

Okanagan Senate

THE SEVENTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2017/2018 ACADEMIC YEAR

THURSDAY 29 MARCH 2018

3:30 P.M. | ASC 130

1. Senate membership – Dr Kate Ross

New Member

Dr James Olson, Dean of the Faculty of Applied Science, to replace Dr James Olson, Dean *Pro Tem.* of the Faculty of Applied Science, effective 1 March 2018.

2. Minutes of the Meeting of 22 February 2018 – Dr Santa Ono

(approval) (docket pages 3-22)

3. Business Arising from the Minutes – Dr Santa Ono

Ratification of Revisions to Strategic Plan (approval) (docket pages 23-69)

4. Remarks from the Chair and Related Questions – Dr Santa Ono (information)

5. Presentation of Certificates of Appreciation for Student Representatives for 2017-2018 Completing their Terms on Senate – Dr Santa Ono (information)

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

a. General Remarks (information)

b. 2018-2019 Budget Update Presentation –with Associate Vice-President Robert Einarson (information)

7. Admission & Awards Committee – Dr Marianne Legault

a. New and Revised Awards (approval) (docket pages 70-71)

b. Undergraduate Admission Requirements for Secondary School Applicants Effective for Entry to the 2019 Winter Session – Calendar Changes on Admission (approval) (docket pages 72-115)

c. Changes to Admission Regulations for the Master of Social Work - Okanagan College Affiliation (approval)(docket pages 116-129)

8. Curriculum Committee – Dr Peter Arthur

Curriculum Proposal from the faculties of Arts & Sciences, Creative & Critical Studies, Education, and Health and Social Development, and the College of Graduate Studies (approval) (docket pages 130-180)

9. Nominating Committee – Dr Jannik Eikenaar

Appointments to a President’s Advisory Committee for the Selection of an Associate Vice-President Research and Innovation (approval) (docket page 181)

10. Other Business

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

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



OKANAGAN SENATE

MINUTES OF 22 FEBRUARY 2018

DRAFT

Attendance

Present: Prof. D. Buszard (Vice-Chair) Dr K. Ross (Secretary), Mr A. Aghshahi, Dr P. Arthur, Dr P. Barker, Ms H. Berringer, Dean G. Binsted, Dr D. Carter, Dr J. Cioe, Ms C. Comben, Dr J. Corbett, Mr I. Cull, Ms K. DesRoches, Ms T. Ebl, Dr J. Eikenaar, Dean M. Grant, Ms M. Harper, Dr J. Jakobi, Dr D. Kandie, Dr L. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Dr Y. Lucet, Ms M. Ly, Ms B. Mackenzie-Dale, Dr B. Marcolin, Dr S. McNeil, Ms K. Morgan, Mr F. Pena, Dean R. Sugden, Ms J. Tom, Dean B. Traister, and Dr G. Wetterstrand.

Regrets: Dr S. Ono (Chair), Dr S. Alam, Mr M. Campbell, Dr R. Campbell, Dean *Pro Tem*. B. Frank, Chancellor L. Gordon, Dr J. Gustar, Ms G. Hardy-Legault, Dr M. Hoorfar, Dr J. Hossain, Dr J. Johnson, Mr K. Lee, Ms E. Lewis, Mr J. Loeppky, Dr C. Mathieson, Dr S. O'Leary, Dean *Pro Tem*. J. Olson, Dr M. Reekie, Dr D. Roberts, Ms H. Tjioe, and Dr P. Wylie.

Clerk: Mr C. Eaton.

Call to Order

Dr Buszard called the meeting to order at 3:33 pm

Senate Membership

The Registrar informed Senate of the resignation of Ms Kelly Lu, Student Representative At-large. Due to there only being one meeting left in her term the Registrar advised that she would not be calling a by-election to fill the vacancy.

Minutes of 25 January 2018

Jan Cioe
Peter Arthur

} *That the Minutes of the Meeting of 25 January 2018 be adopted as presented.*

Approved



Business Arising

Senator Eikenaar noted that in response to the delegation made at the last meeting of Senate, three appointments have been made:

President's Advisory Committee for the Selection of a Vice-President Finance and Operations (1 Faculty Member): Dr Ramon Lawrence, Faculty of Arts & Sciences;

President's Advisory Committee for the Selection of a Vice-President Development and Alumni Engagement (1 Faculty Member): Dr David Jefferess, Faculty of Creative & Critical Studies; and

President's Advisory Committee for the Extension of Appointment of the Registrar (1 Faculty member): Dr Peter Arthur, Faculty of Education.

Senator Cioe raised the matter of International Doctoral Fellowships (IDFs) and asked Dean Grant if she could opine on the number of IDFs available as well as funding for them.

Dean Grant replied that at this point in time UBC Okanagan is only able to offer three IDFs per year; we are hoping that after four years there will be twelve on-going IDFs, three new each year, but this has not been confirmed. The Okanagan Campus is offering \$25,000 + tuition per year; graduate programs may top-up that amount with research assistantships, teaching assistantships or internal awards during these four years. Graduate Council debated the terms and felt that this caliber of student should be able to complete their program within four years. They also indicated that recipients should be given the opportunity for professional development through teaching assistantships, or by teaching a course once they were admitted to candidacy during these four years, rather than waiting for a fifth year.

Conversely, UBC Vancouver offers \$30,000 + tuition for four years and a minimum package of \$18,000 from their supervisors/graduate programs of research assistantships, teaching assistantships or awards in their fifth year. They offer thirty-five IDFs each year.

Senator Ebl noted the comment at the previous meeting regarding graduate outcomes and asked if this could be made available at a future meeting of Senate.

Referencing the President's recent email, the Vice-Chair noted that the Provost Search was going ahead.

Senator Eikenaar noted that the deans had clearly recommended that the Provost be made a vice-president academic. He asked if there was a reply to that recommendation.



Senator Buszard said that the President's decision was to proceed with the status quo. She said that we could further consider the Dean's recommendation as we look at where the strategic plan will take us and where the campus will be going in upcoming years.

Senator Cioe expressed the same concerns. He suggested that we should deal with that after the strategic plan.

Remarks from the Deputy Vice-Chancellor

STRATEGIC PLAN

The Deputy Vice-Chancellor noted that the plan had been revised since it was last seen in January. Once endorsed by the Board and Senates shorter versions and other interpretative material will be produced. In implementing the plan, a structured approach will be taken and with vice-presidents assuming leadership roles in implementation areas and deans working with their faculties to facilitate alignment and identify opportunities. Budget process will work to support actions identified by the plan, and calls will be made for proposals to support implementation. Finally, metrics will be developed to ensure we know how we are achieving the plans goals.

Jan Cioe	}	<i>That Senate endorse the strategic plan as</i>
Peter Arthur		<i>amended.</i>

Senator Cioe noted that he appreciated the accountability of metrics. Metrics may give the false sense of just being numbers; they need to be more global and holistic. We want the nuance behind those numbers; the quality. In particular, this needs to include indigenization from a quality not just quantity

Senator Cull noted the 2005 Okanagan agreement predating the 2006 Musqueam agreement.

By general consent, the draft strategic plan was amended to include reference to both the Okanagan and Musqueam memoranda of understanding.

Senator S. Lawrence noted as opposed.

Approved as
amended



Admission & Awards Committee

The Chair of the Senate Admissions & Awards Committee, Dr Marianne Legault, presented:

NEW AWARDS

See Appendix A: Awards Report

Marianne Legault Catherine Comben	}	<i>That Senate accept the new awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.</i>
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Approved

ENROLMENT TARGETS

Marianne Legault Catherine Comben	}	<i>That Senate approve and recommend to the Board of Governors for approval, the 2018-2019 enrolment targets, as per section 27(2)(r) of the University Act, as outlined in the attached report as amended.</i>
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Senate welcomed Mr Alfred Vogt, Deputy Registrar for the Okanagan campus, to present.

Mr Vogt outlined the processes undertaken to develop the enrolment targets. Once developed by the faculties and administration, the proposals are considered by the the Strategic Enrolment Management Committee and then the Senate Admission & Awards Committee prior to recommendation to the Senate.

Mr Vogt noted that for the actual targets we focus on are for entry years, and the domestic numbers there lead to our total full-time equivalent (FTE). These numbers are not informed by our current application pool since this isn't known in time for this work. We will end up at 103% for next year, intentionally.



Senator McNeil noted some minor math errors in the proposal.

By general consent the Bachelor of Media Studies enrolment targets were reduced by 10.

Dr Arthur asked why education numbers were kept at 100 given the demand for the program.

Dr Patricia Lassere was recognized and noted that this was the proposal from the faculty; if demand was higher and we had capacity we would likely welcome more students.

Senator Ebl asked if BC post-secondary institutions had consistent timing for offers and acceptance.

Mr Vogt noted that number of applicants to the BA was going down.

Senator Arthur said that the Okanagan Faculty of Education enrolled many Arts and Sciences and Creative and Critical Studies graduates; he asked if we accorded any priority in consideration to our own graduates.

Mr Vogt said that we haven't done that in the past and we'd need to discuss this with the Faculty of Education

In response to a question on the timing of admission decisions, Dr Ross said that UBC has done extensive research on this topic and being first does not matter; being last does. For some reason students favour later offers of admission within the right mix. That said, processing our top offers earlier does improve yield.

Lastly, Mr Vogt went over international targets. Again, noting that no dramatic changes were being proposed; we are running into constraints in some programs, for instance the Bachelor of Science due to lab space and a desire not to erode domestic numbers with international.

Senator Ebl asked how international tuition was allocated.

Mr Vogt said that there was a mechanism and a model within the budget to allocate a percentage of international tuition.

Dr Buszard confirmed that the proportion went to the faculty that registered and the faculties that taught those students.

Senator Binsted noted that 103% was our goal this year and asked what our ideal end-state would be.



Mr Vogt suggested around 105%.

Dr Buszard noted that there was a small addition of seats expected as part of “Talent for Tech”

Senator S Lawrence asked how we did allocations for specializations within programs.

Mr Vogt said he did not know what process was undertaken within faculties and programs.

Approved as
Amended

Agenda Committee

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

SENATE MEETING SCHEDULE

Peter Arthur	}	<i>That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2018-2019 be established as follows: 27 September 2018, 25 October 2018, 22 November 2018, 13 December 2018, 31 January 2019, 28 February 2019, 28 March 2019, 25 April 2019, 16 May 2019.</i>
Greg Wetterstrand.		

Approved

Curriculum Committee

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

FEBRUARY CURRICULUM REPORT

See Appendix B: Curriculum Report

Peter Arthur	}	<i>That Senate approve and recommend to the Board of Governors for approval one new course brought forward by the Faculty of Arts and</i>
Jan Cioe		



Sciences, four new courses brought forward by the Faculty of Creative and Critical Studies, three new courses brought forward by the Faculty of Health and Social Development, and two new courses and one new program option brought forward by the Faculty of Applied Science.

Senator Traister asked why syllabi were not included in the senate material.

Dr Arthur said that it was considered by the committee but not included in the Senate docket. The Senate Curriculum Committee (SCC) docket was 300 to 600 pages long; if senate wished, we could make that available via an intranet.

A senator noted that by the time material goes to the SCC it already went through each faculty and was sent out for broad consultation.

Dr Traister suggested that the level of review exercised by the SCC was perhaps excessive and that the SCC was involving itself in materials that had already been dealt with thoroughly by faculties.

Senator Cioe said that this position came from a perspective that he did not accept: that an individual faculty had sole jurisdiction over material. The behaviour of one faculty can affect the entire university's reputation. Sometimes faculties ask for unreasonable things, or do not comply with general regulations or expectations. The SCC is the committee that stands up for students and the university at-large.

Senator Binsted said that while he agrees the SCC reviewed those documents what is fundamentally approved is the title, vector, and description. Given that, the level of scrutiny doesn't make sense and a lot of work is done to have a syllabus approved that can then be discarded. He suggested that anything the committee wants should be bound.

Senator Legault echoed Dean Traister's comments, stating that she was concerned by the serious nitpicking by the SCC. Looking at learning outcomes adds value and consistency but there was too much policing of material by the SCC.

Senator Kandie said that there was a level of granular oversight on the SCC but from sitting on the committee that oversight was important to have student input being considered for a new course as this was the only opportunity.

Senator Marcolin noted that the SCC often considered what level of detail was needed, and she appreciated student input at the SCC. She noted that the SCC also found faculty proposals that broke UBC policy even if approved by faculties. She assured Senate that the SCC would like to read less.



Senator Arthur said that the SCC was not nitpicky. If there was a comma splice or a minor change we do not send things back; we pass things conditionally on them being fixed. We try to add value. He thanked the Senate Curriculum Committee for its work.

Approved

Bryce Traister
 Gordon Binsted

} *That the Senate Curriculum Committee be directed to review the curriculum guidelines in consultation with the faculties and report back to Senate by April 2018 with any changes it may recommend*

Approved

Report from the Librarian

Ms Heather Berringer, Chief Librarian of the Okanagan campus, presented:

Ms Berringer thanked the Senate for the opportunity to share some of the Library's 2017 accomplishments and 2018 priorities.

She highlighted the following points for the Senate:

- The 50,000 questions answered at our service points represents a significant increase from last year – about 13,000 more interactions than we had the year prior.
- Our Writing & Research Centre is seeing over 90% utilization during the term (and, as always, our Centre for Scholarly Communication is at 100% utilization – the appointments are snatched up as quickly as we can increase their availability).

By all service standards, this represents outstanding performance on the part of our team.

Collections are moving online:

- Total system volumes are approximately 7.8 million. About 5.5 million are print volumes or AV items (with just about 201,000 of them housed on our campus) while over 2.3 million are ebooks.
- System wide, print circulation continued on a downward trend, but this is not a surprise given the shift to digital resources and is in line with the trends seen in other academic research libraries.



The fact that 79% of our collections are digital brings with it the challenges of current times. And this transitions me into the numbers that I bring to this group every year.

Our recurring collections budget, thankfully, remains stable and has actually seen some small increases at the system level; however:

- Many of our electronic collections are subscribed to in large packages that are colloquially referred to as “big deals”, provided by large commercial publishers. Here, you see the pricing for the four top “big deal” packages we subscribe to and a glance at how their subscription fees are increasing over time.
- The nature of these large packages makes it difficult for libraries to reduce their spending, as the per-title prices, when subscribed to outside of a “big deal”, are such that a library can usually only obtain a small number of titles for a similar price as the entire package
- It’s important to know that at this point – which is really a crisis point for libraries – some of our Canadian colleagues are starting to examine the possibility of getting out of the “big deal.” There is a clear understanding that this will result in an overall loss of content but it also sends a message to publishers that things cannot continue to progress as they have been
- Journal subscription prices have increased steadily over the last few decades with journals produced by commercial publishers costing about 5 times the price of those published by professional or academic societies.
- New journals are created frequently and the cost of existing journal subscriptions are increasing at rates beyond the inflation rate.
- While universities are facing these increasing subscription costs academics remain incented to provide their research and editorial services to the publishers with little or no compensation to their granting agency or host institution. This is a complex issue for libraries and for university administration.
- We take advantage of library consortia, partnerships, and alliances but really need to develop a coordinated strategy outside of libraries in response to this ongoing issue. Universities have to work together at senior levels to resolve this common challenge. There’s only so much libraries can do with so little leverage.

In the area of student experience:



- Every year, the Library hires a group of students to act as Peer Technology Assistants (PTA). For several years, these PTAs have provided technology, course management system, and basic directional support to students.
- This year, we took a new approach: an opportunity for each PTA to be responsible, as part of their regular position, to lead at least one program per term.
- We want this initiative to pilot student-led programming within the Library, engage students, and promote library services and collections. We also want our student employees to get experience creating timelines, budgets, and goals as an introduction to project management.

We also took the opportunity in 2017 to perform a needs assessment of Library services to international students:

With the help of a graduate student from UBC Vancouver's School of Library, Archival and Information Studies, we:

- performed an environmental scan and literature review, and developed an annotated bibliography;
- reviewed 2016 LibQUAL+ results and data from the Office of Planning and Institutional Research to identify themes and trends; and
- prepared and conducted a series of interviews and focus groups with international students and campus partners, such as International Student Services

Overall, results reinforced what we currently offer, but highlighted the potential for the Library to serve as a hub through which international students could learn about existing campus services and supports.

