of Nursing where the student’s participation in the study or practice of Nursing would have a significant negative impact on the protection of the public, the effective operation of the School of Nursing, or public confidence in the Nursing profession or the School of Nursing.</p> <p>The School of Nursing reserves the right at any time to require a student to withdraw from the School, or to impose other remedial measures (e.g., repeat a course, complete a</p> | <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,288,1076,1335</p> <p>Present Academic Calendar Entry:</p> <p>17213] Academic Professional Regulations</p> <p>[16798] Professional Conduct [16799] Students must at all times adhere to the <u>Code of Ethics of the Canadian Nurses Association</u> and act in conformity with the College of Registered Nurses Association of British Columbia (CRNBC) <u>professional standards</u> and <u>practice standards</u>. Students who fail to meet these expectations may be subject to a Suitability Review.</p> <p>[16814] Suitability for the Study or Practice of Nursing [16815] Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in considering the suitability of a student for promotion or graduation.</p> <p>Where persistent or egregious infractions of the Academic Professional Regulations occur, the Director of the School of Nursing may request a Suitability Review to assess a student’s suitability for the study or practice of Nursing. A student will be considered unsuitable for the study or practice of Nursing where the student’s participation in the study or practice of Nursing would have a significant negative impact on the protection of the public, the effective operation of the School of Nursing, or public confidence in the Nursing profession or the School of Nursing.</p> <p>The School of Nursing reserves the right at any time to require a student to withdraw from the School, or to impose other remedial measures (e.g., repeat a course, complete a professional module), if the student is found not to be suitable</p> |



professional module), if the student is found not to be suitable for the study or practice of Nursing following a Suitability Review.

[16818] Note: For further information refer to the B.S.N. Program Procedure for Suitability Review located on the [School of Nursing website](#).

[16808] Fitness to Practice

[17215] Students are expected to recognize their own limitations, act responsibly at all times, and take responsibility for ensuring continued competency and learning. A student may be removed from a practice course if medical and/or other problems render the student incapable of fulfilling the requirements of the practice course. Students who fail to meet these expectations may be subject to a Suitability Review.

[16810] Note: For further information refer to the B.S.N. Program Standard for Fitness to Practice located on the [School of Nursing website](#).

[16811] Preparation for Practice

[16812] Students will be denied their practice experience if the preparatory work is deemed unsatisfactory, or if the Director of Nursing determines that their participation in practice puts the receiving agency or its clients at unreasonable risk.

[16813] Note: For further information refer to the B.S.N. Program Standard for Preparation for Practice located on the [School of Nursing website](#).

[16801] Scope of Practice for B.S.N. Students

[16802] The Scope of Practice: Psychomotor Skills for B.S.N. Students is modeled after the Scope of Practice for Registered Nurses (CRNBC, 2012) and outlines a reduced scope of practice for student nurses. The scope of practice for B.S.N. students provides direction on which skills nursing students may and may not perform, and describes the specific standards, limits, and conditions under which certain skills may be performed. Students who fail to limit their practice to activities falling within the restricted scope of practice for student nurses may be subject to a Suitability Review. The only exceptions to the scope of practice for nursing students are situations of imminent risk of death or serious harm.

[16803] Note: For further information refer to the B.S.N. Program Standard for Scope of Practice: Psychomotor Skills for B.S.N. Students located on the [School of Nursing website](#).

[16804] Appropriate Use of Electronic Devices

[16805] The use of personal electronic devices is restricted in all nursing courses to activities that are beneficial to learning and patient care. Students who use electronic devices in Nursing courses in a manner that negatively impacts patient care or infringes on patient privacy may be subject to a Suitability Review.

[16806] Note: For further information refer to the B.S.N. Program Standard for Appropriate Use of Electronic Devices located on the [School of Nursing website](#).

for the study or practice of Nursing following a Suitability Review.

[16818] Note: For further information refer to the B.S.N. Program Procedure for Suitability Review located on the [School of Nursing website](#).

[16808] Fitness to Practice

[17215] Students are expected to recognize their own limitations, act responsibly at all times, and take responsibility for ensuring continued competency and learning. A student may be removed from a practice course if medical and/or other problems render the student incapable of fulfilling the requirements of the practice course. Students who fail to meet these expectations may be subject to a Suitability Review.

[16810] Note: For further information refer to the B.S.N. Program Standard for Fitness to Practice located on the [School of Nursing website](#).

[16811] Preparation for Practice

[16812] Students will be denied their practice experience if the preparatory work is deemed unsatisfactory, or if the Director of Nursing determines that their participation in practice puts the receiving agency or its clients at unreasonable risk.

[16813] Note: For further information refer to the B.S.N. Program Standard for Preparation for Practice located on the [School of Nursing website](#).

[16801] Scope of Practice for B.S.N. Students

[16802] The Scope of Practice: Psychomotor Skills for B.S.N. Students is modeled after the Scope of Practice for Registered Nurses (CRNBC, 2012) and outlines a reduced scope of practice for student nurses. The scope of practice for B.S.N. students provides direction on which skills nursing students may and may not perform, and describes the specific standards, limits, and conditions under which certain skills may be performed. Students who fail to limit their practice to activities falling within the restricted scope of practice for student nurses may be subject to a Suitability Review. The only exceptions to the scope of practice for nursing students are situations of imminent risk of death or serious harm.

[16803] Note: For further information refer to the B.S.N. Program Standard for Scope of Practice: Psychomotor Skills for B.S.N. Students located on the [School of Nursing website](#).

[16804] Appropriate Use of Electronic Devices

[16805] The use of personal electronic devices is restricted in all nursing courses to activities that are beneficial to learning and patient care. Students who use electronic devices in Nursing courses in a manner that negatively impacts patient care or infringes on patient privacy may be subject to a Suitability Review.

[16806] Note: For further information refer to the B.S.N. Program Standard for Appropriate Use of Electronic Devices located on the [School of Nursing website](#).



Appropriate Use of Social Media

Students are expected to adhere to CRNBC expectations outlined in CRNBC's Position Statement on Social Media. Students who breach these expectations may be subject to a Suitability Review.

[16806] Note: For further information refer to the B.S.N. Program Standard for Appropriate Use of Social Media located on the School of Nursing website <<link <https://nursing.ok.ubc.ca/currentstudents/policy-for-bsn-programs/>>>.



Admissions Proposal Form Okanagan Campus

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| <p>Faculty/School: FHSD Dept./Unit: School of Nursing Faculty/School Approval Date: Feb 20, 2017 Effective Session: 2017 Winter II</p> | <p>Date: Feb 14, 2017 Contact Person: Sheila Epp Phone: 250.807.9975 Email: sheila.epp@ubc.ca</p> |
| <p>Type of Action: Revision of Policy</p> | |
| <p>Rationale: The School of Nursing has been working with the Stephanie Oldford, Policy members, and Legal to develop a strong procedural document for a Suitability Review (16814 below). The notion of addressing readmission was seen as salient by the working members.</p> | |
| <p>Proposed Academic Calendar Entry:</p> <p>17213] Academic Professional Regulations</p> <p>[16798] Professional Conduct [16799] Students must at all times adhere to the <u>Code of Ethics of the Canadian Nurses Association</u> and act in conformity with the College of Registered Nurses Association of British Columbia (CRNBC) <u>professional standards</u> and <u>practice standards</u>. Students who fail to meet these expectations may be subject to a Suitability Review.</p> <p>[16814] Suitability for the Study or Practice of Nursing [16815] Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in considering the suitability of a student for promotion or graduation.</p> <p>Where persistent or egregious infractions of the Academic Professional Regulations occur, the Director of the School of Nursing may request a Suitability Review to assess a student's suitability for the study or practice of Nursing. A student will be considered unsuitable for the study or practice of Nursing where the student's participation in the study or practice of Nursing would have a significant negative impact on the protection of the public, the effective operation of the School of Nursing, or public confidence in the Nursing profession or the School of Nursing.</p> <p>The School of Nursing reserves the right at any time to require a student to withdraw from the School, or to impose other</p> | <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,288,1076,1335</p> <p>Present Academic Calendar Entry:</p> <p>17213] Academic Professional Regulations</p> <p>[16798] Professional Conduct [16799] Students must at all times adhere to the <u>Code of Ethics of the Canadian Nurses Association</u> and act in conformity with the College of Registered Nurses Association of British Columbia (CRNBC) <u>professional standards</u> and <u>practice standards</u>. Students who fail to meet these expectations may be subject to a Suitability Review.</p> <p>[16814] Suitability for the Study or Practice of Nursing [16815] Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in considering the suitability of a student for promotion or graduation.</p> <p>Where persistent or egregious infractions of the Academic Professional Regulations occur, the Director of the School of Nursing may request a Suitability Review to assess a student's suitability for the study or practice of Nursing. A student will be considered unsuitable for the study or practice of Nursing where the student's participation in the study or practice of Nursing would have a significant negative impact on the protection of the public, the effective operation of the School of Nursing, or public confidence in the Nursing profession or the School of Nursing.</p> <p>The School of Nursing reserves the right at any time to require a student to withdraw from the School, or to impose other remedial measures (e.g., repeat a course, complete a</p> |



remedial measures (e.g., repeat a course, complete a professional module), if the student is found not to be suitable for the study or practice of Nursing following a Suitability Review.

Readmission Following a Determination of Unsuitability

No student may be admitted to the School of Nursing following a determination that the student is unsuitable for the study or practice of Nursing, except where both of the following conditions have been met.

- 1. At least 24 months⁽¹⁾ have passed since the student was determined to be unsuitable for the study or practice of Nursing.**

⁽¹⁾If student is admitted after 24 months of non-study in the UBC Okanagan BSN Degree Program, the student will be required to be admitted to year one of the program and will be required to complete all BSN Degree nursing course requirements regardless of previous credits completed.

- 2. The approval of the Dean has been obtained.**

[16818] Note: For further information refer to the B.S.N. Program Procedure for Suitability Review located on the [School of Nursing website](#).

professional module), if the student is found not to be suitable for the study or practice of Nursing following a Suitability Review.

[16818] Note: For further information refer to the B.S.N. Program Procedure for Suitability Review located on the [School of Nursing website](#).



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27 April 2017

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Admissions Proposals

- a) Master of Science in Nursing – Changes in Admission Requirements (approval)**
- b) Conditional Admission to the Bachelor of Media Studies via the English Foundation Program (approval)**

a) Master of Science in Nursing – Changes in Admission Requirements (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Master of Science in Nursing (MSN) program.

Similar to a recent revision to the Nursing course NRS 507, Quantitative Research, adding the course prerequisite “or approval of the School of Nursing Graduate Coordinator”, the School of Nursing is adjusting the admission requirement of a university statistics course in the past five years, “or approval of the School of Nursing Graduate Coordinator”.

Motion: *That Senate approve the change to admission requirements for applicants to the Master of Science in Nursing program effective for admission to the 2018 Winter Session and thereafter.*

b) Conditional Admission to the Bachelor of Media Studies via the English Foundation Program (approval)

The Committee has reviewed and recommends to Senate for approval the admission requirements for conditional admission to the Bachelor of Media Studies via the English Foundation Program.

The English Foundation Program is offered as conditional admission to undergraduate applicants who have not satisfied the University's English Language Admission Standard (ELAS). In the English Foundation Program, students are given the opportunity to improve their English skills and upon successful completion, students are granted full admission to an undergraduate program.

The Faculty of Creative and Critical Studies, together with the Faculty of Arts and Sciences, proposes to allow conditional admission via the English Foundation Program for admission to the Bachelor of Media Studies.

Motion: *That Senate approve the admission requirements for conditional admission to the Bachelor of Media Studies via the English Foundation Program, effective for admission to the 2017 Winter Session.*

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

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| <p>Faculty/School: Faculty of Health & Social Development</p> <p>Dept./Unit: School of Nursing</p> <p>Faculty/School Approval Date: 20170220</p> <p>Effective Session: 2018W</p> | <p>Date: February 9, 2017</p> <p>Contact Person: Dr. Kathy Rush</p> <p>Phone: 250.807.9561</p> <p>Email: kathy.rush@ubc.ca</p> |
| <p>Type of Action: Revise Admissions requirements – Program level</p> | |
| <p>Rationale: This change is following approval by the Senate Curriculum Committee of the pre-requisite addition to NRS 507, <i>Quantitative Research</i>, of “or approval of the School of Nursing Graduate Coordinator”.</p> <p>NRS 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] <i>Prerequisite:</i> Undergraduate university or graduate university statistics course in the past five years, or approval of the School of Nursing Graduate Coordinator.</p> | |
| <p>Master of Science in Nursing Admission Requirements</p> <p>Proposed Academic Calendar Entry: To be eligible for admission, an applicant must: [13831]</p> <ul style="list-style-type: none"> • 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, <u>or approval of the School of Nursing Graduate Coordinator.</u> | <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=18,285,986,1181</p> <p>Homepage (draft) Faculties, Schools, and Colleges College of Graduate Studies Nursing Admission Requirements</p> <p>Present Academic Calendar Entry: To be eligible for admission, an applicant must: [13831]</p> <ul style="list-style-type: none"> • 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. |



Admissions Proposal Form Okanagan Campus

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| <p>Faculty: Barber School, FCCS, and AVP Students Dept./Unit: N/A Faculty/School Approval Date: March 17, 2017 Effective Session: 2017W. To be included in the Academic Calendar upon approval for the purpose of advising prospective students.</p> | <p>Date: March 13, 2017 Contact Persons: Dr. Kavanagh, Dr. Legault, and Mr. Cull Phone: 250.807.9381 Email: marianne.legault@ubc.ca</p> |
| <p>Type of Action: Add the Bachelor of Media Studies to the list of programs to which students can be admitted via the English Foundation Program (EFP).</p> | |
| <p>Rationale: With the support of the AVP Students, the Barber School and FCCS would like to be able to conditionally admit strong Media Studies applicants via the EFP if those applicants have not satisfied the University's English Language Admission Standard (ELAS). Students will be given an opportunity to improve their English language proficiency through the EFP, as they complete course(s) that are applicable to the BMS degree. Upon successful completion of the EFP, students will be granted full admission to Media Studies.</p> | |
| <p>Proposed Academic Calendar Entry:</p> <p>Homepage (draft) Admissions English Foundation Program and UBC Vantage College English Foundation Program</p> <p><i>English Foundation Program</i></p> <p>[17090] Undergraduate degree applicants who meet all admission requirements except the UBC Okanagan campus English Language Admission Standard may be eligible for the English Foundation Program.</p> <p>[17091] Through the program, which is restricted to Bachelor of Applied Science, Arts, Fine Arts, Human Kinetics, Management, Media Studies, or Science</p> | <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,348,1085,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Admissions English Foundation Program and UBC Vantage College English Foundation Program</p> <p><i>English Foundation Program</i></p> <p>[17090] Undergraduate degree applicants who meet all admission requirements except the UBC Okanagan campus English Language Admission Standard may be eligible for the English Foundation Program.</p> <p>[17091] Through the program, which is restricted to Bachelor of Applied Science, Arts, Fine Arts, Human Kinetics, Management, or Science applicants,</p> |



applicants, eligible students are offered conditional admission to their degree program and given an opportunity to improve their English language proficiency while completing courses that can be applied to their degree.

[17092] To qualify for the English Foundation Program, applicants must:

[17093]

1. Meet all general and applicable program-specific admission requirements, excluding the minimum standards of [English Language Competence](#); and
2. Present evidence of a minimum level of English language proficiency. See [English Language Proficiency Tests and Programs](#) for the minimum scores required to qualify.

[17094] Depending on English language competence, students in the English Foundation Program will be enrolled in either EAP 103 (3) English for Academic Purposes Level III or EAP 104 (3) English for Academic Purposes Level IV. To be enrolled in EAP 104, students must either meet the specified minimum entry scores for the course (see [English Language Proficiency Tests and Programs](#)) or complete EAP 103 with a minimum grade of 68%.

[17095] Students may also be eligible to enrol in up to two other 3-credit courses while completing the English Foundation Program. See [English Foundation Program](#) for a list of course options.

[17096] English Foundation Program students must satisfy the first-year English prerequisite to register in a first-year

eligible students are offered conditional admission to their degree program and given an opportunity to improve their English language proficiency while completing courses that can be applied to their degree.

[17092] To qualify for the English Foundation Program, applicants must:

[17093]

3. Meet all general and applicable program-specific admission requirements, excluding the minimum standards of [English Language Competence](#); and
4. Present evidence of a minimum level of English language proficiency. See [English Language Proficiency Tests and Programs](#) for the minimum scores required to qualify.

[17094] Depending on English language competence, students in the English Foundation Program will be enrolled in either EAP 103 (3) English for Academic Purposes Level III or EAP 104 (3) English for Academic Purposes Level IV. To be enrolled in EAP 104, students must either meet the specified minimum entry scores for the course (see [English Language Proficiency Tests and Programs](#)) or complete EAP 103 with a minimum grade of 68%.