- In September, our Writing and Research Centre received notification that its writing consultant training received College Reading and Language Association International Tutor Training Program Certification. This allows the Centre to issue certificates to peer consultants who have met all of the CRLA-approved requirements. We worked collaboratively with colleagues at UBC Vancouver's Centre for Writing and Scholarly Communication, which means the certification applies to the writing centres on both campuses.
- With thanks to the Provost for one-time pilot funding this summer we were able to pilot summer hours in the WRC. This was in response to Vantage College and English instructor requests, and allowed us to identify a series of challenges which led to the



conclusion that keeping the Centre open during the summer is not cost-effective. However, we can and will work closely with faculty members teaching summer courses that contain writing components to look at options for workshops and class visits, which are far less costly.

- The Centre for Scholarly Communication worked closely with the College of Graduate Studies this year to launch a Peer Writing Group Network and a Thesis Formatting Service, both of which are seeing excellent uptake.

On the research side, in 2017 the Library launched – in collaboration with partners in Research Computing Services and the Office of the Vice-Principal Research – a review of services that we have grouped under the heading of “Digital Scholarship Services”:

- Most researchers here will know that while units like the Library, Advanced Research Computing, Research Computing Services, and the Office of Research Services work closely together, there is definitely not seamless transition between a constantly expanding list of services.
- The launch of RIMES was a solid first step, but this review takes things a step further: what would happen if we could create a formalized partnership that would allow us to create a storefront – a one-stop shop – that could ensure effective referral and follow-through? This was the question that was asked to a steering group that included representatives from the three partner units and faculty representatives from the Barber School, School of Engineering, Faculty of Creative and Critical Studies and, School of Social Work.
- The review was successful in establishing a list of priority services, grouping them into potential service tiers, and is currently examining possible referral processes, data tracking processes, and operationalization of such a storefront.

Linking our researchers with our community, the UBC Innovation Library – our UBC space located inside the Kelowna Branch of the Okanagan Regional Library - thrived in 2017:

- Programs included the Kelowna District Genealogical Society event Where was your family 150 years ago and September’s highly successful Queer in Kelowna: A Community-University Conversation, which was facilitated by Aftab Erfan, UBC’s Director, Dialogue and Conflict Engagement.
- This year one of our first programs is the Indigenous Canada speaker series, which we are hosting in partnership with the Okanagan Regional Library, and which features a speaker every other week through the end of April. This forms part of a larger, cooperative Read



for Reconciliation initiative, which includes NFB film nights, reading lists, and complementary content to University of Alberta's free massive open online course (or MOOC), Indigenous Canada.

In terms of engagement with our Okanagan campus and community, 2017 marked the community launch of our Okanagan Region Historical Digitization program:

- Student digitization teams were trained, and began the site-based work of digitizing and uploading identified collections to a web-based portal which utilizes the provincially recognized Arca platform. These students travelled throughout the Okanagan Valley, scanners in hand, to set up in a total of 11 repositories from Osoyoos to Sicamous.
- Through this work, over 30,000 digital assets have been collected, and the unique initiative positions UBC Okanagan as a regional leader in digital preservation.
- We continued to bring our skills as the university's information managers, phasing in a service-based records management program. This has included:
 - o Formation of a records management Community of Practice for campus administrators, which includes representation from 13 different units;
 - o Piloting a tailored records review service, starting with one unit and incrementally phasing in additional units; and
 - o Piloting a records storage program, which provides full-service paper records storage for participating units. This service will be able to be scaled once the new vault, located in the Teaching & Learning Centre, is complete.

And we were pleased in 2017 to finally launch our new Mission, Vision, and Values statements, which will form the underpinning for our next strategic plan.

Ms Berringer Noted that more about the mission, vision and values, for those who are interested, is available in the report document, and both these and our strategic framework be available on our Library's website later this year.

Looking forward to next year, Mr Berringer noted:

In support of teaching and learning:



- Our new Learning & Curriculum Support Librarian, has created a draft three-year Library instructional strategy that is currently in consultation with our cohort. The first steps include:
 - o exploration and beginning integrations of library designed instructional tools, modules, and assessments into courses through Canvas to support student learning;
 - o two ongoing pilot projects (Masters of Social Work + First Year English) to embed library instruction in a scaffolded way throughout a term to find students at their point of need. These projects are currently undergoing ethics approval, and will help to inform sustainable ways forward for our instructional practice; and
 - o substantial improvement of our communications strategies (including our website) to highlight our instructional offerings.

In support of research:

- The Digital Scholarship Services review has yielded recommendations and strategy that we believe will allow us to further our currently proposed partnership with Research Computing and the VPR Research, and launch a first iteration of the storefront in late 2018 or early 2019.

For our community:

- A few weeks ago, Digitized Okanagan History – the online face of the Okanagan Region Historical Digitization Project went live.
- 4 more repositories have indicated interest in joining the collaboration, and we are currently seeking additional donor funding to help expand the scope of the project; this includes a ‘second pass’ through some of our existing partners, and feasibility studies to investigate the possibility of including newspaper content, and the possibility of expanding the geographic scope of the project into the Columbia Basin/Kootenays region.
- A partners summit will be held later in 2018 to discuss future directions for the ORHDP.

And, finally, in terms of capital development:



- The library's main floor is planned to undergo a significant renovation this summer, which will facilitate the connection to the Teaching & Learning Centre. Most importantly, this renovation would include:
 - A reimagined service zone that removes physical barriers and better showcases Library and other campus supports for student learning;
 - An active learning classroom that will support Library instruction activities and, in partnership with the Centre for Teaching and Learning, offer a new kind of learning environment for instructors interested in further developing their teaching practice;
 - A satellite Okanagan Regional Library (ORL) location that will offer a rotating leisure reading collection and the opportunity for on-campus holds pickup;
 - A flexible events space that would allow us to feature campus partners and host a variety of programming. This speaks, in part, to the needs that were identified through our needs assessment for services to international students;
 - Improved seating options for informal learning, in configurations to encourage both individual and collaborative work; and
 - The Teaching & Learning Centre, scheduled to open in September 2018. This 60,000 square foot addition is slated to include a 400 seat classroom, a variety of options for study and learning – some collaborative and some independent – a graduate student commons, a digital media centre, a Teaching & Visualization Lab, and a new special collections and archives with appropriate vault facilities for long-term preservation of materials.

Senator Harper expressed her thanks for the library having extended its operating hours to a 24-7 schedule during exams and hoped that this continued.

Senator Ebl asked if the writing and research services the same as the writing centre?

The Chief Librarian said that the former also included graduate student and scholarly support.

Senator Ebl asked what the likelihood would be of construction of the new building being done in time.

The Deputy Vice-Chancellor said that the building had to be substantially done by May to meet government requirements. We are planning for success but also developing contingencies.

The librarian said that the delays were weather related.



Senator Corbett said that the library was doing an amazing job and he appreciated her presentation. Thinking more broadly about the library, he noted the exorbitant fees and wondered why we didn't reference open access. He noted Harvard's position on open access and it being unethical for state funded research to be closed.

Ms Berringer replied that we're in support of open access and open data, but something like a policy statement but there is a challenge there with promotion and tenure. UBC has taken significant steps to recognize open access publishing but the actual conversion of faculty members needs to be a grass roots effort.

Senator Arthur said that we need to re-look at our open access policy between both campuses, but since then, open access and open education has changed dramatically. He suggested that the learning and research committee reexamine the issue.

Senator S. Lawrence said that open access was different in some disciplines and we needed to be sensitive to that. UBC library has an electronic materials-preferred purchasing policy. Books are not open access but once you own them you don't have to pay again.

Ms Berringer said that we are also purchasing electronic books not just subscriptions. This was largely done to allow for multiple users and sharing between campuses.

Senator S Lawrence said that there was a lot of emphasis for shared study space but there are a lot of people using quiet study rooms and maybe we should build more.

Senator McNeil said that there have been occasions in the past where industries have raised prices beyond the reasonable and governments have stopped that; are universities lobbying government to stop this?

Ms Berringer replies that yes, both in Canada and the United States, but with little or no success.

Report from the Registrar

2018-2019 ACADEMIC YEAR

Dr Ross presented on the Academic Year. She noted the concern with the January 2nd start for term 2 and advised that her staff had explored and would continue to explore alternatives, but that none had yet been found and that the proposed academic year was in compliance with Senate's policies. The key dates for the 2018-2019 Winter Session were set as follows:

Term 1



Tuesday, 4 September 2018	Term 1 begins
Friday, 9 November 2018	Midterm Break
Friday, 30 November 2018	Last day of Term 1 classes for most faculties
Monday, 3 December 2018	First day of exams for Term 1
Tuesday, 18 December 2018	Last day of exams for Term 1
Term 2	
Wednesday, 2 January 2019	Term 2 begins
Tues.-Fri., 12-15 February 2019 February)	Midterm Break (following Family Day, Monday, 12 February)
Thursday, 4 April 2019	Last day of Term 2 classes for most faculties
Monday, 8 April 2019	First day of exams for Term 2
Friday, 26 April 2019	Last day of exams for Term 2

Senator Harper said that the students are working on an extended fall reading week proposal.

Report from Arts and Sciences

Jan Cioe	}	<i>That Senate approve amendments to the principles, procedures, and guidelines for external reviews on the Faculty of Arts and Sciences as proposed.</i>
Peter Arthur		

Senator S. Lawrence expressed his gratitude to not be in the Faculty of Arts and Sciences as this seemed onerous and numbers driven.

Senator Cioe said he was a head and there was a lot of material but we have to do this and this was an approach used by other peer institutions.

Senator S. Lawrence noted as opposed.

Approved

Candidates for Degrees

Deborah Buszard	}	<i>That the candidates for degrees as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which they were recommended, effective February 2018, and that a committee comprised of the Registrar, the relevant dean(s), and the Chair of Senate be</i>
Miriam Grant		



*empowered to make any necessary adjustments.
 (2/3 majority required)*

Approved

Student Committee Assignments

Kristen Morgan }
 Jan Cioe }

That Ms Kristen Morgan be appointed to the Council of Senates Budget Committee until 31 March 2018 and thereafter until replaced, to replace Ms Kelly Lu; and

That Ms Hillary Tjioe be appointed to the Agenda Committee until 31 March 2018 and thereafter until replaced, to replace Ms Kelly Lu.

Approved

President's Advisory Committee for the Appointment of an Associate Vice-President Academic (Provost, and Vice-Principal (Academic)).

Jannik Eikenaar }
 Gordon Binsted }

That those persons appointed by the Senate to the Interim Provost Search Committee continue as members of the President's Advisory Committee for the Selection of an Associate Vice-President Academic (Provost and Vice-Principal (Academic)).

Approved

Adjournment



Seeing no other business, the meeting was adjourned at 5:27 pm.



Appendix A: Awards Report

Joanne Konnert Award in Mental Health Nursing

A \$3,500 award is offered by Joanne Konnert to a fourth-year student in the School of Nursing program in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of mental health in nursing. Joanne Konnert is a double UBC alumna, BSN '71, MSN '77, former COO of the Interior Health Authority, and passionately encourages nurses to seek careers in areas of mental health care. The award is made on the recommendation of the School the Nursing. (First award available for the 2017 Winter Session)

Matthew Yip Memorial Award for Outstanding Field Training in Social Work

A \$1,200 award has been endowed by family, friends, and colleagues in memory of Matthew Yip, BASc '15. The award is offered to an outstanding graduate student in the Masters of Social Work program in the School of Social Work in the Faculty of Health and Social Development at The University of British Columbia, Okanagan campus and is based upon a combination of academic achievement and excellence in a field placement which focuses on mental-health issues. Preference is given to students whose studies focus on depression, anxiety, and suicide. (First award available for the 2017 Winter Session)

Cliff and Lois Serwa Athletic Bursary

Bursaries totalling \$4,000 have been endowed by Cliff and Lois Serwa for varsity athletes on the men's and women's teams at UBC's Okanagan campus. Preference is given to members of the men's and women's varsity basketball teams. The bursaries are adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)



Appendix B: Curriculum Report

FACULTY OF ARTS AND SCIENCES

PHYS 548 (3/6) d Special Topics in Medical Physics

FACULTY OF CREATIVE AND CRITICAL STUDIES

FILM 103 (3) Acting for Stage and Screen (new course)

FILM 250 (3) Workshop in Creative Writing: Screenwriting (new course)

FILM 261 (3) Video I (new course)

FILM 271 (3) Video II (new course)

FACULTY OF HEALTH AND SOCIAL DEVELOPMENT

NRSG 423 (3) Advanced Clinical Reasoning for Care of the Complex Client (new course)

NRSG 427 (3) Advanced Mental Health (new course)

NRSG 437 (4/8) d Mental Health Preceptorship (new course)

FACULTY OF APPLIED SCIENCE

ENGR 453 (3) Internet of Things (new course)

NGR 454 (3) Motor Drive Systems (new course)

Option in Mechatronics Engineering (new program option)

The following draft has been modified by the Office of the Senate to show substantive changes made since the prior meeting of Senate in orange type. Typographical corrections and stylistic changes have not been marked.

STRATEGIC PLAN 2018–2028

SHAPING UBC'S NEXT CENTURY

Inspiring people, ideas and actions for a better world

DRAFT 14 March 2018

A NOTE FROM THE PRESIDENT AND VICE-CHANCELLOR

Welcome to ***Shaping UBC's Next Century*** – the strategic plan of the University of British Columbia (UBC), launched at a time of renewal as we embark on our next century as a leading public university.

The planning process over the last year has given UBC community members the opportunity to share perspectives on what defines UBC and to exchange ideas about our role in the world. ***Shaping UBC's Next Century*** builds on the university's previous strategic plan, *Place and Promise*, and focuses on three themes that we believe are critical to society today: inclusion, collaboration and innovation. This plan describes the strong connections between these themes and the core areas that continue to define what we do as a public university: People and Places, Research Excellence, Transformative Learning and Local and Global Engagement. It also emphasizes our enduring focus on academic excellence and on Indigenous engagement, sustainability and wellbeing. Our relationship with Indigenous people and communities is central to the university; we hold profound commitments to reciprocity, knowledge curation and development.

Shaping UBC's Next Century sets out our collective vision and purpose, as well as our goals and strategies for the years ahead. It will guide our decisions, actions and interactions into the future, and will create a framework for resource allocation across the university. As always, people remain the cornerstone of UBC. The plan reflects our commitment to their health, development and success, without which we will not fulfil our collective potential. We want to inspire the very best in our students, faculty, staff, alumni and partners, and we recognize the degree to which we continue to be inspired by the individuals and the communities with whom we work.

This is our moment to harness the energies and strengths of an extraordinary institution to affect sustainable and positive change, both locally and globally. Our vision of ***Inspiring people, ideas and actions for a better world*** reflects our strongly held belief

that, personally and collectively, we have the desire, capacity and responsibility to make this happen. This is our moment to *inspire*.

I am proud of the way our community has come together to create the direction and spirit so evident in this plan. To the many thousands of individuals – students, faculty, staff, alumni and university partners – who contributed their perspectives and passion to this effort, I offer my deepest thanks.

Professor Santa J. Ono
President and Vice-Chancellor

DRAFT

INTRODUCTION

The process of developing UBC's new strategic plan has helped to forge a consensus about the directions we will take as a public institution. Throughout 2017, thousands of members of the UBC community came together through group discussions, open houses and online to provide input that helped inform the plan. That input was further shaped by a representative Steering Committee, multiple working groups, *alumni UBC*, the Deans, the Executive and diverse university committees. We have also engaged extensively with external partners along the way. UBC has benefited greatly from the contributions and commitment of these individuals and groups and will further benefit from our continued work together as we move into implementation.

We begin by acknowledging that UBC's two main campuses are located on the traditional, ancestral and unceded territories of the x̱m̱əθḵw̱əy̱əm (Musqueam) and Syilx (Okanagan) peoples, and that UBC's activities take place on Indigenous lands throughout British Columbia and beyond. In recent years, the work of the Truth and Reconciliation Commission of Canada and the publication of its *Final Report* and *Calls to Action*, and the development of the *United Nations Declaration on the Rights of Indigenous Peoples*, have brought renewed attention to the ways in which Canadian educational and other institutions have failed and oppressed Indigenous people. At this historic juncture, UBC renews its commitments, articulated in the 2009 *Aboriginal Strategic Plan*, to addressing this history and charting a way forward that provides a basis for productive co-existence and a more equitable future. **Specific measures are identified throughout this plan, and these are being reviewed and revised in the context of the 2018 *Indigenous Strategic Plan* ([LINK](#)).**

Shaping UBC's Next Century builds on the successes of the past. The university recently celebrated its centennial, marking 100 years of excellence in research, education and service in British Columbia and beyond. UBC's previous strategic plan sparked significant academic achievements, with deepening commitments to Indigenous people

and communities, sustainability and alumni engagement. It channelled institutional attention and activity toward international collaboration, intercultural understanding and outstanding work environments. Collectively, these accomplishments position us well to embrace the opportunities and navigate the challenges that lie ahead. The locations of our campuses and multiple learning and research sites at the western edge of Canada enable fresh perspectives in a fast-changing global landscape. These are reinforced by the relative youth of UBC in the world of higher education.

As a public institution, we are proud to play a pivotal role in British Columbia, shaping and participating in the development of its people, society and economic growth. At the same time, UBC is a globally renowned university, contributing world-leading research, providing distinctive excellence in education, attracting outstanding people domestically and internationally, and collaborating with pre-eminent universities and organizations around the world. The founders of UBC understood the university's potential as a place of engagement; a place where relevant, innovative and impactful research could be conducted; a place where pressing societal issues would be examined, deliberated and resolved; and a place where critical thinking would always be welcomed and informed citizens shaped. We strive to fulfil this potential in all that we do, locally, regionally, nationally and across the world.

This plan identifies key areas in which to focus our efforts, and provides support for decision-making and resource allocation across the university. It allows us to see more clearly our roles in context and creates a basis for external dialogue and engagement. Importantly, it helps us define the outcomes against which we can be held accountable and the metrics by which to assess our progress. ***Shaping UBC's Next Century*** also provides connections across – and support for – the many strategic plans that articulate ambitions and guide activity in constituent parts of UBC, including faculties and university-wide initiatives. In 2014, UBC Okanagan articulated its goals and actions in a visioning exercise entitled *Aspire*, a foundational document for both the campus and our institutional planning (<https://aspire.ok.ubc.ca/>).

We recognize that successful implementation will require sustained leadership, activity and resources. This plan is built upon the strengths of all members of the UBC community – students, faculty, staff, alumni and partners – and it is dependent on their continued engagement and contributions. UBC is intent on ensuring that the necessary supports are in place to help us fulfil the goals and priorities outlined in ***Shaping UBC's Next Century***.

In developing this plan, we have renewed our vision and purpose as a university. These reflect an ongoing commitment to excellence in the academic mission, to citizenship and to positive change. We emphasize the people, ideas and actions that enable us, personally and collectively, to achieve these aims and achieve inspirational impact. We also highlight the interconnectedness of UBC's activities, internally and externally, with our local and global partners. Our efforts in the past decade to improve Indigenous relationships, sustainability and alumni engagement, framed through *Place and Promise*, have enabled considerable progress, and these are now widely regarded as fundamental to the UBC community and to our partners. Continued focus in these areas is an essential aspect of our work in research and education. We seek to *inspire* people, ideas and actions, and to build together a creative and dynamic institution comprised of – and connected with – *inspiring* people, ideas and actions. The word *inspire* has another meaning for us, related to its original meaning of “to breathe in”: to do so through deep engagement with societal partners, new forms of academic inspiration and the pursuit of opportunities to serve society better.

Vision

Inspiring people, ideas and actions for a better world

Purpose

Pursuing excellence in research, learning and engagement
to foster global citizenship and advance a sustainable and just society
across British Columbia, Canada and the world

DRAFT

Five enduring values¹ underpin all our activities, interactions and decisions – from classrooms and laboratories to committees and leadership and our interactions with the world. These values act as a compass and a lens through which to view our work.

Values

Excellence. A profound and aspirational value:
the quality of striving to be, and being, outstanding

Integrity. A moral value:
the quality of being honest, ethical and truthful

Respect. An essential and learned value:
regard felt or shown towards different people, ideas and actions

Academic freedom. A unique value of the academy:
a scholar's freedom to express ideas through respectful discourse
and the pursuit of open discussion, without risk of censure

Accountability. A personal and public value:
being responsible for our conduct and actions
and delivering upon our respective and reciprocal commitments

¹ Definitions adapted from: *The Canadian Oxford Dictionary* (2 ed.), Ed. by Katherine Barber, OUP 2004

This plan provides a road map to help UBC reach its potential and a mechanism through which we can be held accountable. Our vision is further articulated through the following 10 goals – the UBC Promise. UBC is an institution where we:

- lead globally in research excellence, discovery, scholarship and creative endeavours;
- inspire and enable students through excellence in transformative teaching, mentoring, advising and the student experience;
- partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships;
- build a diverse culture that integrates our themes of innovation, collaboration and inclusion, and infuses them through all our activities;
- lead globally and locally in sustainability and wellbeing across our campuses and communities;
- significantly expand student access, alumni networks and institutional partnerships to reinforce global and local connections;
- lead as a first-choice place to learn and work;
- define and leverage the distinctive and complementary strengths of our campuses and learning sites;
- achieve agility in academic support and administration through thoughtful systemic change and simplification; and
- lead as a model public institution, fostering discourse, knowledge exchange and engagement.

UBC will continue to track metrics at the institutional level, many of which are highlighted in the *UBC Annual Report*. We have defined a subset of these that constitute a ‘dashboard’ for ***Shaping UBC’s Next Century***. The metrics will evolve as we identify better methods of evaluation. **They will be reviewed regularly with both Senates and with the Board of Governors, and our performance against these measures will provide a barometer of our progress (<https://annualreport.ubc.ca/>).**

I. Themes and core areas

The thousands of thoughtful comments we received from our students, faculty, staff, alumni and external partners have informed our strategic focus, articulated within the plan as themes and core areas:

- **Themes** represent key opportunities for transformational change in how we work. These cross-cutting areas will enhance our academic impact in an increasingly complex and interconnected world. They are imperative to achieving the vision and objectives of the plan.
- **Core areas** represent the capacities in which we work as a public university. They form the building blocks for progress. They are the mechanisms through which we seek to inspire.

Each of the themes and core areas is described within the plan, and together they have informed our strategies. The strategies have been grouped according to core area, even while recognizing that they have been closely informed by the themes. We provide examples of our work in these themes and core areas throughout the plan, but they represent only a tiny fraction of the full span of our activities.

II. Three themes

During the planning process, the UBC community, together with our partners, converged on three themes: inclusion, collaboration and innovation. By focussing on these themes, we can reinforce and improve on our current achievements in research, teaching and learning, and engagement. We can also support the wellbeing and success of people at UBC. Meaningful progress will require clear leadership and firm action to enable the required changes in culture and practice.

Theme: Inclusion

Embedding equity and diversity across university systems and structures

Sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches. As a public institution, UBC has the responsibility to ensure inclusion across students, faculty, staff and alumni, and through all interactions beyond the university. Inclusion is a commitment to access, success and representation of historically underserved, marginalized or excluded populations. Given the long-lasting legacy of colonization of Indigenous peoples, we will continue to prioritize our partnerships with Indigenous peoples and communities. As education is an enabler of social development and mobility, UBC is intent on advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability or affordability.

The Equity and Inclusion Office at UBC provides leadership and co-ordination to further UBC's commitment to *Inclusive Excellence* – to the integration of support for equity and diversity in the systems and operations of the university. The office offers data collection and analysis, as well as case and issues management, working closely with students, faculty and staff to ensure they have the tools and skills necessary to contribute to socially sustainable communities. Inclusion is also a focus in research and teaching. For example, faculty in the Stigma and Resilience Among Vulnerable Youth Centre in the School of Nursing have used mixed-methods research for close to 15 years with groups of vulnerable youth – such as those experiencing homelessness and characterized by sexual diversity – to examine stigma, violence and trauma, as well as factors that foster resilience. Research conducted in the Department of Geography is examining the relationship between Canadian immigration law and the integration of immigrants in our

cities, including the gendered and generational experiences of belonging for Syrian refugees resettling in Canada.

Our investment in student financial assistance has a strong focus on needs-based bursary support and funding for historically excluded student populations. Late in 2017, we launched the largest fundraising campaign for students in Canadian history: the Blue & Gold Campaign for Students aims to raise \$100 million in student support over three years. Resources are also in place to support international students and commuter students, both integral and vibrant parts of the university community. Led by strong student advocacy efforts, UBC is expanding the use of open textbooks to improve affordability. As of 2016, the creation and dissemination of open educational resources is recognized as an example of *Educational Leadership* activity in consideration for appointment, promotion and tenure decisions. UBC has also launched a diverse set of high-demand public online offerings (massive open online courses or MOOCs), including Reconciliation through Indigenous Education, How to Write a Novel, Climate Change: The Science and Introduction to Marketing. The Library's Open Collections contains over 200,000 publicly available digital objects. UBC is committed to making education more affordable and accessible, with expanded creation and dissemination of open educational resources.

Our intentions are bold and genuine, and there are good examples of positive impacts in inclusion to date. But we must redouble our efforts to make sustained progress. We will work harder to recruit and support students, faculty, staff and leaders who are representative of the full range of people who would like to call UBC home.

Snapshot on Inclusion: The Indian Residential School History and Dialogue Centre (IRSHDC) opens its doors to the public in spring 2018. The Centre was conceived with two key goals in mind. First, it will be a place where former students and survivors, and their families and communities, can access their records and other historical materials gathered by the Truth and Reconciliation Commission of Canada and others. It will be a place for them to share their experiences and to consider, with others, the consequences and implications of what happened to them. Second, the IRSHDC will serve as a source of educational and public information for students at UBC and elsewhere, and for online and in-person visitors. The IRSHDC will connect much of UBC's Indigenous research, learning and engagement, providing a space that promotes inclusion, respect and accountability. (www.irshdc.ubc.ca)

Theme: Collaboration

*Advancing purposeful, co-ordinated action across the university
and with the broader community for enhanced impact*

Because opportunities and challenges are rarely confined to the expertise of a single individual or to disciplinary or institutional boundaries, universities must become more adept at collaboration. From climate change, to emerging public-health issues like the opioid crisis, to our strained social cohesion, progress will require new ways of working within and across disciplines and with the community. These challenges demand a new approach to research, in which interdisciplinary researchers or multidisciplinary teams come together to supplement the work in the disciplines and to advance discovery, scholarship and knowledge exchange. Collaboration also has ramifications in teaching and learning, in curriculum and course design, and in providing students with the latitude to navigate their interests and aptitudes.

With our two campuses and many learning and research sites – and through the strength of our connections across the province and beyond – UBC is well positioned to cultivate collaborative efforts. The School of Biomedical Engineering, formed in 2017 through collaboration between the Faculties of Medicine and Applied Science, offers students access to experts working to advance the role of technology in health sciences and health care. Other examples include the Centre for Inclusion and Citizenship (which connects the UBC School of Social Work with community living organizations seeking to further the integration of persons with intellectual disabilities); the Language Sciences Initiative (which considers the uniquely human phenomenon of language across multiple disciplines); the Okanagan Institute for Biodiversity, Resilience and Ecosystem Services (*BRAES*) (which brings together faculty members and students across departments working in ecology, biodiversity, conservation and environmental sustainability); the Stewart Blusson Quantum Matter Institute (which seeks to understand and develop new

quantum materials through international collaborations with such partners as the University of Tokyo and the Max Planck Society); and the Pacific Institute for the Mathematical Sciences (PIMS) (which promotes research and education in the mathematical sciences across 10 universities).

These efforts demonstrate the extraordinary value of collaboration in our academic endeavours. Each has succeeded in creating the conditions required to coalesce people, ideas and actions, even where these have challenged institutional and personal norms. We will work hard to remove barriers and, where appropriate, establish mechanisms to encourage further and sustained collaboration – internally and with off-campus partners such as Indigenous communities. The role of ‘catalysts’ or champions in helping establish these new practices will be important.

Theme: Innovation

Cultivating creativity, resilience and shared risk-taking that catalyze new approaches within the university and beyond

In a world characterized by complex societal challenges and heightened public expectations, broad-based innovation is imperative. As institutions of research and learning, universities must embrace creativity and risk-taking across all their activities. Technology and data are reshaping our world and how we interact with one another; this explosion of information is opening new opportunities for study, problem-solving and knowledge exchange beyond the academy. For instructors and learners, there are gains to be had in supplementing the traditional classroom experience and opening access to education through online learning. Universities must support students, faculty and staff in acquiring the skills and competencies necessary for achieving success in this rapidly changing landscape. Beyond its role in the evolution of research and education, this spirit

of innovation must also characterize how public universities operate and steward resources. More specifically, there is a compelling need in British Columbia to be a leading global centre of innovation in order to remain one of the best places in the world in which to live and work.

For many years, UBC has been a leading partner in advancing British Columbia's technology, natural resources, life sciences, cultural and information sectors. We are at the forefront of innovation in green buildings and communities, and have helped lead research that demonstrates the potential for smart cities. Such innovation is fuelled by an expanding network of support for entrepreneurship at the university, campus and faculty levels. This includes technology incubators in the Faculty of Applied Science and the Sauder School of Business, Sauder's Centre for Social Innovation & Impact Investing (S3i) and the Innovation Precinct in the Okanagan that creates a revolutionary new space for research and development activity. The Library's Small Business Accelerator provides free access to reliable resources to help British Columbia businesses and entrepreneurs enhance their performance. The Centre for the Study of Democratic Institutions and the Summer Institute for Future Legislators are part of a broad set of initiatives to encourage innovation in governance. UBC's location in a corridor of innovation anchored by universities and industry across the Pacific Northwest is a crucial underpinning. The Cascadia Urban Analytics Cooperative, through which we work with the University of Washington and Microsoft, is an example of our collective capacity for discovery and impact. Using and integrating approaches from the social and computation sciences, this collaboration seeks to address chronic urban challenges, ranging from homelessness to traffic congestion.

We are also renowned for our long-standing commitment to innovation in teaching and learning. The UBC Vancouver Centre for Teaching, Learning and Technology (CTLT) and the UBC Okanagan Centre for Teaching and Learning (CTL) support faculty in pedagogy and curriculum design. They co-ordinate dedicated annual competitions for

funding that solicit, assess, support and evaluate proposals from faculty members and students for innovation in courses and programs.

Going forward, we must ensure that our efforts in innovation remain purposeful, connected and enduring. They must extend across all our learning, research and operations activities. And they must support constructive engagement with partners beyond the academy.

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Snapshot on Innovation: Research conducted at UBC has changed the world in many ways, from ensuring sustainable use of coastal marine ecosystems through UBC's Project Seahorse to developing composite materials used in commercial aircraft. By enabling multiple '**Research to Innovation**' pathways, UBC helps take new knowledge generated from research through to socio-economic impact. . Some of these pathways, such as commercialization through licensing and patenting, have been supported for 30 years, with many notable achievements. These include the largest licensing deal in Canadian history – the \$140-million licensing of a drug for prostate cancer – and the provision of panoramic stitching software used in mobile phones throughout the world. Since 2013, the university has offered support for new venture creation by students, faculty and staff through entrepreneurship@UBC (e@UBC). Many of these endeavours are already having an impact, including Acuva, an easy and low-footprint water-disinfection treatment based on light-emitting diodes (LEDs). Knowledge exchange pathways that translate research results into policies and practices exist across the university. For example, research from the School of Population and Public Health, in partnership with provincial health care and research institutes, has been influential in setting and directing policy in cervical cancer prevention and reproductive health in Canada and around the globe. At the intersection of research, learning and engagement, these pathways extend and deepen UBC's impact.

III. Four core areas and associated strategies

Our work as a public institution is represented by four core areas: *People and Places*, *Research Excellence*, *Transformative Learning*, and *Local and Global Engagement*. UBC has considerable strengths – and exciting new activity – in all four areas. However, there are clear opportunities within each for progress that the plan sets out to address.

Through extensive consultation during 2017, the UBC community provided input that resulted in the distillation of 20 strategies that will help shape the university in the coming years. There are rich connections between the strategies and the themes and core areas. The majority of these strategies embrace multiple facets of our university community, and many engage our external partners. Each is intended to provide support and guidance to the activities of faculties, schools, departments and cross-cutting initiatives, as expressed in their own strategic plans.