[17095] Students may also be eligible to enrol in up to two other 3-credit courses while completing the English Foundation Program. See [English Foundation Program](#) for a list of course options.

[17096] English Foundation Program students must satisfy the first-year English prerequisite to register in a first-year



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| <p>English course. As part of the English Foundation Program, students will be enrolled in Writing 009 and with a passing grade in the course, will satisfy the first-year English prerequisite. See First-Year English for more information.</p> <p>[17097] Once enrolled in the English Foundation Program, students cannot substitute results from other English language proficiency tests to gain full admission to their degree program.</p> <p>[17098] Successful completion of the English Foundation Program requires achieving a minimum grade of 68% in EAP 104. Upon successful completion of the program, students will be granted full admission to their degree program.</p> | <p>English course. As part of the English Foundation Program, students will be enrolled in Writing 009 and with a passing grade in the course, will satisfy the first-year English prerequisite. See First-Year English for more information.</p> <p>[17097] Once enrolled in the English Foundation Program, students cannot substitute results from other English language proficiency tests to gain full admission to their degree program.</p> <p>[17098] Successful completion of the English Foundation Program requires achieving a minimum grade of 68% in EAP 104. Upon successful completion of the program, students will be granted full admission to their degree program.</p> |
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27 April 2017

To: Okanagan Senate
From: Admissions and Awards Committee

Re: New and Revised Awards (approval)

- a) New award: APEGBC Municipal Engineers Division Scholarship
- b) Revised award: Graduate Dean's Entrance Scholarship
- c) Revised award: University Graduate Fellowship

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:

a) Proposed Award Title: APEGBC Municipal Engineers Division Scholarship

A \$1,000 scholarship is offered by the Municipal Engineers Division of the Association of Professional Engineers and Geoscientists of BC to a 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. (First award available for the 2017 Winter Session)

Revised Awards:

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

b) Revised Award: Graduate Dean's Entrance Scholarship

Existing description:

Graduate Dean's Entrance Scholarships (GDES) are **based on merit and** offered to ~~the best and brightest~~ incoming full-time thesis-based master's and doctoral students at UBC's Okanagan campus. Students who have submitted a complete admission application by the **deadline date indicated** for each admission **period cycle** will be **automatically receive priority** consideration for ~~this~~ these **scholarship**-awards. **Students who do not meet the deadline may still be considered for these awards, but**

only when all students who have submitted applications by the deadline have been considered.

Eligible students must have a GPA of first-class standing. In addition, the admission application's supporting documentation (CV, reference letters, letter of intent) are used for adjudication purposes. The minimum value of the Graduate Dean's Entrance Scholarship is \$5,000. This award value may be increased by increments of \$2,500 to a maximum of \$25,000. However, if the student holds a major external award, such as NSERC, SSHRC or CIHR, a maximum amount of \$15,000 may be awarded in addition to the major award. The funding for the GDES award will be made available from the University budget. The value of the award is reviewed annually.

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

Amended Description:

Graduate Dean's Entrance Scholarships (GDES) are based on merit and offered to incoming full-time thesis-based master's and doctoral students at UBC's Okanagan campus. Students who have submitted a complete admission application by the deadline for each admission cycle will receive priority consideration for these awards. Students who do not meet the deadline may still be considered for these awards, but only when all students who have submitted applications by the deadline have been considered.

Eligible students must have a GPA of first-class standing. In addition, the admission application's supporting documentation (CV, reference letters, letter of intent) are used for adjudication purposes. The minimum value of the Graduate Dean's Entrance Scholarship is \$5,000. This award value may be increased by increments of \$2,500 to a maximum of \$25,000. However, if the student holds a major external award, such as NSERC, SSHRC or CIHR, a maximum amount of \$15,000 may be awarded in addition to the major award. The funding for the GDES award will be made available from the University budget. The value of the award is reviewed annually.

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies.

Rationale

The proposed changes to the Graduate Dean's Entrance Scholarships (GDES) application procedures are the outcome of multiple conversations with staff, faculty, and faculty administrators, culminating in a meeting of College of Graduate Studies Council on October 19, 2016, in which these changes were approved by a formal vote of the members present.

The changes proposed for this scholarship application process are intended to give Graduate Programs greater flexibility in the ability to award a GDES to students, regardless of whether or not students have submitted a "complete" application by the deadline. Students who are still gathering their documentation after an application

deadline has passed may be awarded a GDES at the discretion of their Graduate Program, if the Faculty deems the student to be outstanding.

Under the previous application procedures and requirements for this award, CoGS rejected requests from Graduate Programs that sought to give GDES awards to students who had missed the application submission deadline. These changes give Graduate Programs greater flexibility and control over whom to award.

Effective Session 2017W

c) Revised Award: University Graduate Fellowship

Existing description:

The University Graduate Fellowship (UGF) is awarded to current graduate students **with first class standing** engaged in a full-time thesis-based program at UBC's Okanagan Campus. ~~Current students must apply annually for University Graduate Fellowship funding.~~

Eligible students must have a GPA of first-class standing in each of the last two years **of full-time study (or full-time equivalent)**. ~~In addition, the UGF application is used for adjudication purposes.~~ **Current students, enrolled in a UBC Okanagan graduate degree program are eligible, provided they are making satisfactory progress in their program. Annual progress reports must be completed by both the student & supervisor/advisor, reviewed by the program coordinator, and submitted to the College of Graduate Studies by June 15th of each year to qualify for the award.** This award may be received in increments of \$3,000 to a maximum of \$24,000. However, if the student holds a major external award, such as an NSERC, SSHRC or CIHR, a maximum amount of \$15,000 may be awarded in addition to the major award. The funding for the UGF award will be made available from the University budget. The value of this award is reviewed annually.

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies. Nominations for current students may be submitted to the College of Graduate Studies as they are determined by the graduate program.

Amended Description:

The University Graduate Fellowship (UGF) is awarded to current graduate students with first class standing engaged in a full-time thesis-based program at UBC's Okanagan Campus.

Eligible students must have a GPA of first-class standing in each of the last two years of full-time study (or full-time equivalent). Current students, enrolled in a UBC Okanagan graduate degree program are eligible provided they are making satisfactory progress in their program. Annual progress reports must be completed by both the student & supervisor/advisor, reviewed by the program coordinator, and submitted to the College of Graduate Studies by June 15th of each year to qualify for the award. This award may be

received in increments of \$3,000 to a maximum of \$24,000. However, if the student holds a major external award, such as an NSERC, SSHRC or CIHR, a maximum amount of \$15,000 may be awarded in addition to the major award. The funding for the UGF award will be made available from the University budget. The value of this award is reviewed annually.

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies. Nominations for current students may be submitted to the College of Graduate Studies as they are determined by the graduate program.

Rationale

The proposed changes to the University Graduate Fellowship eligibility are the outcome of multiple conversations with staff, faculty, and faculty administrators, culminating in a meeting of College of Graduate Studies Council on October 19, 2016, in which these changes were approved by a formal vote of the members present. The annual application process that has been in place for this award places administrative burdens on College of Graduate Studies staff, and application burdens on students and faculty that have been deemed onerous and unnecessary. The revised awarding process will be linked to student academic standing and annual graduate student progress reports that graduate programs currently are required to submit yearly and will continue to submit under a revised schedule. The information in these progress reports, coupled with the academic standing of the student, sufficiently replicates the information required in the current UGF application process that this process seems unduly repetitive.

Effective Session 2017W

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



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10 April 2017

To: Okanagan Senate
From: Curriculum Committee
Re: Curriculum Proposals (approval)

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

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval twelve new courses, a new minor for the BA, a revised program, and a new course code brought forward from the Faculty of Arts and Sciences, one new course brought forward from the Faculty of Creative and Critical Studies, one new course brought forward from the Faculty of Education, and one revised program and three new courses brought forward by the Faculty of Health and Social Development.*

- a. From the Faculty of Arts and Social Sciences
 - i. Major and Minor in Data Science Program Requirements (revised program)
 - ii. BA Data Science Minor (new minor for BA)
 - iii. ANTH 218 (3) Tourism, Desire and Difference (new course)
 - iv. ANTH 418 (3) Travel, Migration and the Politics of Mobility (new course)
 - v. ANTH 230 (3) Culture, Happiness, and Wellness (new course)
 - vi. ANTH 312 (3) Anthropology of Religion (new course)
 - vii. ANTH 412 (3) Religion in a Changing World (new course)
 - viii. FDSY - Food Systems (new subject course code)
 - ix. FDSY 221 (3) Food Systems I: System Thinking (new course)
 - x. GEOG 221 (3) Food Systems I: System Thinking (new course)
 - xi. GEOG 380 (3) Fundamentals of Geographic Information Science I (new course)

- xii. EESC 380 (3) Fundamentals of Geographic Information Science I (new course)
 - xiii. GEOG 381 (3) Fundamentals of Geographic Information Science II (new course)
 - xiv. EESC 381 (3) Fundamentals of Geographic Information Science II (new course)
 - xv. PHIL 391 (3/6) d Topics in Philosophy (new course)
- b. From the Faculty of Creative and Critical Studies
- i. ENGL 009 (3) Preparation for University Writing (new course)
- c. From the Faculty of Education
- i. EPSE 406 (3) Typical and Atypical Development in Infants and Children (new course)
- d. From the Faculty of Health and Social Development
- i. SOCW 515 (3) Social Welfare Policy in Canada (new course)
 - ii. SOCW 516 (3) Foundations of Ethical Practice (new course)
 - iii. SOCW 517 (3) Social Work and Indigenous Peoples in Canada (new course)
 - iv. Master of Social Work Degree Requirements (revised program)

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: Arts & Sciences Dept./Unit: Unit 5 Faculty/School Approval Date: 20170227 Effective Session: 2017W | Date: December 14, 2016 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca |
| Type of Action: Revision to Program | |
| Rationale: <p>The present proposal is an amendment to the Feb 6, 2017 CRC approved revision. The new changes include:</p> <ul style="list-style-type: none"> • Updating both the Major and Minor in Data Science requirements as the result of the IKBSAS Curriculum Committee approving the discontinuation of GEOG 370 and approval of 2 new cross-listed courses to replace GEOG 370: GEOG 380/EESC 380 and GEOG381/EESC 381. • Adding MGMT courses to the list of application domain courses benefiting from Data Science. The added courses are MGMT 350 Introduction to Information Technology Management (treats of ethics, privacy, security, and distributed systems), MGMT 423 E-Commerce (treats security, ethical issues, online content), and MGMT 460 Management of Service Operations and Technology (use analytical tools for decision analysis) <p>The BSc minor in Data Science was approved first then the BSc Major in Data Science was approved. The later changed several courses mentioned in the former so the minor needs to be updated to reflect those changes and to be made consistent with respect to the major. In addition, there is demand for a minor in data science from bachelor degrees beyond the BSc e.g. bachelor of management, bachelor of applied science and to a lesser extent bachelor of arts; the present proposal anticipates such interest.</p> <p>Most notable course changes introduced by the BSc Major in Data Science includes STAT 303 (resp 309, 301, 311, 405, 407, 410, 240) content was rearranged in STAT 416 (resp. STAT 416, DATA 410, DATA 311, DATA 407, DATA 407, DATA 410, DATA 311). STAT 400 is considered too specialized for a minor and was removed.</p> | |



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To be consistent with other minors in the BSc (Biology, Computer Science, Earth and Environmental Sciences, Physics), only the 18 upper-level (UL) credit constraints is required with the implicit requirement that all pre-reqs have to be satisfied. While two minors in the BSc have more constraints (Mathematics requires MATH 220 and 18 UL credits, while Chemistry requires 18 lower-level (LL) credits and 18 UL credits), the interdisciplinary nature of Data Science would require a cumbersome list of LL credits; so it is best not to explicit such a list but still require 30 credits in total.

| <p>Proposed Academic Calendar Entry:</p> <p>Data Science</p> <p>[17300] Major in Data Science</p> <p>[...]</p> <table border="1"> <thead> <tr> <th colspan="2">Third and Fourth Years</th> </tr> </thead> <tbody> <tr> <td>COSC 304, 322, 360, 407</td> <td>12</td> </tr> <tr> <td>DATA 301, 311, 410</td> <td>9</td> </tr> <tr> <td>PHIL 331</td> <td>3</td> </tr> <tr> <td>STAT 303</td> <td>3</td> </tr> <tr> <td>Three of COSC 303, DATA 405, MATH 307, STAT 401, 403</td> <td>9</td> </tr> <tr> <td>One of DATA 421, 407, PHYS 420</td> <td>3</td> </tr> <tr> <td>Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 380, 381, 413, 371, 377, GEOG 380, 381, PHYS 331, 332, PSYO 372, 443</td> <td>6</td> </tr> <tr> <td>Science electives</td> <td>9</td> </tr> </tbody> </table> | Third and Fourth Years | | COSC 304, 322, 360, 407 | 12 | DATA 301, 311, 410 | 9 | PHIL 331 | 3 | STAT 303 | 3 | Three of COSC 303, DATA 405, MATH 307, STAT 401, 403 | 9 | One of DATA 421, 407, PHYS 420 | 3 | Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 380, 381 , 413, 371, 377, GEOG 380, 381 , PHYS 331, 332, PSYO 372, 443 | 6 | Science electives | 9 | <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,1348</p> <p>Present Academic Calendar Entry:</p> <p>Data Science</p> <p>[17300] Major in Data Science</p> <p>[...]</p> <table border="1"> <thead> <tr> <th colspan="2">Third and Fourth Years</th> </tr> </thead> <tbody> <tr> <td>COSC 304, 322, 360, 407</td> <td>12</td> </tr> <tr> <td>DATA 301, 311, 410</td> <td>9</td> </tr> <tr> <td>PHIL 331</td> <td>3</td> </tr> <tr> <td>STAT 303</td> <td>3</td> </tr> <tr> <td>Three of COSC 303, DATA 405, MATH 307, STAT 401, 403</td> <td>9</td> </tr> <tr> <td>One of DATA 421, 407, PHYS 420</td> <td>3</td> </tr> <tr> <td>Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 413, GEOG 370, 371, 377, PHYS 331, 332, PSYO 372, 443</td> <td>6</td> </tr> <tr> <td>Science electives</td> <td>9</td> </tr> </tbody> </table> | Third and Fourth Years | | COSC 304, 322, 360, 407 | 12 | DATA 301, 311, 410 | 9 | PHIL 331 | 3 | STAT 303 | 3 | Three of COSC 303, DATA 405, MATH 307, STAT 401, 403 | 9 | One of DATA 421, 407, PHYS 420 | 3 | Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 413, GEOG 370 , 371, 377, PHYS 331, 332, PSYO 372, 443 | 6 | Science electives | 9 |
|--|------------------------|--|-------------------------|----|--------------------|---|----------|---|----------|---|--|---|--------------------------------|---|---|---|-------------------|---|--|------------------------|--|-------------------------|----|--------------------|---|----------|---|----------|---|--|---|--------------------------------|---|--|---|-------------------|---|
| Third and Fourth Years | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COSC 304, 322, 360, 407 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DATA 301, 311, 410 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHIL 331 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STAT 303 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Three of COSC 303, DATA 405, MATH 307, STAT 401, 403 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| One of DATA 421, 407, PHYS 420 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 380, 381 , 413, 371, 377, GEOG 380, 381 , PHYS 331, 332, PSYO 372, 443 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science electives | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Third and Fourth Years | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COSC 304, 322, 360, 407 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| PHIL 331 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STAT 303 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Three of COSC 303, DATA 405, MATH 307, STAT 401, 403 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| One of DATA 421, 407, PHYS 420 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two of BIOL 308, 414, 444, 460, 468, ECON 327, 328, 427, EESC 342, 413, GEOG 370 , 371, 377, PHYS 331, 332, PSYO 372, 443 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science electives | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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|---|-----|---|-----|
| Arts electives | 3 | Arts electives | 3 |
| Electives | 3 | Electives | 3 |
| Total Credits | 60 | Total Credits | 60 |
| Minimum credits for degree | 120 | Minimum credits for degree | 120 |
| <p>† Math 221 may be taken in the second term of the first year.</p> <p>[...]</p> <p>[17115] Minor in Data Science</p> <p>[17116] The Minor in Data Science provides advanced numeracy skills to majors in disciplines where new discoveries rely increasingly on the creation, management, and understanding of large data sets such as biology, chemistry, economics, and psychology. The minor is open to all majors in the B.Sc. program.</p> <p>[17117] Students may earn a minor in data science by completing 30 credits as follows:</p> <p>[17118] <u>Up to 12 credits of first and second year course that are pre-requisite of the upper-level courses listed below.</u></p> <p>[17119] <u>3 credits of DATA 301</u></p> | | <p>† Math 221 may be taken in the second term of the first year.</p> <p>[...]</p> <p>[17115] Minor in Data Science</p> <p>[17116] The Minor in Data Science provides advanced numeracy skills to majors in disciplines where new discoveries rely increasingly on the creation, management, and understanding of large data sets such as biology, chemistry, economics, and psychology. The minor is open to all majors in the B.Sc. program.</p> <p>[17117] Students may earn a minor in data science by completing 30 credits as follows:</p> <p>[17118] 9 credits of core courses: COSC 111, MATH 221 and one of BIOL 202, PSYCO 373 or STAT 230.</p> <p>[17119]</p> | |