Core area: People and Places

*Creating vibrant, sustainable environments that enhance wellbeing
and excellence for people at UBC and beyond*

At the heart of the university's identity, *People and Places* refers to the mutually reinforcing groups of people and locations (physical and virtual) that endow UBC with its special qualities and define how our work is accomplished. Our campuses in Vancouver and the Okanagan are situated on the traditional, ancestral and unceded lands of the Musqueam and Syilx Okanagan communities, respectively. This central fact is foundational to much of the research and educational enterprise of the university and is reflected in important installations on our campuses, including the *Reconciliation Pole* by Haida artist Jim Hart on the Vancouver campus. UBC's location further enables connections with Asia and the Pacific Rim that position the university as a unique place for discourse, learning and engagement.

'People' naturally includes students, faculty, staff, alumni and residents, as well as our Indigenous partners. But also included are postdoctoral research fellows, medical trainees, lifelong learners, emeritus faculty members and retired staff – in addition to volunteers, philanthropic supporters, colleagues at other institutions, and those with whom we work in the local, provincial and federal governments. Our partners include the Health Authorities that provide clinical placements for our 4,000 health students across the province. And they include the disciplinary societies, community and professional associations, and unions that provide the framework for much of our activity. The university simply could not function without these constituents, many of whom connect with UBC in different capacities, and all of whom contribute perspective, knowledge and energy. Together, they make UBC a diverse place in which we thrive as individuals, peers and citizens.

The 'places' of UBC are equally varied. They encompass our campuses and campus communities at Point Grey and Kelowna; locations in downtown Vancouver such as Robson Square; the hospitals at which our health students and faculty conduct much of their work and the additional sites of our distributed medical program; the *Learning Exchange* in Vancouver's Downtown Eastside; and numerous sites of community-based research and learning throughout British Columbia, across Canada and beyond. Our virtual places are expanding rapidly to include online class discussions, internet-hosted open educational resources created by UBC faculty, and conference links that connect our various sites in collaborative research and learning.

Places play a profound role in shaping the experience of the people who work and live in them; people, in turn, are powerful influences on their places. It is our ongoing responsibility to ensure that our activities nurture a positive and reciprocal dynamic between people and places. UBC seeks to promote and protect this interaction through our deep commitments to Indigenous peoples, sustainability and wellbeing. These three aspects of our work, all interdependent, help to differentiate the University of British Columbia.

Indigenous people and places. Over the years, UBC has defined a comprehensive approach on Indigenous engagement, with significant accomplishments achieved under the 2009 *Aboriginal Strategic Plan*. UBC offers 180 courses with Indigenous content, as well as degrees in First Nations and Indigenous studies and languages (2017). The Peter A. Allard School of Law is a leader in Indigenous legal education in North America and the NITEP (Indigenous Teacher Education Program) is a Bachelor of Education program for aspiring Indigenous teachers that builds upon Indigenous identity and cultural heritage. But there remains much work to do. These ambitions are the subject of the 2018 *Indigenous Strategic Plan* ([LINK](#)), which builds upon the foundation laid by the *Aboriginal Strategic Plan*. We need to ensure that a greater number of Indigenous students have access to a full range of educational opportunities, and we must address embedded colonial biases throughout the system. We need to co-create curricula and research

projects on matters of concern to Indigenous people and communities. Finally, UBC must contribute to a better, deeper and broader understanding of Indigenous history and peoples, and the legacy of colonization.

Sustainability. UBC is regarded as a leader in sustainability, with a long track record of innovative practices and programs. We define sustainability as simultaneous improvements in human and environmental wellbeing. Our evidence-informed approach delivers innovation in learning environments, operations, infrastructure and transportation. This includes UBC's use of the campus as a living laboratory – an approach seen in action at the UBC Farm and the Centre for Interactive Research on Sustainability (*CIRS*), for example. Embedding a research laboratory inside an operational facility, as with our Bioenergy Research and Demonstration Facility (*BRDF*), differentiates UBC's approach. The *20-Year Sustainability Strategy*, articulated in 2014 (https://sustain.ubc.ca/sites/sustain.ubc.ca/files/uploads/CampusSustainability/CS_PDFs/PlansReports/Plans/20-Year-Sustainability-Strategy-UBC.pdf), provides a long-term framework for the university's planning and activities, but the challenges around climate change are ever more complex, and the stakes are high. We need to intensify our academic and operational efforts on our campuses, in affiliated communities and across the world. We must go beyond minimizing harm to becoming net contributors to human and ecological health.

Wellbeing. In October 2016, UBC became one of the world's first universities to adopt the *Okanagan Charter: An International Charter for Health Promoting Universities & Colleges*. The Charter includes two calls for action: (1) embedding health into all aspects of campus culture, across the administration, operations and academic mandates; and (2) leading health promotion action and collaboration locally and globally. The ensuing UBC Wellbeing and Thrive at UBC programs are system-wide efforts to make the university a better place to live, work and learn. Our focus on mental health is integral to our success as an institution and as a source of influence for positive change in society. UBC's

Wellbeing Strategic Plan (<https://wellbeing.ubc.ca>), under development in 2018, will channel university-wide effort and ensure continued focus.

Universities are increasingly competing for the very best student, faculty and staff talent, and UBC is no exception. In addition to the imperatives noted above, we must address the significant challenges related to housing and transportation, improve the ways in which we work, enhance the student experience and improve quality of life for all members of the university community. These are fundamental to our continuing ability to attract and retain outstanding people. Of course, students eventually become alumni – and in 2017, our alumni numbered more than 325,000 in 140 countries. We have made tremendous strides in building a strong culture of alumni engagement, but UBC must continue to find new ways to retain their attention.

Strategy 1. GREAT PEOPLE: Attract, engage and retain a diverse global community of outstanding students, faculty and staff

Through recruitment, advising and mentorship, professional development and support, we will build and sustain a global university community, representative of all, including historically excluded populations. Consistent with our intention to be a leader in diversity and equity, we will recruit more expansively, including Indigenous students, faculty and staff. We will work to create conditions whereby all faculty and staff feel a deep sense of connection and contribution to the academic purpose of the university. To help address affordability pressures, we will expand financial assistance programs for students, including funding and support for continued growth in open education resources, and we will improve funding for graduate students and postdoctoral fellows. We will enhance support structures and services to help address housing affordability in the Lower Mainland, and address childcare needs for university employees, among other challenges. Professional development and succession planning are vitally important. For this reason, we will strengthen programs that support workplace learning, course access for employees and leadership development through initiatives such as the Academic

Leadership Development Program (ALDP) for faculty, and Managing@UBC and the Community Leadership Program for staff.

Strategy 2. INSPIRING SPACES: Create welcoming physical and virtual spaces to advance collaboration, innovation and community development

We will establish dedicated, accessible and vibrant spaces across the university, community and region that provide forums for interdisciplinary interaction in research, learning and operations and that showcase the impact of our work more broadly. Inspiring indoor and outdoor spaces can be powerful catalysts for new activities and new ways of working, especially when these promote engagement and creativity. With over 65,000 students, nearly 12,000 of whom live on campus, such spaces create tremendous opportunities for faculty, staff and partners to exchange ideas with the next generation. New designs for classrooms will emphasize digital connectivity, group collaboration and problem-based learning. It will be no small feat to re-engineer the traditional classroom, but UBC intends to be a leader in innovative classroom design. Virtual spaces will play an ever-more integral role, and UBC will continue to evolve and strengthen its digital environments. In addition to stimulating collaboration, innovation and community development, these physical and virtual spaces, or ‘hubs’, will demonstrate UBC’s commitment to inclusion and civil discourse, and will nurture an increased sense of community. Well-conceived spaces are also needed to drive and enable interaction within and between our campuses and learning sites and with the broader community. As part of this strategy, we will work with partners on the development of UBC’s downtown Vancouver and regional presence, recognizing that many people live and work beyond easy reach of our campuses.

Strategy 3. THRIVING COMMUNITIES: Support the ongoing development of sustainable, healthy and connected campuses and communities

We will advance sustainability and wellbeing through renewal and innovation in our learning environments, operations and infrastructure. The expansion of the campus as a living laboratory model will address social and environmental issues beyond our

campuses. We will also sustain efforts to make our campuses as safe as possible for those who study, work and live at UBC. *We recognize the past injustices that have occurred at UBC in regards to sexual violence. We will continue to work with all community members to advance knowledge and practice, ensuring that the university does everything in its power to both prevent and respond to sexual violence on our campuses and across university activities.* Working with regional partners and residential communities in sustainable planning and development, we will advocate for better transit to our campuses, as a complement to our focus on housing support. Improvements will not only benefit the thousands of students, faculty and staff who commute to UBC, but will also facilitate engagement with partners beyond the university. Our campuses are situated in spectacular natural settings, and we will ensure harmony with the natural environment through the ecologically sensitive design of new buildings and open spaces. We will promote a supportive culture that enhances wellbeing and mental health, fostering connections and resilience across students, faculty and staff. We will also make our locations more accessible to persons with mobility challenges and those otherwise differently abled, and we will better co-ordinate and raise the visibility of education and research in disability studies. All of this will improve the daily experience of many at UBC.

Strategy 4. INCLUSIVE EXCELLENCE: Cultivate a diverse community that creates and sustains equitable and inclusive campuses

We will review and revise policies, practices and services to reflect our commitment to diversity, equity and inclusion. We will expand learning opportunities for staff and faculty to maximize awareness and understanding of these principles. We will assess the UBC landscape to identify areas needing focussed attention, including systems, structures and processes that can be improved to facilitate better access and success. Enhanced diversity in leadership is a core enabler of effective university governance, and we will seek to create equitable opportunities for advancement and selection. We will promote continued research on issues connected with diversity, equity and inclusion. And we will

establish and implement visible, system-wide accountability mechanisms and metrics that help us assess and manage our progress towards *Inclusive Excellence*.

Strategy 5. SYSTEMS RENEWAL: Transform university-level systems and processes to facilitate collaboration, innovation and agility

To support UBC's academic mission and public mandate, we will transform the ways in which we work through improved administrative systems, fact-based decision-making and clear channels for community input. Our goal is to enable, encourage and streamline collegial governance, enhance collaboration and create better transparency, especially across our Vancouver and Okanagan campuses. UBC has embarked upon an ambitious program to rebuild its student information, human resources and financial management systems to improve their effectiveness and integration; timely implementation of these changes will remain a priority. *UBC will support the development of tools that take advantage of these systems, including our new learning management system. These tools will be created for the benefit of learners, teachers and the broader university, while respecting the privacy of all community members.* Technology will play a crucial role in enabling efforts to work more synergistically across our campuses and learning sites. We will carefully consider any academic policies, incentives and budget models that may be constraining collaboration and innovation, and make changes, where required, to facilitate greater effectiveness.

Snapshot on People and Places: The accomplishments achieved under our *20-Year Sustainability Strategy* are numerous and impressive. Notably, emission reductions of 30 per cent were attained in less than five years through the *Climate Action Plan 2010-2015*, and concerted action is being taken towards the next target of 67 per cent through the recent *Climate Action Plan 2020 Update*. UBC (2017) has some 400 faculty members working on sustainability-related research. We offer about 50 sustainability-related degree programs and over 600 sustainability-oriented courses. The ongoing vision of the *20-Year Sustainability Strategy* features simultaneous improvements in human and environmental wellbeing with an expectation that, by 2035, sustainability will be embedded across the university throughout teaching and learning, research, operations and infrastructure, and community development. This strategy is being implemented across many areas and through a variety of collaborations between the academy and operational units. Our efforts are intentional, inclusive and innovative, as evidenced by our emerging *Green Building Plan*. Metrics and targets are described in all areas, alongside strategies to reach further to accomplish them.

(<https://planning.ubc.ca/vancouver/projects-consultations/consultations-engagement/green-building-plan>)

Core area: Research Excellence

Creating and mobilizing knowledge for impact

UBC is a research powerhouse. We are among the world's leading universities for disciplinary research across many fields. Our research has had a profound impact on several areas of society, from groundbreaking work on how infants acquire language to enabling personalized oncogenomics. As one indicator, UBC ranks within the top 30 globally – and, in many cases, much higher – in such disciplines as psychology, education, law, business and economics, life sciences, social sciences and computer science (Times Higher Education World University Rankings by subject). Our strength in research translates into research-based teaching; students at UBC learn from the best in the world. Eight UBC-associated individuals have been awarded Nobel prizes, and our researchers have won numerous other national and international awards. For example, our university community includes 256 Fellows of the Royal Society of Canada and 71 Rhodes Scholars.

Addressing local and global challenges – such as climate change; the largest human migrations of the last half century; and the societal shifts associated with increased automation – requires both disciplinary depth of knowledge and collaboration within and across disciplines and communities. It demands the creation of new knowledge and its accelerated translation into action, through interactions with external partners. It also necessitates resources for research services to enable researchers to achieve excellence in a highly competitive landscape.

UBC researchers are willing and able to address these challenges, having already demonstrated their capacity for impact in many domains – such as the influential work of the BC Centre for Excellence in HIV/AIDS in establishing the global standard of care that helped curb the intensification of the HIV/AIDS pandemic. Through our plan, UBC will create environments that enable our researchers to optimize their contributions, harnessing disciplinary excellence and multidisciplinary collaborations to address

problems of significance to British Columbia and the world. UBC will also support knowledge exchange beyond the academy; we will establish new public scholarship and innovation pathways, ranging from changes in practice and policy to entrepreneurship and commercialization.

Research impact takes a variety of forms. Research might lead to spinoffs that take advantage of technological innovations. But impact is also to be found in projects that lead to social innovations, that change the way research in a certain field is conducted, that inform our understanding of history or culture, or that enrich us and our world through creative works. *Research Excellence* encompasses this broad vision of accomplishment. Our collective aim as a community is to be the place of choice for researchers – whether students, faculty, staff, alumni or external partners – to generate new knowledge and enable pursuits that positively impact the world.

Strategy 6. COLLABORATIVE CLUSTERS: Enable interdisciplinary clusters of research excellence in pursuit of societal impact

We will invest in and support emerging and established research clusters that consist of networks of diverse researchers working in pursuit of common aims. An initial pilot program to support clusters through the UBC Excellence Fund has already enhanced collaborations in areas such as green infrastructure and global challenges to democracy. UBC Health is facilitating collaboration in cross-cutting health research, including Indigenous health, mental health and diabetes. Building on these successes, we will provide researchers with the support needed to collaborate internally across UBC and externally with local and global partners. A key component of this strategy is enhanced research funding to attract postdoctoral fellows and faculty in order to strengthen our impact through these clusters.

Strategy 7. RESEARCH SUPPORT: Strengthen shared infrastructure and resources to support research excellence

UBC will improve support for researchers across the university through enhanced core facilities, spaces and services. These are imperative if researchers are to work effectively and productively. Globally leading research in many disciplines requires sophisticated equipment that depends on significant technical expertise to build and run. By creating capabilities such as the Sequencing + Bioinformatics Consortium for gene sequencing, we can provide state-of-the-art facilities, training and expert advice for both UBC and external partners. We will explore ways to help researchers across all disciplines engage with communities and access scholarly resources. The pilot Indigenous Research Support Initiative, for example, provides support and services for Indigenous communities and researchers engaging in collaborative research. Increasingly, many disciplines require additional platforms to tackle challenging problems. For example, digital technologies are transforming work across the academy, evident in the creation and evolution of an online database of religious history that is changing how historical traditions are studied. UBC will enhance digital research infrastructure to provide researchers with physical and technical support in many areas of scholarship. Priorities include Advanced Research Computing (ARC) resources, technical and scientific support for research data management, data science and local capacity for health researchers to address health research data access challenges.

Strategy 8. STUDENT RESEARCH: Broaden access to, and enhance, student research experiences

UBC will expand opportunities for undergraduates to gain first-hand experience in research, and we will strengthen research experiences for graduate students and postdoctoral fellows. Engagement in research builds in students the ability to apply their learning, create new knowledge and utilize research skills. UBC will develop better mechanisms to match undergraduate students with relevant research projects across the university, and provide them with the appropriate support, building on the success of

such initiatives as the student-run Undergraduate Research Opportunities and Undergraduate Research Awards programs at UBC Vancouver and UBC Okanagan respectively. We will facilitate broadened research pathways for graduate students and postdoctoral fellows, improve their mentorship and supervision, and create opportunities for them to provide mentorship to others. These experiences will provide a firm foundation in skills and expertise for future careers, whether in academia or beyond. Success in this strategy demands an institutional culture that promotes collaboration, inclusion and innovation. We will create an environment that enables such interactions across the university.

Strategy 9. KNOWLEDGE EXCHANGE: Improve the ecosystem that supports the translation of research into action

Many researchers are keen to find pathways for innovation. They want to engage with users of research and wider communities to exchange ideas, knowledge and evidence for societal impact. UBC will enhance existing pathways, including those that facilitate entrepreneurship and commercialization. To our current innovation ecosystem, we will add sector specialists in disciplines such as life sciences to help form collaborations with organizations and individuals beyond the academy that enable the translation of knowledge into policies and practice. We will build expertise in knowledge exchange to help researchers across disciplines find and establish connections with community, corporate and international partners. Collaboration with organizations that help play a translational role, such as the Centre for Drug Research and Development (CDRD), co-located in Vancouver with the Faculty of Pharmaceutical Sciences, will be integral to our efforts. And we will develop better support functions and connections across these multiple pathways. We will also continue to experiment with ways of communicating knowledge so that it is more accessible to a range of communities, from citizens to decision-makers.

Strategy 10. RESEARCH CULTURE: Foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and service

Research culture comprises the beliefs, expectations and actions of our researchers, including how they select and carry out research projects; review the efforts of peer researchers; mentor and assist colleagues near and far; engage with external research partners; and influentially disseminate discoveries. UBC will further develop the principles and practices that define a collaborative and inclusive research culture and that supports mentorship, scholarship, discovery and creativity. Addressing the problems facing society requires the contributions of all, and we will encourage diversity in perspective and approach. UBC will enable a research culture that interacts in positive and respectful ways with Indigenous people and Indigenous knowledge, and that welcomes the participation of members of other historically excluded groups. Their integrity and vibrancy are integral to UBC's future success.

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Snapshot on Research Excellence: Working on problems from multiple perspectives – informed by a depth of expertise in different disciplines – can bring new insights and enable solutions to the hardest problems facing society. Forming partnerships and networks across disciplines requires support to enable new interactions and determine common foundations on which to build. UBC’s research clusters program helps these collaborations occur, coalescing activities and resources in areas of needed impact. At UBC Vancouver, the Research Excellence Clusters Initiative funded 25 clusters in its first year. These span the performing and creative arts, science and engineering, health and the social sciences, and the humanities. The second competition, in 2017, awarded 33 clusters across all disciplines, 16 of which were renewal awards. At UBC Okanagan, five research clusters funded through the Eminence Program are investigating such issues as community health and neurobiology. Interdisciplinary research is also being supported with the establishment of President’s Excellence Chairs in diverse areas, from media studies to brain health. Research clusters exemplify strategic focus across our three themes (inclusion, collaboration and innovation), and they serve as a demonstration project for the cultural and behavioural change envisaged in this plan.

(LINK <https://research.ubc.ca/about-vpri/initiatives/research-excellence-clusters/current-research-excellence-clusters> for updates on current clusters)

Core area: Transformative Learning

*Enabling learning through evidence-based teaching,
mentorship and enriched experiences*

At its best, education is transformative and has a lasting and continuing impact on the learner. UBC is renowned for the excellence and breadth of its education, with a long-established track record in teaching and learning innovation. Transformative programs like Arts One, Science One and *MECH 2* (Engineering) offer dynamic interdisciplinary learning experiences for students and provide faculty with rich environments in which to develop and study creative, effective approaches to teaching. Beyond individual programs, UBC supports transformative learning through initiatives that have involved hundreds of faculty members and impacted thousands of students.

The Carl Wieman Science Education Initiative features extensive evaluation of learning gains and substantial research output on the scholarship of teaching and learning. It is a model now adopted widely by other institutions. Flexible Learning is a university-wide effort to explore technology-enabled teaching innovation. Since its inception in 2013, Flexible Learning has adopted a team-based and scholarly approach to foster, support and evaluate blended learning and teaching enhancement projects that have impacted over 400 courses and 40,000 students. Thousands of students across the university participate in experiential or work-integrated learning each year. The Faculty of Medicine organizes undergraduate medical education across the province through a distributed model that combines face-to-face, online and experiential learning, with many graduates choosing to stay and practice in rural locations as a result. *Transformative Learning* extends also to the broader community, for example, where people from Vancouver's Downtown Eastside are engaged with faculty and students at the UBC Learning Exchange or through the Humanities 101 courses, and from Kelowna at the Downtown Education Project at the Ki-Low-Na Friendship Society.

But changes in learner demographics and interests are reshaping the university. A rapidly diversifying economy, social context and job market demand a different kind of education: one with a greater focus on competencies and transferable skills, such as critical thinking, collaboration and communication, and one that promotes and supports continuous learning. To keep pace with the information age, and to meet the increasing

expectations of students and employers, universities are investing systemically in active, experiential and online models of education. The best among these efforts capitalize on our students' inherent curiosity and drive, engaging them as co-creators of their education. Universities must extend their traditional offerings, based on pedagogical research, to serve our populations better and must rethink programs, spaces and facilities to enable new ways of learning. Faculty and staff are working hard to deliver technological advances. Universities need to support them in this effort.

Our activities at UBC will focus on enhanced support for program redesign around competencies; the development of problem-solving experiences; technology-enabled learning; and continued growth in work-integrated and professional education. Sustained progress in *Transformative Learning* will require leadership across the institution to model, inspire and celebrate excellence in teaching and mentorship. UBC's commitment to its Educational Leadership Stream faculty, whose sole university focus is education, is a bold statement of our intent, and these colleagues will play a pivotal role in achieving our goals.

Strategy 11. EDUCATION RENEWAL: Facilitate sustained program renewal and improvements in teaching effectiveness

UBC will provide greater support for instructors in their drive to be highly effective teachers and to develop their craft. Practices that engage student curiosity and initiative will be particularly emphasized and valued through appointment, tenure, promotion and merit processes. We will expand opportunities for graduate students to learn about teaching in addition to research. More broadly, we will work with faculty, graduate students and postdoctoral fellows to reimagine and strengthen graduate programs as career paths continue to diversify. The university will also sustain and evolve efforts to support faculty members in the ongoing integration of evidence-informed pedagogies into their classrooms, and encourage innovations that have the potential to improve upon traditional learning approaches. Online and blended education, predicated on a clear understanding of the requirements of different learner 'segments', will continue to be

areas of focus in experimentation and evaluation, both on campus and through open platforms. These modalities offer access, connectivity and interaction possibilities that can enhance campus-based learning. In appropriate contexts, they can remove the need for physical co-location.

Strategy 12. PROGRAM REDESIGN: Reframe undergraduate academic program design in terms of learning outcomes and competencies

Like most universities, UBC has traditionally organized its curriculum around a structure of credit hours delineated by courses. The Faculties of Medicine and Arts have adopted more flexible program structures organized around learning outcomes, which allows students to progress through a finer-grained set of learning experiences that build competencies. UBC will move further towards using learning outcomes as a primary organizing principle of program structure and completion. This approach will better engage student curiosity and initiative: it allows for a more individualized approach, supporting learning with clearer feedback to help students focus on competencies they have yet to master. Our plans here must be made with care, as many disciplines face highly structured accreditation requirements and course structures, including many necessary prerequisites. Efforts to redesign programs will need to respect these and will involve strong collaborations between faculty and students, and, in many cases, alumni. The process will be treated as an opportunity to build a better understanding of student learning and how it can be supported most effectively.

Strategy 13. PRACTICAL LEARNING: Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni

We will work with industry and community partners, as well as alumni, to expand experiential learning – ‘learning by doing’ – across academic programs, and to enhance career services. Where these connections extend beyond the province, they will create opportunities for UBC to broaden its perspective and capacity for influence. We will also strengthen efforts for students to develop professional and research skills while studying, including the Work Learn Program at UBC Vancouver that supports and subsidizes

meaningful work and research experiences on campus. All these efforts will improve the ability of our graduates to secure meaningful employment. Through UBC Extended Learning (ExL), we will support faculty members in expanding online and other accessible offerings – both professional and personal – in response to evolving demand from working practitioners and lifelong learners, many of whom are UBC alumni. Scholarly communication is a skill consistently ranked at the top of those required beyond the degree. In collaboration with all faculties at UBC Vancouver, the Faculty of Arts will create a unit to house academic and professional communications curricula and related services. Our ability to make progress on this strategy is predicated on strong industry and community relationships; we will work hard to deepen and better co-ordinate these connections. It is also incumbent on the university to infuse a passion for continuous learning in our students, faculty and staff.

Strategy 14. INTERDISCIPLINARY EDUCATION: Facilitate the development of integrative, problem-focussed learning

We will further develop academic structures that foster and support opportunities for students from different perspectives and disciplines to work together on complex or emergent problems. Students develop expert thinking faster when they are given well-designed opportunities to integrate concepts they have learned across several courses to tackle new, larger issues and problems. When students across a range of programs work together, the result is a rich, high-level learning experience that builds expertise in ways no individual, discipline-based course can achieve. The Social Ecological Economic Development Studies (SEEDS) program is an example of this approach: it engages students across the university in project work that tackles real-life issues such as waste management and the opioid crisis. UBC will pilot and assess new ways to integrate problem-focussed educational opportunities as an overlay or complement to traditional majors and minors. We will also optimize structures to allow integrative graduate and postdoctoral learning to flourish. In this way, we can work toward a day when UBC

students will graduate with disciplinary expertise *and* experiences and skills that address their passion for a specific topic or challenge.

Strategy 15. STUDENT EXPERIENCE: Strengthen undergraduate and graduate student communities and experience

Through a continued focus on the student experience – outside as well as inside the classroom, across all our campuses and learning sites – we will create opportunities for students to feel more engaged and better supported during their time at UBC. We will expand holistic, developmental and professional student advising and engagement to support students in determining and realizing academic, career and personal goals. This will enable our students to become self-directed learners who navigate – and increasingly shape – their pathways through courses and curriculum. We will heighten efforts to ensure the provision of mental-health resources for all our student populations. Working closely with student government, the university will improve co-ordination across student services, teaching and learning, co-curricular programming, residential life and commuter student experiences. We will continue to develop and improve student ‘hubs’, such as the AMS Nest on the Vancouver campus and the Student Union on the Okanagan campus. Attention to student wellbeing is afforded by major investments in UBC Recreation facilities, and initiatives such as Jump Start and the Collegia seek to help first-year students find their places at UBC. Our work will foster a greater sense of belonging, predicated on personal growth within smaller, diverse communities in the context of a large and complex community.

Snapshot on Transformative Learning: Arts One is an established eight-month program that features learning in small groups with an integrated, interdisciplinary curriculum. Every year, students choose between two themes, such as ‘Knowledge and Power’ or ‘Hero, Anti-Hero’, each led by a dynamic team of instructors from different disciplines. Together, students and instructors analyze ancient and contemporary works that have shaped and challenged society across the centuries. Arts One students engage in their learning via expert lectures, seminar discussions and small student-centred tutorials in which they present and workshop their essays. These tutorials form one of the most distinctive and valuable Arts One experiences, fostering independent thinking and scholarly ways of knowing that enable students to thrive beyond their first year. Arts One delivers transformative learning experiences through a commitment to excellent program design and regular renewal. It embodies the understanding that the study of humanities disciplines such as philosophy, history and literature cultivates empathy, perspective and critical thinking. It fosters these competencies in the context of enduring challenges, such as class and power, and emergent ones, such as technological and environmental disruption. (<https://artsone.arts.ubc.ca/>)

Core area: Local and Global Engagement

*Engaging ethically through the exchange
of knowledge and resources for everyone's benefit*

UBC is locally integrated and globally connected; it has always been a place of community engagement. Indeed, global perspective is embedded in the histories and communities that have shaped the local context in British Columbia and at UBC. The balance of Canadian perspective and geographic diversity across our student population is a tremendous strength; how we work together is what sets us apart. Across UBC, faculty, students and staff embody this work in the context of community-engaged research, learning and public service. Local and regional examples include the research forests that promote smart management of some of the province's greatest resources; the Regional Socio-Economic Development Institute of Canada, established at UBC Okanagan to build an understanding of how institutions can function as active participants and drivers in the regional innovation ecosystem; the nearly 200 public events hosted by UBC Okanagan, 55 per cent of them in the community; the Portland Community Clinic that provides not-for-profit dental services in Vancouver's Downtown Eastside; and the Patient and Community Partnership for Education that seeks to effect changes in health curriculum and practice in response to public input. Diverse cultural venues such as the Museum of Anthropology (MOA), Beaty Biodiversity Museum, UBC Botanical Garden and Pacific Museum of the Earth support community learning and enrichment.

Our global networks open new research vistas and create educational opportunities that would not otherwise exist. They also enable UBC to help mobilize positive change across the world and to assist our partners in making progress in their own goals. We have many close and productive associations with universities and organizations throughout North America, Europe, Australia and New Zealand, Africa and Latin America. UBC's Asia-

Pacific connections, built over many years, have yielded a powerful set of partnerships and academic exchanges. UBC is regarded as an educational and policy gateway to China, with the UBC China Council playing a key role in collating knowledge and in catalyzing, facilitating and supporting engagement. UBC boasts the top Asian Studies department in Canada, as well as the oldest and largest Punjabi language program in the country, a model of community-engaged learning. Many other units have developed distinctive research and curriculum strengths oriented toward Asia. Of special note are the increasing numbers of UBC alumni of East, South, Southeast, Central and West Asian heritage, who bring expertise and deep connections to the community when they interact with UBC.

We must continue to play a strong role in engagement, learning about the world around us and empowering people to be good stewards and change makers. This requires an outward orientation in our education, research and community development. It requires a willingness to collaborate and connect, with the passion for engagement that is a part of the fabric of UBC. It requires structures and processes to support the students, faculty and staff who make robust contributions to the intellectual, cultural and economic lives of our communities. It requires UBC to become more open and navigable to external partners. And it requires the capacity to listen and adapt to the evolving needs and dynamics of the world beyond the university.

We will sustain the important work of engagement and expand its scope to connect our local and global efforts more effectively. Our engagement with Asia has a regional and national reflection in our growing engagement with Asian-Canadian communities. Our commitment to improved engagement with Indigenous people is anchored in, but extends beyond, British Columbia. We will also sustain our focus on building meaningful relationships with UBC alumni the world over. Students are involved in much of this activity, whether on campus, in the community or abroad; we will expand opportunities for them to participate.

Strategy 16. PUBLIC RELEVANCE: Deepen the relevance and public impact of UBC research and education

Through dialogue and knowledge exchange, we will work to align UBC's efforts more closely with priority issues in British Columbia and beyond. This will also help ensure that the public is more consistently aware of UBC's academic endeavours. It is important that we recognize the different strengths and local contexts of our Vancouver and Okanagan campuses as we consider opportunities for engagement. From a 2017 base of 130 new community-based and action research projects and learning initiatives that place more than 5,000 students in community settings annually, we will work more closely with our partners to ensure that these are well conceived, managed and evaluated from all perspectives. The School of Public Policy and Global Affairs, established in 2017, is an example of this approach. Its goal is to catalyze a network of scholars, students, external partners and civil society to foster collaboration, creativity and intercultural understanding. This will contribute to solving problems of local importance and global consequence. Programs such as the Public Scholars Initiative, which builds connections and capacity for PhD students interested in explicitly linking their doctoral work to an area of public benefit, will remain a component of this strategy. We will work with government and industry to enhance British Columbia as a place to do business. And we will specifically seek opportunities to collaborate with government and peer institutions to strengthen and realign the post-secondary education system for the benefit of students and citizens in the province.

Strategy 17. INDIGENOUS ENGAGEMENT: Support the objectives and actions of the renewed Indigenous Strategic Plan

Much of the guidance for UBC's Indigenous engagement can be traced back to the first *Aboriginal Strategic Plan (2009)*, which outlined 10 key areas of strategic engagement, and beyond that to the *UBC-Okanagan Nation Alliance Memorandum of Affiliation (2005)* and the *UBC-Musqueam Memorandum of Affiliation (2006)*. The plan and memoranda have been models of effective action, with implementation reports published in 2010,

2012 and 2014. UBC will adopt a similar approach in implementing *Shaping UBC's Next Century*. The 2018 *Indigenous Strategic Plan* will continue this work and represent our shared commitment as a university community ([LINK](#)). It will also provide the framework for statements of faculty- and unit-level commitments that will form UBC's response to the *Calls to Action* released in 2015 by the Truth and Reconciliation Commission of Canada.