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| <p>15 credits of elective courses, which must not include more than 9 credits from a single discipline and must be in the following two lists of courses:</p> <p>[17120]</p> <ul style="list-style-type: none"> • <u>At least 9 credits from COSC 303, 304, 320, 322, 360, 407, 419¹; DATA 311, 405, 407, 410, 419, 421; STAT 303, 401, 403.</u> • <u>Up to 6 credits from BIOL 308, 414, 444, 460, 468; ECON 321, 327, 328, 427; EESC 342, 380, 381, 413; GEOG 371, 377, 380, 381; MATH 302, 303, 307, 319, 327, 340, 430, 441, 461; MGMT 350, 423, 460; PHYS 331, 332, 420; PSYO 372, 443.</u> <p><u>¹ only when COSC 419 is a special topic related to data science as approved by the data science minor program coordinator</u></p> <p>[17122] Double Counting of Credits restrictions apply, see Program Requirements</p> <p>[17123] Any query related to the data science minor should be addressed to the data science minor program coordinator at datascienceminor.coordinator@ubc.ca</p> | <p>18 credits of elective courses, which must not include more than 9 credits from a single discipline and must be in the following list of courses:</p> <p>[17120]</p> <p>BIOL 308, 414, 444, 460, 468; COSC 303, 304, 320, 322, 405¹, 407, 419 (only when 419 is a special topic in network science); DATA 301 ECON 327, 328, 427, GEOG 370, 371, 377, MATH 302, 303, 319, 327, 340, 430, 441, 461, PHYS 331, 332, 420, PSYO 372, 443, STAT 303, 309, 310, 311, 400, 405, 407, 410.</p> <p>[17121] 3 credits in PSYO 271, COSC 101, COSC 222, STAT 240, or MATH 200. (Note that COSC 222 is required for all COSC courses except COSC 303, 304, 407 and 419; and MATH 200 is required for all MATH courses except MATH 303, 340).</p> <p>[17122] Double Counting of Credits restrictions apply, see Program Requirements</p> <p>[17123] Any query related to the data science minor should be addressed to the data science minor program coordinator at datascienceminor.coordinator@ubc.ca</p> |
| | <p>Commented [y1]: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1062 X</p> <p>Commented [y2]: mailto:datascienceminor.coordinator@ubc.ca</p> |



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

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| Category: 1 | |
| Faculty/School: Arts & Sciences Dept./Unit: Unit 5 Faculty/School Approval Date: 20170206 Effective Session: 2017W | Date: December 14, 2016 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca |
| Type of Action: New Program | |
| <p>Rationale: Updating the BSc minor in Data Science opens the possibility to offer a minor in Data Science for BA Majors by adding data science to the list of science disciplines available to complete a minor in.</p> <p>There are an increasing number of students in the BA Major and Minors in Computer Science who may be interested by such an opportunity. Since Data Science is becoming increasingly of interest for Arts disciplines like History with automatic text processing, students of ENGL 3055 The Self-Conscious Text (Addresses computational methods for student-led humanities research, including visualizing, mapping, and encoding), ENGL 306 The Programmed World (Working in the context of fine arts and humanities research, students study and apply programming principles in physical and virtual environments), HIST 380 Digital Archives, Cultural Heritage, and Public History (Interdisciplinary introduction to digital archiving, exhibition, and preservation of cultural heritage and public history. Deals with collective memory, politics of commemoration and collecting, and future of digital collection and museum interfaces), and PHIL 331 Computing Ethics (Ethical and professional issues facing those who work with computers. Piracy, hacking, responsibility, and liability for the use of software; cyberpornography and freedom of information; computerized invasion of privacy; computers in the workplace; the use of artificial intelligence; and expert systems) may want to dive deeper into techniques in data science.</p> | |

**Proposed Academic Calendar Entry:**

[12419] Major with a Science Minor

[12420] B.A. students can complete minors in the following Science disciplines: Biology, Chemistry, Computer Science, **Data Science**, Earth and Environmental Sciences, Mathematics, Mathematics and Statistics, Physics, and Statistics. To complete a Science minor, students must include no fewer than 30 credits in a Science discipline. At least 12 of these credits must be numbered 300 or above.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1082>

Present Academic Calendar Entry:

[12419] Major with a Science Minor

[12420] B.A. students can complete minors in the following Science disciplines: Biology, Chemistry, Computer Science, Earth and Environmental Sciences, Mathematics, Mathematics and Statistics, Physics, and Statistics. To complete a Science minor, students must include no fewer than 30 credits in a Science discipline. At least 12 of these credits must be numbered 300 or above.



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

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| Category: 1 | |
| Faculty/School: I.K.B School of Arts and Sciences Dept./Unit: Unit 1 (Anthropology) Faculty/School Approval Date: 20170227 Effective Session: 2017W1 | Date: 20170101 Contact Person: Dr. David Geary Phone: 250.807.8165 Email: david.geary@ubc.ca |
| Type of Action: | |
| New Course | |
| Rationale: | |
| <p>This course is being introduced at the 200-level (previously taught at the 400-level) so it can draw a broader net of students across disciplines and provide a critical foundation for the upper-level special topics course ANTH 418 Travel, Migration and the Politics of Mobility. The anthropology of tourism is a growing field and is also a core area of research strength among faculty. The anthropology course offering at the 200-level can be taught regularly and by different instructors.</p> | |
| Proposed Academic Calendar Entry: <u>ANTH 218 (3) Tourism, Desire and Difference</u> <u>Anthropological approaches to tourism, the politics of cultural encounters, and how the desire for difference shapes peoples' everyday lives and pleasure travel. Credit will be granted for only one of ANTH 218 or ANTH 416. [3-0-0]</u> | Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proo f/edit/courses.cfm?go=name&code=ANTH Present Academic Calendar Entry: N/A |



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

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|--|---|
| Category: 1 | |
| Faculty/School: I.K.B School of Arts and Sciences Dept./Unit: Unit 1 (Anthropology) Faculty/School Approval Date: 20170227 Effective Session: 2017/18 W1 | Date: 20170101 Contact Person: Dr. David Geary Phone: 250.807.8165 Email: david.geary@ubc.ca |
| Type of Action: New Course | |
| Rationale: This new course will provide an opportunity for students to explore the critical field of mobility studies with an emphasis on the movement of people, ideas and things, as well as the broader social and political implications of travel and migration in our current globalized era. The course builds on faculty specialization and also creates a critical space for students wishing to go beyond the 200-level foundations course (ANTH 218- Tourism, Desire and Difference). | |
| Proposed Academic Calendar Entry: <u>ANTH 418 (3) Travel, Migration and the Politics of Mobility</u> <u>A critical examination of selected topics in the field of tourism, migration and mobility studies drawing on contemporary ethnography and current issues [3-0-0].</u> <u>Prerequisite: ANTH 100 and third-year standing. ANTH 218 recommended.</u> | Draft Academic Calendar URL: |



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

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| Category: 1 | |
| Faculty/School: Irving School of Arts and Sciences Dept.: Unit 1, Community, Culture and Global Studies. Faculty/School Approval Date: 20170227 Effective Session: W2017 | Date: 2016-Dec. 27 Contact Person: Dr. Hugo De Burgos Phone: 250.807. 9328 Email: hugo.deburgos@ubc.ca |
| Type of Action: New Course | |
| Rationale: ANTH 230 is a new course created to complement the upper-level version of this course (ANTH 330), by focusing on aspects of happiness and wellness. Furthermore, there is a growing interest in anthropology to explore, analyse and describe from an ethnographic perspective the subjective experience of happiness cross-culturally. Finally, although this course is intended for anthropology students, it will also be of interest to students of positive psychology who are also concerned with the scientific study of happiness, and also students interested in studying wellness cross-culturally. | |
| Proposed Academic Calendar Entry: <u>ANTH 230 (3) Culture, Happiness, and Wellness</u> <u>A cross-cultural exploration of the experience, meanings, expressions and understandings of happiness and wellness. How emotional states are culturally defined as positive or pleasant ranging from contentment to intense joy will be examined.</u> <u>[3-0-0]</u> | Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=ANTH Present Academic Calendar Entry: N/A |