Strategy 18. ALUMNI ENGAGEMENT: Reach, inspire and engage alumni through lifelong enrichment

Consistent with the *alumni UBC Connecting Forward Strategic Plan* (<https://www.alumni.ubc.ca/about/strategic-plan/>), we will work with *alumni UBC*, together with targeted efforts across faculties and departments, to broaden and deepen engagement through programs that cultivate pride, empower personal growth, support professional development and enable contribution. The plan builds on the vision of a “global alumni community for an exceptional UBC and a better world”; its strategic imperatives are to extend engagement to 50 per cent of all alumni and to double the number of alumni more deeply involved at UBC. Many alumni are in a strong position to provide mentorship, encouragement, connections and collaboration with current students, faculty members and staff. UBC is also in a strong position to provide alumni with opportunities to update their skills or engage in lifelong learning. We will seize opportunities to extend the reach of our alumni programs, services and communications by continuing to increase the effective use of digital technology and digital platforms. The Robert H. Lee Alumni Centre on the Vancouver campus, opened in 2015, provides a fitting hub for much of this engagement.

Strategy 19. GLOBAL NETWORKS: Build and sustain strategic global networks, notably around the Pacific Rim, that enhance impact

We will prioritize and support collaborations that benefit the world and our partners – as well as create value at UBC – and foster new alliances in areas of shared, strategic importance. As of 2017, UBC partners with 11 of the 15 top-ranked universities in the

world in research and educational activities, and has agreements with more than 300 universities and research institutions in more than 50 countries. We have an opportunity to leverage UBC's location and diversity to further strengthen our Pacific Rim engagement, enhancing our capacity for regional and international influence and contributing to social cohesion more broadly. We will support mechanisms, such as the UBC China Council, to advance our relationships and extend our connectedness. We will also simplify processes for international collaboration. Finally, we will continue to expand opportunities for faculty exchanges, for our students to study abroad through *Go Global* and other initiatives, and for international students to participate in exchange programs at UBC. Through collaboration, at home and abroad, we will help students, faculty members and staff broaden their perspectives, learn from peers and colleagues around the globe, and contribute to a shared positive impact.

Strategy 20. CO-ORDINATED ENGAGEMENT: Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

Community engagement at UBC has been part of research, teaching, service and student-led initiatives since the institution was founded. We will work with diverse partners to listen, learn and develop shared values for effective engagement. We will better align our structures, processes, funding and incentives to reinforce effective practices consistent with these values, and to reinforce a culture of reciprocity. We will also seek to coordinate our efforts and remove barriers to community engagement. The establishment of a joint framework for engagement with local and global partners is the first step. To shift the prevailing model and mindset, UBC will increase support for students, faculty members and staff working with, and in, the community. We will create mechanisms for our partners to access and navigate the university. This strategy also extends to deepening our engagement with campus neighbourhoods to support the unique and vibrant experience of living at UBC.

IV. Other institutional plans

Shaping UBC's Next Century is a strategic plan for the University of British Columbia. It acts as a roadmap to help guide, connect and support other institutional plans. In addition to the university-wide plans referenced throughout the document (*Indigenous Strategic Plan, 20-Year Sustainability Strategy, alumni UBC Connecting Forward Strategic Plan, Wellbeing Strategic Plan, UBC Plan in Health*), a selection of campus and faculty plans from different areas of the university are referenced below.

Vancouver campus

Faculty of Applied Science (<http://strategicplan.apsc.ubc.ca/>)

Faculty of Arts (www.arts.ubc.ca/about-arts/arts-strategic-plan/)

Sauder School of Business
(<http://www.sauder.ubc.ca/~media/Files/Faculty%20Research/sauder-strategy-2012.ashx>)

Faculty of Dentistry (<http://www.dentistry.ubc.ca/about-us/strategic-plan/>)

Faculty of Education (<http://educ.ubc.ca/about/strategic-plan/>)

Faculty of Forestry (<http://www.forestry.ubc.ca/general-information/strategic-plan/>)

Faculty of Land and Food Systems (<http://www.landfood.ubc.ca/actionplan/>)

Peter A. Allard School of Law (<http://www.allard.ubc.ca/about-us/allard-school-law-strategic-plan-2016-2021>)

Faculty of Medicine (<http://stratplan.med.ubc.ca/>)

Faculty of Pharmaceutical Sciences (<http://stories.pharmsci.ubc.ca/catalyst-for-change-strategic-plan>)

Faculty of Science (<https://science.ubc.ca/about/plan>)

Graduate and Postdoctoral Studies (<https://www.grad.ubc.ca/about-us/initiatives-plans-reports/ubcv-graduate-student-strategy-operational-plan>)

Okanagan campus

Aspire (UBC Okanagan visioning plan) (<https://aspire.ok.ubc.ca/>)

Irving K. Barber School of Arts and Sciences

(http://ikbsas.ok.ubc.ca/about/strategic_review.html?PageMode=HTML)

Faculty of Creative and Critical Studies ([LINK TO PLAN](#))

Faculty of Education ([LINK TO PLAN](#))

Faculty of Applied Science – School of Engineering ([LINK TO PLAN](#))

Faculty of Health and Social Development ([LINK TO PLAN](#))

Faculty of Management ([LINK TO PLAN](#))

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V. Implementation and accountability

The plan provides thoughtful guidance for action. It is a framework for decision-making, allocation of effort and resources, and evaluation of progress across the university. The plan also provides guidance for engagement beyond our campuses and associated research and learning sites. Faculties and others will review their respective strategic plans and identify opportunities for alignment and synergy.

The next steps will be translating these strategies to actions and creating project plans to guide and align our efforts. Some of these actions will be ongoing, possibly requiring adjustment or different forms of support or additional funding; many will be new, arising in response to the direction and focus of *Shaping UBC's Next Century*. Some of the latter can or must be initiated in the first year or two of the plan; others will follow. Some will be cross-cutting initiatives; others will be specific to one or more units. Actions will be revisited and renewed annually.

We intend to be thorough and rigorous in implementation. Our actions should be guided by responsible leadership that is accountable for budgets and progress. Our project plans should be public, with milestones and measures that provide assurance about progress. Where possible, we should pilot ideas and assess outcomes before making wholesale change. The plan is intended to encompass most activity across the university, rather than reflect a collection of ancillary tasks. It will accordingly act as a useful mechanism for determining what we might be able to stop or defer doing.

We will continue to seek input from students, faculty, staff, alumni and partners as we move forward. We will track our progress against the objectives of the strategic plan and will check and revise our direction and focus in response to changes both within and beyond the university. Ongoing discussion around prioritization, dependencies and capacity will be critical. We are committed to ensuring that our people and teams are appropriately resourced, supported and connected in the various initiatives that constitute *Shaping UBC's Next Century*.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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29 March 2018

To: Okanagan Senate

From: Admissions and Awards Committee

Re: New Awards (approval)

- a. New Award: **R. M. Middleton Student Prize**
- b. New Award: **Jane Hoffman Bursary in Management**
- c. New Award: **Richard Ingram Family Bursary**
- d. New Award: **Emil Anderson Construction Bursary in Civil Engineering**

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

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

New awards for consideration:

a) Proposed Award Title: **R. M. Middleton Student Prize**

A prize totalling \$10,000 has been endowed by the estate of Robert Morrice Middleton (1931-2016) for a graduating student attending UBC's Okanagan campus who is enrolled in a bachelor of fine arts or bachelor of arts in the Faculty of Creative and Critical Studies, or who is enrolled in the bachelor of arts in the Irving K. Barber School of Arts and Sciences majoring in history, economics, philosophy or political science. The prize shall be awarded to the student in his/her graduating year who has attained the highest academic average within his/her program over the course of his/her studies. The prize will be conferred on students in the Faculty of Creative and Critical Studies for odd-numbered years and in the Irving K. Barber School of Arts and Sciences for even-numbered years. The purpose of the prize is to enhance the undergraduate experience by rewarding outstanding learning. Mr. Robert Middleton was born in Truro, Nova Scotia, and grew up in Vernon, British Columbia. He graduated from UBC in 1953 with a BA (Honours) in

Economics. He joined the Department of External Affairs in 1955 and retired in 1992 after 37 years of service which included serving as Canadian Ambassador to Ghana, Canadian Ambassador to South Africa, and eventually Canadian Ambassador to Cuba. After retiring, Mr. Middleton spent many years living in London, England, before eventually returning to Canada to live in Kelowna. (First award available in the 2017 Winter session)

b) Proposed Award Title: **Jane Hoffman Bursary in Management**

Bursaries totalling \$2,000 have been endowed by Jane Hoffman for fourth-year students in the Faculty of Management at The University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)

c) Proposed Award Title: **Richard Ingram Family Bursary**

Bursaries totalling \$2,000 have been endowed by Richard Ingram and family for Aboriginal students at The University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)

d) Proposed Award **Emil Anderson Construction Bursary in Civil Engineering**

Bursaries totalling \$2,000 have been endowed by Emil Anderson Construction for third-year students in the civil engineering program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



29 March 2018

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Undergraduate Admission Requirements for Secondary School Applicants
Effective for Entry to the 2019 Winter Session – Calendar Changes on Admission
(approval)

In October 2017, Senate approved a new model of undergraduate admissions. The Committee now recommends for approval the associated changes to the Admissions chapter of the Academic Calendar. The attached proposal is specific to the general Calendar chapter on ‘Admissions.’ There may be minor changes to faculty-specific sections of the Calendar, which will be considered by the Committee in the coming weeks.

Since Senate approval of the new admissions model, Undergraduate Admissions and faculties have reviewed general and program-specific admission requirements, the latter of which have identified which core courses they wanted to focus on in doing their admissions assessments and a table identifying those core courses for various programs included in the attached.

The Committee has also reviewed and recommends to Senate for approval a minor revision to International Baccalaureate (IB) equivalencies. Undergraduate Admissions had conducted analysis to better ascertain the predicted performance of students who complete Higher Level (HL) IB courses versus Standard Level (SL) IB courses. The revised table, as outlined in the Calendar section on “Applicants with International Baccalaureate and Advanced Placement Courses,” outlines the IB course grade and the associated percentage that will be used in the calculation of an admission average.

In light of the new admissions model, current Senate policies will need to be revised or rescinded. Specifically, *Policy J-51: Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula* and *Policy J-52.2 Admission for Secondary School Applicants following the BC/Yukon Curriculum* will not be applicable for entry to the 2019 Winter Session and thereafter, and should be rescinded. *Policy J-53: Course-specific Minima for Secondary School Applicants* will need to be revised.

The Committee recommends the following motions for approval:

Motion: *That Senate approve changes in admission requirements for applicants presenting International Baccalaureate and Advanced Placement courses, effective for the 2019 Winter Session and thereafter; and*

Motion: *that Senate approve proposed amendments to admission requirements and the UBC Academic Calendar, as circulated; and*



Motion: that Senate direct the Committee to report back with changes to Policy J-51: Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula, Policy J-52.2 Admission for Secondary School Applicants following the BC/Yukon Curriculum, and Policy J-53: Course-specific Minima for Secondary School Applicants no later than the 17 May 2018 Senate meeting.

Respectfully submitted,

Dr. Marianne Legault
Chair, Senate Admissions and Awards Committee

UBC Admissions Proposal Form

<p>Department: Undergraduate Admissions Faculty Approval Date: - Effective Session: 2019W Year for Change:2018</p>	<p>Date: 9 March 2018 Contact Person: Andrew Arida Phone: 2-2890 Email: andrew.arida@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,319,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Admissions → UBC Admissions Student Declaration</p> <p>Proposed Calendar Entry:</p> <p><i>UBC Admissions Student Declaration</i></p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,319,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage → Admissions → UBC Admissions Student Declaration</p> <p>Present Calendar Entry:</p> <p><i>UBC Admissions Student Declaration</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,321,0,0</p> <p>Homepage → Admissions → Graduate Admission Procedures</p> <p>Proposed Calendar Entry:</p> <p><i>Graduate Admission Procedures</i></p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,321,0,0</p> <p>Homepage → Admissions → Graduate Admission Procedures</p> <p>Present Calendar Entry:</p> <p><i>Graduate Admission Procedures</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,27,0,0</p> <p>Homepage → Admissions → Undergraduate Admission Procedures</p> <p>Proposed Calendar Entry:</p> <p><i>Undergraduate Admission</i></p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,27,0,0</p> <p>Homepage → Admissions → Undergraduate Admission Procedures</p> <p>Present Calendar Entry:</p> <p><i>Undergraduate Admission</i></p>

<p>Procedures</p> <p>...</p> <hr/> <p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,345,0,0</p> <p>Homepage → Admissions → Application and Document Deadlines</p> <p>Proposed Calendar Entry:</p> <p><i>Application and Document Deadlines</i></p> <p>...</p>	<p>Procedures</p> <p>...</p> <hr/> <p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,345,0,0</p> <p>Homepage → Admissions → Application and Document Deadlines</p> <p>Present Calendar Entry:</p> <p><i>Application and Document Deadlines</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,13,0,0</p> <p>Homepage → Admissions → Policy on Admissions</p> <p>Proposed Calendar Entry:</p> <p><i>Policy on Admissions</i></p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,13,0,0</p> <p>Homepage → Admissions → Policy on Admissions</p> <p>Present Calendar Entry:</p> <p><i>Policy on Admissions</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,32,0,0</p> <p>Homepage → Admissions → Classification of Students</p> <p>Proposed Calendar Entry:</p> <p><i>Classification of Students</i></p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,32,0,0</p> <p>Homepage → Admissions → Classification of Students</p> <p>Present Calendar Entry:</p> <p><i>Classification of Students</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,19,0,0</p> <p>Homepage → Admissions → English Language Admission Standard</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,19,0,0</p> <p>Homepage → Admissions → English Language Admission Standard</p>

<p>Proposed Calendar Entry:</p> <p>English Language Admission Standard</p> <p>Contents English Language Competence → English Language Proficiency Tests and Programs → Waiver of English Language Admission Standard → ...</p> <hr/> <p>URL: new URL following “Homepage → Admissions → English Language Admission Standard”</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Admissions → Changes to Undergraduate Admissions for Secondary School Applicants in 2019</p> <p>Starting in the 2019 admission cycle, The University of British Columbia will introduce a new, holistic approach to assessing secondary school students applying for undergraduate admission. Moving forward, the entirety of the applicant’s secondary school transcript, including all courses taken at the Grade 11 and Grade 12 levels, will be considered in the undergraduate admission decision. UBC will look at grades in all academic courses with particular attention to those in subject areas that are relevant to the applicant’s intended area of study at UBC.</p> <p>Where possible, UBC may also consider the number of Grade 11 and 12 courses presented in order to recognize students who challenge themselves with a heavier course load. Similarly, the admission decision may also consider rigour of</p>	<p>Present Calendar Entry:</p> <p>English Language Admission Standard</p> <p>Contents English Language Competence → English Language Proficiency Tests and Programs → Waiver of English Language Admission Standard →</p> <hr/>
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coursework in order to better recognize students who have challenged themselves with coursework that includes more advanced or post-secondary level content.

UBC encourages students to actively explore their academic interests in secondary school. As a result, the admission evaluation will omit a course with the student's lowest academic course grade if it is in an area that is unrelated to their intended area of study at UBC. Similarly, there may be some non-academic courses (where grades are not used) that speak to the student's intended area of study at the university that are looked upon favourably in the admission process.

The courses required for admission (i.e. the pre-requisites) to undergraduate programs have not changed from previous years. Students who present the minimum requirements for admission (as described in the table outlining "Program Requirements for Canadian Secondary School Applicants" [[hotlink to table](#)]) will be eligible for consideration.