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

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|---|--|
| Category: 1 | |
| Faculty/School: I.K.B School of Arts and Sciences Dept./Unit: Unit 1 (Anthropology) Faculty/School Approval Date: 20170227 Effective Session: 2017W1 | Date: 20170101 Contact Person: Dr. David Geary Phone: 250.807.8165 Email: david.geary@ubc.ca |
| Type of Action: New Course | |
| Rationale: There are number of current course offerings such as the Anthropology of Myth (ANTH 333) and Mortuary Ritual (ANTH 430) that no longer reflect our faculty's specializations and are being discontinued from the academic calendar. These topics will now be covered in this proposed new course which will provide a thematic survey and overview of key concepts in the field. ANTH 312 will also provide a critical foundation for students to take the 400-level course on Religion in a Changing World (ANTH 412). This course can be taught regularly and by different instructors. | |
| Proposed Academic Calendar Entry: <u>ANTH 312 (3) Anthropology of Religion</u> <u>Critical examination of religious beliefs and practices in the context of both past and contemporary societies. Surveys approaches to related phenomena such as myth, ritual, witchcraft and shamanism, as well as theories regarding the changing role of religion in a globalized world shaped by secularism, fundamentalism, nationalism, and new religious movements. Credit will be granted for only one of ANTH 312 or ANTH 419 [3-0-0]</u> <u>Prerequisite: ANTH 100.</u> | Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=ANTH Present Academic Calendar Entry: N/A |



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

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|---|---|
| Category: 1 | |
| Faculty/School: I.K.B School of Arts and Sciences Dept./Unit: Unit 1 (Anthropology) Faculty/School Approval Date: 20170227 Effective Session: W2017 | Date: 20170101 Contact Person: Dr. David Geary Phone: 250.807.8165 Email: david.geary@ubc.ca |
| Type of Action: New Course | |
| Rationale: One of the main criticisms provided by students in the Anthropology of Religion course is that the thematic/survey approach that provides a critical overview of the field does not allow for in-depth engagement with particular topics or specific religions. This new course is designed to fill that gap offering special topics on religion in changing world that builds on faculty specialization and also creates a critical space for students wishing to go beyond the 300-level foundations course (ANTH 312 – Anthropology of Religion). The course content and theoretical focus will reflect the instructor’s research interest. A sample course syllabus is attached. | |
| Proposed Academic Calendar Entry: <u>ANTH 412 (3) Religion in a Changing World</u> <u>A critical examination of selected topics on religion and society drawing on contemporary ethnography and current issues. [3-0-0] Prerequisite: ANTH 100 and third-year standing. ANTH 312 is recommended.</u> | Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A |



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

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| Category: 1 | |
| Faculty/School: Irving K. Barber School of Arts & Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20170227 Effective Session: 2017W | Date: 2017/01/24 Contact Person: Dr. Mary Stockdale/Donna Senese Phone: 250.308.2508/250.807.9372 Email: mary.stockdale@ubc.ca/donna.senese@ubc.ca |
| Type of Action: New course code | |
| Rationale: The course code will be used for a new suite of proposed courses that may be counted toward a Minor in Food Systems (in development). | |
| Proposed Academic Calendar Entry: Course Descriptions Courses by Subject Code ANTH Anthropology [...] ETEC Educational Technology FDSY Food Systems FILM Film FREN French GEOG Geography [...] | Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code Present Academic Calendar Entry: Course Descriptions Courses by Subject Code ANTH Anthropology [...] ETEC Educational Technology FILM Film FREN French GEOG Geography [...] |
| Proposed Academic Calendar Entry: <u>Course Descriptions</u> <u>Food Systems, Faculty of Arts and Sciences</u> FDSY: Food Systems | Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a |



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

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|---|---|
| Category: 1 | |
| Faculty/School: Irving K. Barber School of Arts & Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20170227 Effective Session: 2017W | Date: 2017/01/24 Contact Person: Dr. Mary Stockdale/Donna Senese Phone: 250.308.2508/250.807.9372 Email: mary.stockdale@ubc.ca/donna.senese@ubc.ca |
| Type of Action: New Course | |
| Rationale: <p>FDSY 221/GEOG 221 is anticipated to be the first of three core courses for a Minor in Food Systems (in development). The proposed course can stand alone as a second-year course available to students from all disciplines.</p> <p>In FDSY 221/GEOG 221, students will first be exposed to the food system concept in the form of the current global agri-food system, exploring its historical development, its components, and key characteristics. They will also examine the underlying values, as well as the benefits and costs of this system. Students will then explore, in a similar fashion, the alternative food systems that have been created in reaction to the global system. This will be done firstly, by a comparison of the two systems as whole systems, and then, by exploring and comparing the individual components of the system (food production, processing, distribution, consumption, waste) over a five-week period (one component per week).</p> <p>The proposed course offers an approach that is both interdisciplinary and supportive of experiential learning, taking advantage of the many opportunities available to engage with community organizations involved in the regional food system.</p> | |



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| <p>Proposed Academic Calendar Entry:</p> <p><u>FDSY 221 (3) Food Systems I: System Thinking</u></p> <p><u>In-depth look at food systems, including food production, processing, distribution, consumption and waste. Required field trips will be organized that explore both the value chain of a farm and its related food industry; and the food system of a large institution. Students must arrange own transportation to/from Kelowna-area field location. Credit will be granted for only one of FDSY 221 and GEOG 221. (1.5-0-1.5)</u></p> <p><u>GEOG 221 (3) Food Systems I: System Thinking</u></p> <p><u>In-depth look at food systems, including food production, processing, distribution, consumption and waste. Required field trips will be organized that explore both the value chain of a farm and its related food industry; and the food system of a large institution. Students must arrange own transportation to/from Kelowna-area field location. Credit will be granted for only one of GEOG 221 and FDSY 221. (1.5-0-1.5)</u></p> | <p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p> |
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

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|--|--|
| Category: 1 | |
| Faculty/School: Barber School of Arts & Sciences Dept./Unit: Unit 1 and Unit 7 Faculty/School Approval Date: 20170206 Effective Session: 2017 W1 | Date: 2017/1/6 Contact Person: Dr. B. Bauer Phone: 250.807.9595 Email: b.bauer@ubc.ca |
| Type of Action: NEW COURSE | |
| <p>Rationale: Our campus currently offers only one course in Geographic Information Systems (GIS), which is listed in the Calendar as GEOG 370 (Introduction to Geographic Information Systems). Many research-grade universities offer comprehensive programs in GIS, leading to academic degrees or professional diplomas/certificates while enhancing the research potential of faculty members and graduate students who deal with geospatially structured data. Based on student demand over the past four years as well as feedback from Okanagan employers, there appears to be a need to expand GIS offerings on our campus, consistent with national and international trends.</p> <p>As a first step toward creating a future GIS Minor, we will expand the current 3-credit course into two separate 3-credit courses (Fundamentals of GIS I and Fundamentals of GIS II) so that we can provide our students a more in-depth treatment of the essential content that is required to undertake independent projects and to be successful in analyzing spatial data in a substantive way, whether in school or in the work force. These two new courses will become core offerings in the future GIS Minor, and will be prerequisites for an advanced (fourth-year) course that provides training in GIS project management and applied research (forthcoming).</p> <p>This proposal deals only with the creation of a new cross-listed course (GEOG 380; EESC 380), but it is to be considered with two other proposal forms that discontinue the existing course (GEOG 370) and establish the second new course (GEOG 381; EESC 381).</p> | |



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| <p>Proposed Academic Calendar Entry:</p> <p><u>GEOG 380 (3) Fundamentals of Geographic Information Science I</u></p> <p><u>Spatial data representation; raster and vector models; spatial database structure; coordinate reference frames and projections; spatial statistics; metadata and data standards; associated technologies and data sources.</u></p> <p><u>Laboratory exercises require ArcGIS. Credit will be granted for only one of GEOG 370, GEOG 380 or EESC 380 [3-3-0].</u></p> <p><u>Prerequisite: Third-year standing.</u></p> <p><u>Equivalency: EESC 380.</u></p> <p><u>EESC 380 (3) Fundamentals of Geographic Information Science I</u></p> <p><u>Spatial data representation; raster and vector models; spatial database structure; coordinate reference frames and projections; spatial statistics; metadata and data standards; associated technologies and data sources.</u></p> <p><u>Laboratory exercises require ArcGIS. Credit will be granted for only one of GEOG 370, GEOG 380 or EESC 380 [3-3-0].</u></p> <p><u>Prerequisite: Third-year standing.</u></p> <p><u>Equivalency: GEOG 380.</u></p> | <p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p> |
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

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| Category: 1 | |
| Faculty/School: Barber School of Arts & Sciences Dept./Unit: Unit 1 and Unit 7 Faculty/School Approval Date: 20170206 Effective Session: 2017 W1 | Date: 2017/1/6 Contact Person: Dr. B. Bauer Phone: 250.807.9595 Email: b.bauer@ubc.ca |
| Type of Action: NEW COURSE | |
| <p>Rationale: Our campus currently offers only one course in Geographic Information Systems (GIS), which is listed in the Calendar as GEOG 370 (Introduction to Geographic Information Systems). Many research-grade universities offer comprehensive programs in GIS, leading to academic degrees or professional diplomas/certificates while enhancing the research potential of faculty members and graduate students who deal with geospatially structured data. Based on student demand over the past four years, as well as feedback from Okanagan employers, there appears to be a need to expand GIS offerings on our campus, consistent with national and international trends.</p> <p>As a first step toward creating a future GIS Minor, we will expand the current 3-credit course into two separate 3-credit courses (Fundamentals of GIS I and Fundamentals of GIS II) so that we can provide our students a more in-depth treatment of the essential content that is required to undertake independent projects and to be successful in analyzing spatial data in a substantive way, whether in school or in the work force. These two new courses will become core offerings in the future GIS Minor, and will be prerequisites for an advanced (fourth-year) course that provides training in GIS project management and applied research (forthcoming).</p> <p>This proposal deals only with the creation of a new cross-listed course (GEOG 381; EESC 381), but it is to be considered with two other proposal forms that discontinue the existing course (GEOG 370) and establish the second new course (GEOG 380; EESC 380).</p> | |



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| <p>Proposed Academic Calendar Entry:</p> <p><u>GEOG 381 (3) Fundamentals of Geographic Information Science II</u></p> <p><u>GIS, remote sensing, GPS; geostatistics, spatial analysis and neighbourhood analysis; visualization, 3D rendering, and animation; principles of geocoding; online mapping and open-source GIS; applied project and workflow management. Laboratory exercises require ArcGIS. Credit will be granted for only one of GEOG 370, GEOG 381 or EESC 381 [3-3-0].</u></p> <p><u>Prerequisite: One of: EESC 380 or GEOG 380.</u></p> <p><u>Equivalency: EESC 381</u></p> <p><u>EESC 381 (3) Fundamentals of Geographic Information Science II</u></p> <p><u>GIS, remote sensing, GPS; geostatistics, spatial analysis and neighbourhood analysis; visualization, 3D rendering, and animation; principles of geocoding; online mapping and open-source GIS; applied project and workflow management. Laboratory exercises require ArcGIS. Credit will be granted for only one of GEOG 370, GEOG 381 or EESC 381 [3-3-0].</u></p> <p><u>Prerequisite: One of: EESC 380 or GEOG 380.</u></p> <p><u>Equivalency: GEOG 381</u></p> | <p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p> |
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

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| Category: 1 | |
| Faculty/School: IKBSAS Dept./Unit: Philosophy / Unit 8 Faculty/School Approval Date: 20170227 Effective Session: 2017W | Date: 2016/12/05 Contact Person: Andrew Irvine Phone: 250.807.9704 Email: andrew.irvine@ubc.ca |
| Type of Action: New Course | |
| Rationale: <p>Our academic unit currently offers Topics courses in both Economics and Political Science. The purpose of these courses is to give instructors flexibility when offering courses not otherwise listed in the calendar, when trying out new course materials, and when responding to the needs of individual students. It is an oversight that a similar Topics course has not been listed in the calendar for our third discipline, Philosophy.</p> <p>The course now being proposed will fill this gap, giving Philosophy the same flexibility that is available to our other two disciplines.</p> | |
| Proposed Academic Calendar Entry: <u>PHIL 391 (3/6) d Topics in Philosophy</u> <u>Examination of selected topics in Philosophy. Topics may vary each time the course is offered. Repeatable for up to 6 credits with different topics. [3-0-0]</u> <u>Prerequisite: Third-year standing and 3-credits of PHIL.</u> | Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a |



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

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| Category: 1 | |
| Faculty/School: FCCS Dept./Unit: Critical Studies Faculty/School Approval Date: 2016/12/16 Effective Session: 2017W | Date: 2016/02/28 Contact Person: Dr. Jordan Stouck and Dr. Martin Blum Phone: 250.807.9362 (Blum) 250.807.9663 (Stouck) Email: jordan.stouck@ubc.ca; martin.blum@ubc.ca |
| Type of Action: New Course: ENGL 009 | |
| Rationale: ENGL 009: Preparation for University Writing replaces an existing, non-credit course, Writing 009: Preparation for University Writing, which has been offered through Student Services since 2012 to provide students with an on-campus means to satisfy UBC Okanagan's first-year English prerequisite (currently one of a) 70% in English 12 or English 12 First Peoples; b) a 5 on the LPI; c) a passing grade in the Okanagan campus' Writing 009; d) or an acceptable equivalent). Although analysis of student success in Writing 009 suggests that the course has generally served its purpose, the delivery of curriculum through a non-academic unit at our campus is not ideal: it has caused confusion amongst students who must now register into Writing 009 separately from their other courses; it has consumed resources in Student Services which could be better deployed elsewhere, and Student Services is facing increasing difficulty in offering the course in its current format; it has raised concerns about quality control in the delivery of the course; it has restricted the English program's ability to ensure that on-campus prerequisite programming ladders effectively into first-year English courses; and it has limited the University's ability to maintain accurate, official records of student accomplishments. The creation of ENGL 009 will address the problems outlined above because delivery of the course will move from Student Services to the English program. Students will be able to register in ENGL 009 through the SSC just as they do with all their academic courses. ENGL 009 will be taught by qualified faculty members hired by and appointed to teach the course by the English program (an academic unit). The English-program created curriculum in ENGL 009 is specifically designed to meet the needs of students whose lack of advanced English language competency can be an obstacle to success in their university studies. Using an acculturation model based on inviting students to participate in the discourse of the academy, and a step-by-step approach of scaffolding toward the types of assignments common in first-year English courses, ENGL 009 has been carefully aligned with the learning objectives of first-year English to prepare students for success in first-year courses and beyond. It offers students additional support through weekly lab sessions and an in-class tutor. Because ENGL 009 will be a regular, for-credit course which appears in the Academic | |



Calendar, record keeping will be automated: students' enrolment in and accomplishments in ENGL 009 will be included on their university transcripts, a significant improvement over the current situation wherein no official records of student enrolment in Writing 009 are maintained. Moreover, as a corollary, when students enroll in ENGL 009, both they and their instructors are unambiguously bound by and protected by Calendar language and University policies related to appeals of assigned standing in a course and academic misconduct—all members of our community, students and faculty members alike, will benefit from this reality.

The creation of ENGL 009 is a reflection of a commitment by the English program, the Faculty of Creative and Critical Studies, and the University to better serve students, especially ESL/EAL and Access Studies students who will be the primary beneficiaries of this particular course. That commitment, moreover, extends beyond ENGL 009 and includes plans to redesign existing first-year ENGL courses (much as we have done with ENGL 114, our Aboriginal Perspectives version of ENGL 112) to meet the needs of specific student cohorts such that students of diverse competency levels and linguistic backgrounds have multiple and on-going opportunities to develop and to improve their English language proficiencies during their studies.

The need for this type of course development cannot be overstated. For example, during the past five years, FCCS has seen an increase in academic misconduct cases amongst ESL/EAL students, a situation which is unfortunate for both students and faculty members. One well-recognized means for addressing this state of affairs is to get out front of the problem: by bringing at risk students into the ENGL programing stream as early as possible and by giving them the particular instruction that they need at the outset of their university careers, we will reduce problems further down the road. At the same time, misconduct issues aside, these students will be better prepared when they enter subsequent courses across all disciplines.