Admission to The University of British Columbia is competitive and satisfying the minimum requirements does not guarantee admission. In addition to presenting the necessary pre-requisite courses, an applicant's admission decision will be based upon the following principles:

- 1. To what extent has the applicant excelled in secondary school, as evidenced by their grades?**
- 2. To what extent has the applicant challenged themselves in secondary school, as evidenced by the number and academic rigour of courses completed?**

3. **To what extent has the applicant taken courses in subjects that are relevant to their intended area of study at the university?**

Taken in conjunction with the UBC personal profile, the UBC undergraduate admission decision approach rests on a holistic assessment of the applicant, placing value on all learning in secondary school.

URL: new URL following “[Homepage](#) → [Admissions](#) → Changes to Undergraduate Admissions for Secondary School Applicants in 2019”

[Homepage](#) → Admissions → Admission for Secondary School Applicants

Admission Requirements

Academic criteria are the primary basis for determining admissibility to UBC. Many programs also consider non-academic information. For secondary school applicants, the academic assessment consists of an overall assessment and a core academic assessment, the latter being specific to the program(s) to which the student has applied. In addition, breadth, rigour and relevancy of secondary school coursework may also factor into the admission decision.

Although there is not a strict minimum number of course required, UBC does recommend that students graduating with a Canadian secondary school credential present at least six academic ad non-academic Grade 12-level courses (including Grade 12-level courses taken in the Grade 11 year). Non-academic

courses include subjects classified as Applied Design, Skills and Technologies, Career Education, Physical and Health Education, or Faith-based. For applicants from outside of Canada, the minimum number of senior-year courses will vary by jurisdiction. Students with fewer than the recommended number of Grade 12-level courses will be considered on a case-by-case basis.

Academic averages for the purpose of admission are based on final or in-progress Grade 11 and Grade 12 (or equivalent) course grades available in the spring. The minimum academic qualification for admission is secondary school graduation from a recognized secondary school.

The Overall Academic Assessment (All Programs)

The overall academic assessment is designed to broadly assess an applicant's academic history. The assessment is the same regardless of the program to which the student has applied and focuses on the marks presented in all academic Grade 11 and 12 coursework (regardless of the year in which the course was completed). Wherever possible, UBC will exclude the academic course with the applicant's lowest grade so long as the course is not required or relevant to the intended area of study at UBC.

The Core Academic Assessment (Program-Specific)

The core academic assessment is designed to assess an applicant's aptitude for a particular area of study within the university. The core academic assessment will vary depending upon the program to which the student has applied (see table outlining "Program

Requirements for Canadian Secondary School Applicants” [hotlink to table]). The assessment focuses on the grades presented in all relevant academic Grade 11 and 12 (or equivalent) coursework, although in cases where the student presents a course at both the Grade 11 and the Grade 12 level, emphasis is placed upon the mark obtained in the more senior-level course. There is not a minimum number of courses required for admission, but applicants are encouraged to challenge themselves with a substantial number of courses that are relevant to their intended area of study at UBC. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the core academic assessment.

Additional Considerations

In addition to the marks presented in the academic Grade 11 and Grade 12 (or equivalent) coursework noted above, both the overall and the core assessments may be influenced by a number of factors. While none of the following are required to gain admission to UBC, where it is potentially to the student’s advantage, the following may receive additional consideration:

- **Breadth of coursework:** Students are encouraged to pursue all their academic interests in secondary school. Students who evidence doing so by pursuing a heavier course load may be advantaged in the admissions process. This may also be evidenced by students who present dual high-school diplomas through a second language immersion program.
- **Rigour of coursework:** Students are encouraged to challenge themselves in secondary school.

Students who evidence doing so by presenting more academic courses, including those that contain rigorous/first-year university content may be advantaged in the admissions process. This includes courses such as Advanced Placement, International Baccalaureate, Calculus, or Dual-Credit.

- **Relevancy of coursework:** Students are encouraged to pursue additional courses that are relevant to their intended area of study at UBC, even if the course marks are not used in the calculation of the admission average. Students who evidence doing so may be advantaged in the admissions process. Examples include: applicants to the Faculty of Applied Science who present applied courses in electronics or robotics; applicants to the Faculty of Management who present applied courses in accounting or marketing. The relevancy of a particular course will be determined as part of the admissions process.
- **Personal Circumstance:** In some cases, it may not be possible for students to demonstrate breadth, rigour, and/or additional relevant courses. For example: an applicant may attend a school in a smaller community that does not offer a wide selection of courses; an applicant may take a smaller course load in secondary school to attend to family commitments (e.g. caring for younger sibling) or other personal circumstances (e.g. working a part time job to fund their education). Applicants will be invited to include this type of

information with their application and such situations will be considered on a case-by-case basis within the undergraduate admissions process.

As a general rule, grades received as a result of challenging a course may not be used in the calculation of an admission average. However, students may use challenged courses to satisfy program prerequisites such as the requirement for an approved Language 11 and/or the [language degree requirement in the Faculty of Arts](#).

If there are circumstances where an applicant must present a challenge-based mark for a required Grade 12 mathematics, science, or English course, or where a strong academic student wishes to challenge a UBC-required Grade 12 course in order to take a more advanced course load in high school, please contact [UBC Admissions](#) for consideration on a case-by-case basis.

A minimum overall admission average of 67% or equivalent on a 50% pass scale is required for consideration to all undergraduate programs. Due to receipt of many more qualified applicants than there are spaces available in most programs, a higher average is often required.

Applicants who, because of administrative difficulties in their school or because they have a physical, sensory, or specific learning disability, cannot present the courses as required, may be excused a specific admissions course requirement. Supporting documentation sent by the principal of the school concerned is required.

All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.

All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements.

The Personal Profile

In order to assess a student's preparedness and potential for university study, UBC will evaluate applicants on a broad range of criteria including academic performance, as well as personal experiences and achievements. The UBC personal profile consists of short answer questions where applicants are encouraged to share significant achievements, as well as what they have learned from their experiences and the challenges that they have overcome.

URL: new URL following "[Homepage](#) → Admissions → Admission for Secondary School Applicants"

[Homepage Admissions](#) Program Requirements for Canadian Secondary School Applicants

Program Requirements for Canadian Secondary School Applicants

Program	Minimum Requirements:	Overall Assessment based upon grades in the following courses
All	Recommendation: A minimum of six Grade 12 courses are recommended. Approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course may also be used.	All Grade 11 and Grade 12 courses ¹ .
Program	Minimum Pre-Requisite Courses	Core Program-Specific Assessment based upon Grade 11 and Grade 12 course grades ¹ from the following subject categories:
Arts	English 12 or English 12 First Peoples	Language Arts Mathematics & Computation

		Second Languages Social Studies Visual and Performing Arts
Engineering	English 12 or English 12 First Peoples Pre-Calculus 12 Chemistry 12 ⁷ Physics 12 ⁷	Language Arts Sciences Mathematics & Computation
Fine Arts	English 12 or English 12 First Peoples	Language Arts Visual and Performing Arts Social Studies
Human Kinetics	English 12 or English 12 First Peoples Pre-Calculus 12 Biology 12 Chemistry 11 or Physics 11	Language Arts Sciences Mathematics & Computation Social Studies
Management	English 12 or English 12 First Peoples Pre-Calculus 12	Language Arts Mathematics & Computation ⁵ Social Studies ⁷
Media Studies	English 12 or English 12 First Peoples Pre-Calculus 12	Language Arts Mathematics & Computation Social Studies Visual and Performing Arts
Nursing	English 12 or English 12 First Peoples Pre-Calculus 11 or Foundations of Math 12 Biology 11 and 12 Chemistry 11 and 12	Language Arts Sciences Mathematics and Computation
Science	English 12 or English 12 First Peoples Pre-Calculus 12 Minimum of 1 Grade 12 Science Chemistry 11	Language Arts Sciences Mathematics & Computation

Notes:

¹ Does not include any courses classified as Applied Design, Skills, and Technologies, Career Education, or Physical and Health Education.

The following presents categories of courses (by subject area) where course grades may be used in the overall or core academic assessments. Courses are typically presented at the Grade 11 or 12 level, although approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary courses may also be used. Subject areas below are presented as examples and do not constitute a comprehensive list of courses that may be considered in a particular category.

Language Arts category

Includes courses that focus on language and literacy. Examples of subject areas include (but not limited to): English; English First Peoples; English/French Literature; Creative Writing.

Mathematics & Computation category

Includes courses that focus on numeracy, numerical methods, and symbolic computation. Examples of subject areas include (but not limited to): Mathematics¹; Pre-Calculus; Calculus²; Computer Science³; Statistics.

Visual and Performing Arts category

Includes courses focused upon artistic expression. Examples of subject areas include (but not limited to): Drama; Music, Media Arts.

Sciences category

Includes courses that help us better understand our natural world. Examples of subject areas include (but not limited to): Biology; Chemistry; Earth Science; Physics; Geology.

Second Languages category

Includes all second language courses, excluding Introductory Language 11 courses. Examples of subject areas include (but not limited to): French; Spanish; Japanese.

Social Studies category

Includes courses that focus on individuals, human society and culture. Examples of subject areas include (but not limited to): Comparative World Religions; Contemporary Indigenous Studies; Economics, Ethics, Geography, History; Law Studies, Media Studies; Philosophy, Political Science; Psychology; Social Justice.

Notes: ¹Applied mathematics courses, such as Foundations of Math, History of Math, or Workplace Math are not included in the assessment for any UBC program that has Pre-Calculus 12 as a pre-requisite for admission. ² While secondary school Calculus is not required for admission, the course is recognized to be rigorous and is recommended for students entering programs at UBC that require first-year Math. ³ Does not include applied courses in Information and Communications Technology.

For additional information for Canadian Secondary School applicants, please see the following sections specific to different provincial jurisdictions and curricula.

URL: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,63,0> following “Homepage→Admissions→ Program Requirements for Canadian Secondary School Applicants”

[Homepage](#) → [Admissions](#) → Applicants Following the BC/Yukon Secondary School Curriculum

Proposed Calendar Entry:

Contents

[Admission Requirements](#) **Minimum Academic Qualifications**

[Post-secondary Courses that Count Toward BC or Yukon High School Graduation](#)

Post-Secondary Courses Outside of High School Graduation

[Concurrent Enrolment Policy](#)

[British Columbia Adult Graduation Diploma \(BCAGD\)](#)

[Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#)

URL: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,0,0>

[Homepage](#) → [Admissions](#) → Applicants Following the BC/Yukon Secondary School Curriculum → **Minimum Academic Qualifications**

Proposed Calendar Entry:

~~Admission Requirements~~ Minimum Academic Qualifications

~~Academic averages for the purpose of admission to the UBC Okanagan campus are primarily based on Grade 12 final or in-progress course grades available in the spring; however, an applicant's full academic history (including grades for completed Grade 11 courses) may be considered, particularly where sufficient Grade 12 grade information is not yet available.~~

The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:

Grade	Required Courses ¹
Grade 12	English 12 or English 12 First Peoples ¹ Three additional approved Grade 12 courses ¹

¹ Or approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course. See the table [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#) and the sections titled [Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites](#) and [Post-Secondary Course Credits that Count Toward High School Graduation](#).

~~The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the calculation of the admission average. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.~~

~~As a general rule, grades received as a result of challenging a course may not be used in the calculation of an admission average. However, students may use challenged courses to satisfy program prerequisites such as degree requirements such as the Bachelor of Arts Language other than English Requirement.~~

~~If there are circumstances where an applicant must present a challenge-based mark for a required Grade 12 mathematics, science, or English course, or where a strong academic student wishes to challenge a UBC Okanagan campus required Grade 12 course in order to take a more advanced course load in high school, please contact [UBC Admissions](#) for consideration on a case-by-case basis.~~

A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs.

~~Applicants who, because of administrative difficulties in their school or because they have a~~

~~physical, sensory, or specific learning disability, cannot present the courses as required, may be excused a specific admissions course requirement. Supporting documentation sent by the principal of the school concerned is required.~~

~~All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.~~

~~Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.~~

~~Approved courses offered in French will also be accepted. (Français 12 is not accepted in place of English 12.)~~

For BC/YT students graduating in 2018 and 2019: Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

For BC/YT students graduating in 2020: Applicants are required to provide a completed Literacy Assessment (part of the Ministry of Education graduation program) before UBC can make an offer of admission.

UBC Okanagan campus approved Grade 12 Courses²

American Sign Language (ASL)
 Arabic 12
 BC First Nations Studies 12
 Biology 12
 Calculus 12⁺
 Chemistry 12
 Computer Information Systems 12
 Computer Programming 12
 Croatian 12
 Economics 12⁺
 English Literature 12
 English 12 or English 12 First Peoples
 Français Langue 12 or French 12
 Geography 12
 Geology 12

German 12

Halq'eméylem 12[†]

Heiltsuk 12[†]

History 12

Hul'q'umi'num' 12[†]

Italian 12

Japanese 12

Korean 12

Kwak'wala 12[†]

Law 12[†]

Liqwala/Kwak'wala 12[†]

Mandarin 12

nsíylxən (Okanagan Language) 12[†]

Nte?kepmxcin 12[†]

Nuu-chah-nulth 12[†]

Principles of Mathematics 12 or Pre-Calculus 12

Physics 12

Punjabi 12

Russian 12

Secwepemetsin (Shuswap Language) 12[†]

Shashishalhem (Sechelt Language) 12[†]

Sim'algaxhl Nisga'a 12[†]

Sm'algyax 12[†]

Social Justice 12

Spanish 12

Sustainable Resources 12

Tsek'ene 12[†]

Upper St'at'imcets 12[†]

All Grade 12 Canadian Aboriginal Language courses in BC are eligible for consideration as approved Grade 12 courses. Please contact Undergraduate Admissions for more information.

[†]Technological limitations prevent UBC from appropriately reflecting some languages in the Academic Calendar.

Approved courses offered in French will also be accepted. (Français Langue 12 is not accepted in place of English 12.)

Canadian Aboriginal Language Post-Secondary Courses

UBC recognizes Canadian Aboriginal language post-secondary courses from a recognized institution for admission in place of one Grade 12 course. Please contact Undergraduate Admissions for more information.

<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,901,0</p> <p>Homepage → Admissions → Applicants Following the BC/Yukon Secondary School Curriculum → Post-secondary Courses that Count Toward BC or Yukon High School Graduation</p> <p>Proposed Calendar Entry:</p> <p><i>Post-secondary Courses that Count Toward BC or Yukon High School Graduation</i></p> <p>The UBC Okanagan campus recognizes certain post-secondary courses, completed as part of the high school graduation requirements, for admission and for transfer credit.</p> <p>For the purpose of admission, all post-secondary courses completed toward high school graduation must satisfy the requirements of the program of study to which an applicant is admitted, and must be transferable to the Okanagan campus in accordance with agreed-upon equivalencies published in the BC Transfer Guide. Successfully completed post-secondary courses are considered electives and will not be used in place of required Grade 12 courses.</p> <p>The admission average will be calculated on all academic Grade 11 and Grade 12 coursework. Applicants must arrange to have an official transcript sent directly from their post-secondary institution to UBC Undergraduate Admissions.</p> <p>Courses successfully completed at recognized colleges and universities in BC and Yukon are granted transfer credit in accordance with agreed-upon equivalencies published in the BC Transfer Guide.</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,901,0</p> <p>Homepage Admissions Applicants Following the BC/Yukon Secondary School Curriculum Post-Secondary Courses that Count Toward BC/Yukon Secondary School Graduation</p> <p>Present Calendar Entry:</p> <p><i>Post-Secondary Courses that Count Toward BC/Yukon Secondary School Graduation</i></p> <p>The UBC Okanagan campus recognizes certain post-secondary courses, completed as part of the high school graduation requirements, for admission and for transfer credit.</p> <p>For the purpose of admission, all post-secondary courses completed toward high school graduation must satisfy the requirements of the program of study to which an applicant is admitted. These courses must be transferable to the Okanagan campus in accordance with agreed-upon equivalencies published in the BC Transfer Guide¹. Successfully completed post-secondary courses are considered electives and will not be used in place of required Grade 12 courses.</p> <p>The admission average will be calculated on English 12 or English 12 First Peoples and three additional UBC Okanagan campus-approved Grade 12 Courses or approved post-secondary course(s). Applicants must arrange to have an official transcript sent directly from their post-secondary institution to Undergraduate Admissions.</p> <p>Courses successfully completed at recognized colleges and universities in BC and the Yukon are granted transfer credit in accordance with agreed-upon equivalencies published in the</p>
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	<p>BC Transfer Guide.</p> <p>With the exception of Canadian Aboriginal language post-secondary courses. Contact Undergraduate Admissions for more information.</p> <p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,1096,0</p> <p>Homepage Admissions Applicants Following the BC/Yukon Secondary School Curriculum Post-secondary Courses Outside of High School Graduation</p> <p><i>Post-secondary Courses Outside of High School Graduation</i></p> <p>UBC recognizes Canadian Aboriginal language post-secondary courses for admission and for transfer credit.</p> <p>For the purpose of admission, the admission average will be calculated on English 12 and three additional approved Grade 12 courses or approved post-secondary course(s). Applicants must arrange to have an official transcript sent directly from their post-secondary institution to UBC Undergraduate Admissions.</p> <p>Courses successfully completed at recognized colleges and universities in BC and Yukon are granted transfer credit in accordance with agreed upon equivalencies published in the BC Transfer Guide.</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,66,0</p> <p>Proposed Calendar Entry: Homepage → Admissions → Applicants Following the BC/Yukon Secondary School Curriculum → Concurrent Enrolment Policy</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,66,0</p> <p>Proposed Calendar Entry: Homepage → Admissions → Applicants Following the BC/Yukon Secondary School Curriculum → Concurrent Enrolment Policy</p>

Concurrent Enrolment Policy

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URL:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,67,0>

Proposed Calendar Entry:

[Homepage](#) → [Admissions](#) → [Applicants Following the BC/Yukon Secondary School Curriculum](#) → British Columbia Adult Graduation Diploma

British Columbia Adult Graduation Diploma (BCAGD)

The UBC Okanagan recognizes the British Columbia Adult Graduation Diploma (BCAGD) for admission to the first year of an undergraduate degree.