Proposed Academic Calendar Entry:

ENGL 009 (3) Preparation for University Writing

Practice-based course in communication skills. Develops university-level skills in composition, critical analysis, grammar, and documentation. Can be taken to fulfill the prerequisite for UBC Okanagan first-year ENGL courses. Cannot be taken after successful completion of any first-year ENGL course. Cannot be counted for credit toward the B.A., B.A.Sc., B.Ed., B.F.A., B.H.K., B.Mgt., B.M.S., B.Sc., or B.S.N. degrees. Pass/Fail. [3-1-0]

Draft Academic Calendar URL:

N/A

Present Academic Calendar Entry:

N/A



Curriculum Proposal Form New Course – Okanagan campus

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| Category: 1 | |
| Faculty/School: Faculty of Education Dept./Unit: Faculty/School Approval Date: 20170215 Effective Session: 2017S | Date: 2017/01/05 Contact Person: Dr. Karen Ragoonaden / Lindsay Cox Phone: 250.807.8203 Email: lindsay.cox@ubc.ca |
| Type of Action: New Course | |
| Rationale: EPSE 406 already exists on the Vancouver campus and we currently offer the course as a special topics course on the Okanagan campus. We would like to include EPSE 406 in the Academic Calendar as this course will become a prerequisite for EPSE 470 (Selected Topics in Inclusive Education) and EPSE 471 (Applied Project in Inclusive Education). | |
| Proposed Academic Calendar Entry: <u>EPSE 406 (3) Typical and Atypical Development in Infants and Children</u> <u>A review of typical development, and primary focus on issues of atypical development in infants and young children, including fetal alcohol syndrome, Down syndrome, cerebral palsy, autism, and vision or hearing impairments. Pass/Fail. [3-0-0]</u> | Draft Academic Calendar URL: Present Academic Calendar Entry: N/A |



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

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| Category: 1 | |
| Faculty/School: FHSD/ School of Social Work Dept./Unit: Faculty/School Approval Date: 20170124 Effective Session: 2017W | Date: 20170119 Contact Person: Dr. John Graham Phone: 250.807.9980 Email: john.graham@ubc.ca |
| Type of Action: New Course | |
| Rationale: This course is one of three new courses being implemented to address identified gaps in social work knowledge for Foundational Track first year students and bring the program in line with CASWE accreditation expectations of Foundational Track MSWs. | |
| Proposed Academic Calendar Entry: <u>SOCW 515: Social Welfare Policy in Canada (3)</u> <u>Historical and current forces shaping Canadian legislation, policies, programs, and services; impacts of these on social work practice and service users. [3-0-0]</u> <u>Pre-requisite: Restricted to students in the Foundational Track MSW.</u> | Present Academic Calendar Entry: None |



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

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| Category: 1 | |
| Faculty/School: FHSD/ School of Social Work Dept./Unit: Faculty/School Approval Date: 20170124 Effective Session: 2017W | Date: 20170119 Contact Person: Dr. John Graham Phone: 250.807.9980 Email: john.graham@ubc.ca |
| Type of Action: New Course | |
| Rationale: This course is one of three new courses being implemented to address identified gaps in social work knowledge for Foundational Track students and bring the program in line with CASWE expectations of Foundational Track MSWs. | |
| Proposed Academic Calendar Entry: <u>SOCW 516: Foundations of Ethical Practice (3)</u> <u>Values and principles of ethical practice in clinical social work; ethical dilemmas and decision making with individuals, families, groups, organizations, and communities within the framework of the social work profession's Codes of Ethics. [3-0-0]</u> <u>Pre-requisite: Restricted to students in the Foundational Track MSW.</u> | Present Academic Calendar Entry: None |



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

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| Category: 1 | |
| Faculty/School: FHSD/ School of Social Work Dept./Unit: Faculty/School Approval Date: 20170124 Effective Session: 2017W | Date: 20170119 Contact Person: Dr. John Graham Phone: 250.807.9980 Email: john.graham@ubc.ca |
| Type of Action: New Course | |
| Rationale: This course is one of three new courses being implemented to address identified gaps in social work knowledge for Foundational Track students and bring the program in line with CASWE expectations of Foundational Track MSWs. | |
| Proposed Academic Calendar Entry: <u>SOCW 517: Social Work and Indigenous Peoples in Canada (3)</u> <u>Overview of historical and current issues confronting social work with First Nations, Métis, and Inuit individuals, families, and communities within Canada including but not limited to child protection; critical assessment of theories for social work practice with Canada's Indigenous peoples. [3-0-0]</u> <u>Pre-requisite: Restricted to students in the Foundational Track MSW.</u> | Present Academic Calendar Entry: None |



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

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| Category: 1 | |
| Faculty/School: FHSD/School of Social Work | Date: 20170119 |
| Dept./Unit: | Contact Person: Dr. John Graham |
| Faculty/School Approval Date: 20170124 | Phone: 250.807.9980 |
| Effective Session: 2017W | Email: john.graham@ubc.ca |
| Type of Action: Revision to program | |
| <p>Rationale:</p> <p>In its last accreditation, the Canadian Association for Social Work Education (CASWE) gave the School of Social Work six years out of a possible seven year accreditation (2014 – 2020). At that time, despite the many strengths noted in the program, there were several key curriculum recommendations from the CASWE. These are primarily related to the 60 credit Foundational Track whereby students are admitted with an undergraduate degree in a related field and take a first year of coursework focused on foundational social work knowledge.</p> <p>Gaps in social work knowledge for Foundational Track students include: ethics in professional practice, Canadian social welfare policy, and social work with Indigenous Peoples in Canada. While there have been attempts to cover this knowledge in other core and elective courses, students and faculty agree that dedicated courses are required to more adequately cover this material and bring the program in line with CASWE expectations of Foundational Track MSWs.</p> <p>This proposal is for approval of three new courses, one in each of the above areas. These courses constitute a revision of the first thirty credits of the Foundational Track MSW, replacing the current nine credit elective requirement with nine credits of required courses.</p> | |



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| <p>Proposed Academic Calendar Entry: [15999] Master of Social Work – Foundational Two-Year Track</p> <p>Degree Requirements</p> <p>First Year</p> <p>All Foundational <u>Track first-year</u> students are required to complete the following 30 credits:</p> <p>Year 1 (30 credits)</p> <p>SOCW 511 Introduction to Social Work Theory and Practice (3 credits);</p> <p>SOCW 512 Theories and Interventions for Clinical Social Work (3 credits);</p> <p>SOCW 513 Assessment Skills for Clinical Social Work (3 credits);</p> <p>SOCW 514 Diversity and Critical Reflexive Practice (3 credits);</p> <p><u>SOCW 515: Social Welfare Policy in Canada</u></p> <p><u>SOCW 516: Foundations of Ethical Practice</u></p> <p><u>SOCW 517: Social Work and Indigenous Peoples in Canada</u></p> <p>SOCW 518 Integrative Seminar for Field Education (3 credits);</p> <p>SOCW 519 Social Work Field Education I (6 credits)</p> | <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1291</p> <p>Present Academic Calendar Entry: [15999] Master of Social Work – Foundational Two-Year Track</p> <p>Degree Requirements</p> <p>First Year</p> <p>All Foundational students are required to complete the following 30 credits:</p> <p>Year 1 (30 credits)</p> <p>SOCW 511 Introduction to Social Work Theory and Practice (3 credits);</p> <p>SOCW 512 Theories and Interventions for Clinical Social Work (3 credits);</p> <p>SOCW 513 Assessment Skills for Clinical Social Work (3 credits);</p> <p>SOCW 514 Diversity and Critical Reflexive Practice (3 credits);</p> <p>SOCW 518 Integrative Seminar for Field Education (3 credits);</p> <p>SOCW 519 Social Work Field Education I (6 credits); and</p> <p>Three approved electives (9 credits)</p> |
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Whereas:

1. UBCO Faculty of Education is a Faculty of UBC Okanagan campus, so constituted under the University Act;
2. It has been without a Dean since February 2014, over 3 years, in violation of Policies 21 and 23, and a series of Acting Deans have been appointed by University administrators;
3. It has had Head/Directors appointed by University administrators to look after Collective Agreement matters such as workload, tenure and promotion in the Faculty since 2014 without the administration following Policy 22 on the appointment of such Head/Directors;
4. Senate is the body with the power under the University Act to recommend to the Board the discontinuance of a Faculty;
5. University administrators have told the Faculty that it can no longer continue as a Faculty;
6. Discussions are in an advanced stage between administrators in Vancouver and the Okanagan with regard to the Faculty being discontinued and reconfigured as an Institute under the administration of the UBC Vancouver Faculty of Education;
7. To date, Senate or any of its Standing Committees has yet to be consulted on the possible discontinuance of the Faculty.

Be it so moved that:

Senate constitute an *ad hoc* committee to consider and report on these violations of Policies 21, 22 and 23 and recommend a process of consultation with Senate regarding discussion of options and alternatives that may or may not include a possible discontinuance of the Faculty of Education and/or processes regarding the appointment of a Dean and a Head/Director in keeping with Policies 21, 22 and 23. In the alternate, that the matters be referred to the Academic Policy Committee and/or any other relevant Senate committees for recommended actions.

Respectfully submitted,

Peter Wylie, Senator