The overall admission average will be calculated on all academic Grade 11 and Grade 12 coursework, including ABE Provincial Level English, or English 12, or English 12 First Peoples.

Applicants from recognized secondary schools must write the BC English 12 provincial examination, even if not required for the

Concurrent Enrolment Policy

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URL:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,67,0>

Present Calendar entry

[Homepage](#) [Admissions](#) [Applicants Following the BC/Yukon Secondary School Curriculum](#) British Columbia Adult Graduation Diploma

British Columbia Adult Graduation Diploma

The UBC Okanagan campus recognizes the British Columbia Adult Graduation Diploma (BCAGD) for admission to the first year of an undergraduate degree. ~~Applicants who have completed the BCAGD must meet the following admission requirements:~~

- ~~Four Adult Basic Education (ABE) Provincial Level or Grade 12 courses, including:
 1. English 12 or English 12 First Peoples;
 2. three additional subjects chosen from the list of [UBC Okanagan campus approved Grade 12 Courses](#).~~

~~The admission average will be calculated on ABE Provincial Level English, English 12, or English 12 First Peoples, and three other ABE Provincial Level or Grade 12 courses, each of which must be graded.~~

Applicants from recognized secondary schools must write the BC English 12 provincial examination, even if not required

<p>BCAGD.</p> <p>The BC English 12 provincial examination result will be used if the examination result increases the applicant's admission average. In cases where a significant discrepancy exists between the BC English 12 course grade and the BC English 12 provincial examination grade, UBC reserves the right to use the BC English 12 provincial examination grade only.</p> <p>A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs. All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.</p> <p>Entrance requirements to specific programs parallel those for BC/Yukon secondary school graduates, and applicants should refer to Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum, to ensure they have the required courses.</p> <p>Adult Basic Education (ABE) Courses</p> <p>UBC accepts the BC Certificate of Graduation (Dogwood) in combination with Adult Basic Education (ABE) Provincial Level courses completed at recognized secondary schools, adult education centres, or post-secondary institutions.</p> <p>For applicants who complete ABE Provincial Level courses, but do not complete the BC Adult Graduation Diploma (BCAGD), the overall admission average will be calculated on all academic Grade 11 and Grade 12 coursework, including ABE Provincial Level English, English 12, or English 12 First Peoples.</p>	<p>for the BCAGD.</p> <p>The BC English 12 provincial examination result will be used if the examination result increases the applicant's admission average. In cases where a significant discrepancy exists between the BC English 12 course grade and the BC English 12 provincial examination grade, UBC reserves the right to use the BC English 12 provincial examination grade only.</p> <p>A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs. All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.</p> <p>Entrance requirements to specific programs parallel those for BC/Yukon secondary school graduates, and applicants should refer to Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum, to ensure they have the required courses.</p> <p>Adult Basic Education (ABE) Courses</p> <p>The UBC Okanagan campus accepts the BC Certificate of Graduation (Dogwood) in combination with Adult Basic Education (ABE) Provincial-Level courses completed at recognized secondary schools, adult education centres, or post-secondary institutions. For applicants who complete ABE Provincial-Level courses but do not complete the BC Adult Graduation Diploma (BCAGD), the admission average will be calculated on ABE Provincial Level English, English 12, or English 12 First Peoples, and three other ABE Provincial Level or Grade 12 courses, each of which must be graded.</p>
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URL: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,68,0>

Delete section: [Homepage](#) → [Admissions](#) → [Applicants Following the BC/Yukon Secondary School Curriculum](#) → Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

Table of program specific requirements moved to: “**Homepage→Admissions→ Program Requirements for Canadian Secondary School Applicants**”

URL: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,68,0>

[Homepage](#) → [Admissions](#) → [Applicants Following the BC/Yukon Secondary School Curriculum](#) → Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

~~Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum~~

~~Below are the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average:~~

Program	Degree	Faculty/School	Average Calculated on the Following Required Courses or IB/AP Equivalents	Courses Required but not included in the Calculation of the Average
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<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,0,0</p> <p>Proposed Calendar Entry</p> <p>Replace entirely with entry below:</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,0,0</p> <p>Proposed Calendar Entry</p> <p>Homepage → Admissions → Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon</p> <p>Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Admissions → Applicants Following Canadian Secondary School Curricula</p> <p><i>Applicants Following Canadian Secondary School Curriculum</i></p> <p>The following information should be considered in conjunction with the program-specific admission requirements listed in Homepage → Admissions → Program Requirements for Canadian Secondary School Applicants (hotlink to new table)</p> <p>Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required. Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for further information on non-academic admission criteria.</p> <p>The following information should be considered in conjunction with the program-specific admission requirements listed in Program Requirements for Canadian Secondary School Applicants.</p> <p>Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the calculation of the admission average.</p> <p>Applicants must arrange for their high school grades to be submitted to UBC Admissions before the stated document deadline. The grade record must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required</p>	

courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements.

Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required.

The following Provincial Requirements apply:

Alberta, NWT and Nunavut:

Equivalencies with BC

- English Language Arts 30-1 is the Alberta, NWT and Nunavut equivalent of BC English 12. English Language Arts 30-2 cannot be used as a substitute for English Language Arts 30-1.
- Mathematics 30-1 or Pure Math 30 are the Alberta, NWT and Nunavut equivalents of BC Pre-Calculus 12.
- Math 30-2, Applied Math 30, and Math 30-3 cannot be used as a substitute for Mathematics 30-1 or Pure Math 30.
- Math 31 is the Alberta, NWT and Nunavut equivalent of BC Calculus 12.
- Alberta 20-level sciences are equivalent to BC grade 11 sciences in the same subject area.

Other relevant Alberta courses

- UBC will consider Alberta, NWT and Nunavut courses numbered 30-2 towards an assessment of the applicant's breadth of coursework. However, the grades for these classes will not factor into the admission decision (Math 30-2 is the one exception; grades in Math 30-2 will be used in the academic assessment, but Math 30-2 cannot be used as a substitute for Math 30-1).
- 35-level courses and associated grades can be used in the academic assessments.
- UBC will consider Alberta, NWT and Nunavut 3-credit or 1-credit classes that are relevant to an applicant's intended area of study towards an assessment of the applicant's breadth of coursework. The grades may be used in the admissions assessment on a case-by-case basis.

Saskatchewan

Equivalencies with BC

- English A30 and B30 together are the Saskatchewan equivalent of BC English 12; one of these two English courses can be replaced with the following Français A30, Français B30 or Français Immersion.
- English Additional Language A20 or B20 cannot be used as substitutes for English A30 and B30.
- Pre-Calculus 30 is the Saskatchewan equivalent to BC Pre-Calculus 12.
- The Saskatchewan curriculum does not offer equivalents to BC Biology 11, Chemistry 11 or Physics 11 but rather groups science 11 courses as Physical Science 20 or Health Science 20.
- Saskatchewan 30-level sciences are equivalent to BC grade 12 sciences in the same subject area.

Manitoba

Equivalencies with BC

- The following English Language Arts 40S variants are the Manitoba equivalent to BC English 12:
 - Comprehensive Focus
 - Literary Focus
 - Transactional Focus
 - Language and Literary Forms
 - Language and Transactional FormsManitoba Anglais 40S and Français 40S can also be used to satisfy the BC English 12 requirement.
- English Language Arts 40S Language and Technical Communication and English as an Additional Language for Academic Success cannot be used as equivalents to BC English 12.
- Pre-Calculus Mathematics 40S is the Manitoba equivalent of BC Pre-Calculus 12.
- Manitoba 30S sciences are equivalent to BC grade 11 sciences in the same subject area.

Other relevant Manitoba Courses

- Calculus 45A combined with Topics in Math 45A are together considered the Manitoba equivalent to BC Calculus 12.

Ontario

Equivalencies with BC

- ENG4U is the Ontario equivalent of BC English 12. ETS4U (Studies in Literature) and EWC4U (Writers' Craft) are Ontario equivalents to BC English Literature 12.
- MHF4U (Advanced Functions) is the Ontario equivalent of BC Pre-Calculus 12. MCV4U (Calculus and Vectors) is the Ontario equivalent of BC Calculus 12. MDM4U (Mathematics of Data Management) is the equivalent of BC Foundations of Math 12 and cannot be used to satisfy BC Pre-Calculus 12.
- Ontario 3U sciences are equivalent to BC grade 11 sciences in the same subject area.

Quebec

Applicants graduating from the 11-year *école secondaire* system are not considered for direct admission to UBC. Such students are considered only after one year in a pre-university diploma program at a CEGEP. For more information, see [Applicants from a CEGEP](#).

Nova Scotia

Equivalencies with BC

- Course numbering in Nova Scotia are closely aligned with those in BC. English 12 is the Nova Scotia equivalent of BC English 12.
- Pre-Calculus 12 is the Nova Scotia equivalent of BC Pre-Calculus 12.
- Nova Scotia grade 11 sciences are equivalent to BC grade 11 sciences in the same subject area.
- Calculus 12 is the Nova Scotia equivalent of BC Calculus 12.

New Brunswick**Equivalencies with BC**

- English 121 or English 122 are the New Brunswick equivalents of BC English 12.
- Pre-Calculus A 120 & Pre-Calculus B 120 (both completed) are the New Brunswick equivalent to BC Pre-Calculus 12.
- Biology 111 or 112 are the New Brunswick equivalents to BC Biology 11, Physics 111 or 112 are the equivalents to BC Physics 11, and Chemistry 111 or 112 are the equivalents to BC Chemistry 11.
- Biology 121 or 122 are the New Brunswick equivalents to BC Biology 12, Physics 121 or 122 are the New Brunswick equivalent to BC Physics 12, and Chemistry 121 or 122 are the New Brunswick equivalent to Chemistry 12.

Other relevant New Brunswick courses

- Calculus 120 is the New Brunswick equivalent of BC Calculus 12.

Prince Edward Island (PEI)**Equivalencies with BC**

- ENG 621A is the PEI equivalent of BC English 12.
- MAT 611B, or one of MAT 621A or MAT 621B are PEI equivalents of BC Pre-Calculus 12.
- BIO 621A is the PEI equivalent of BC Biology 12, CHE 621A is the PEI equivalent of Chemistry 12, and PHY 621A is the PEI equivalent of BC Physics 12.

Newfoundland and Labrador**Equivalencies with BC**

- English 3201 is the Newfoundland/Labrador equivalent of BC English 12.
- Math 3200 or 3201 or 3208 are the Newfoundland/Labrador equivalents of BC Pre-Calculus 12. Math 3103 and Math 3206 cannot be used as equivalents of BC Pre-Calculus 12.
- Biology 3201 is the Newfoundland/Labrador equivalent of BC Biology 12, Chemistry 3202 is the Newfoundland/Labrador equivalent of BC Chemistry 12, and Physics 3204 is the Newfoundland/Labrador equivalent of BC Physics 12.

URL: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,0,0>

Present Calendar Entry:

[Homepage](#) → [Admissions](#) → Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon

~~Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon~~

~~Introduction →~~

~~Determining Admissibility →~~

~~Specific Program Requirements →~~

Introduction

Applicants must present English to the senior year level and a minimum final grade of 70% (or equivalent) in either English 11 or English 12. All prescribed subjects for the university studies sought, including a minimum standing in some courses, are required. (See the table [Specific Program Requirements](#).)

Applicants must present an admission average that meets or exceeds the [minimum academic standard for secondary school applicants](#).

The following **Provincial Requirements** apply:

- **Ontario.** Ontario Secondary School Diploma with six appropriate Ontario Academic Courses (OACs) including English (OAC I) or a minimum of six Grade 12 U/M courses including English (ENG4U).
- **Quebec.** Applicants graduating from the 11-year *école secondaire* system are not considered for direct admission to UBC. Such students are considered only after one year in a pre-university diploma program at a CEGEP. For more information, see [Applicants from a CEGEP](#).
- **Alberta, Saskatchewan, Manitoba, New Brunswick, Nova Scotia, PEI, Newfoundland, Northwest Territories, and Nunavut.** Grade 12 graduation with standing in at least five appropriate academic Grade 12 courses including English.

The minimum period of study for a UBC degree is four years.

Further information on appropriate academic courses is available through [youbc Okanagan](#).

Determining Admissibility

Academic criteria are the primary basis for determining admissibility to UBC; however, many

programs consider non-academic information as well. See [Personal Profile](#) for further information on non-academic admission criteria.

Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the calculation of the admission average.

Applicants must arrange for their high school grades to be submitted to UBC Admissions before the stated document deadline. The grade record must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements.

Specific Program Requirements

The information contained in the table below applies to applicants from outside BC/Yukon, but is expressed in BC/Yukon terms. Undergraduate Admissions will determine course equivalency. These requirements are in addition to specific [Provincial Requirements](#).

Specific Program Requirements for Students Applying from Outside of BC/Yukon

Program	Degree	Faculty/School	Secondary school graduation must include:
Applied Biology	B.Sc. (Applied Biology)	Land and Food Systems	English 12 Principles of Mathematics 12 or Pre-Calculus 12 Two of Biology 11, Chemistry 11, Physics 11 One of Biology 12, Chemistry 12, Geology 12, Physics 12
Arts	B.A.	Arts	English 12
Commerce (Direct Entry)	B.Com.	Commerce	English 12 Principles of Mathematics 12
Dental Science in Dental Hygiene	B.D.Sc. (Dental Hygiene)	Dentistry	English 12 Biology 12 Chemistry 12
Engineering	B.A.Sc.	Applied Science	English 12 Principles of Mathematics 12 Chemistry 12 Physics 12
Food, Nutrition and Health	B.Sc. (Food, Nutrition and Health)	Land and Food Systems	English 12 Principles of Mathematics 12 Two of Biology 11, Chemistry 11, Physics 11 One of Biology 12, Chemistry 12,

THE UNIVERSITY OF BRITISH COLUMBIA

Forest Operations, Forest Resources Management	B.S.F.	Forestry	Geology 12, Physics 12 English 12 Principles of Mathematics 12 Two of Chemistry 11, Physics 11, Biology 11 One of Chemistry 12, Physics 12, Biology 12
Forest Science	B.Sc. (Forestry)	Forestry	Same as for B.S.F. (above)
International Economics	B.I.E.	Arts	English 12 Principles of Mathematics 12
Kinesiology	B.Kin.	Kinesiology	English 12 One of Biology 12, Chemistry 12, Geology 12, Principles of Mathematics 12, Physics 12
Media Studies	B.M.S.	Arts	English 12 One of Geography 12, History 12, or English Literature 12
Natural Resources Conservation	B.Sc. (Natural Resources Conservation)	Forestry	English 12 Principles of Mathematics 12 One of Biology 12, Chemistry 12, or Physics 12 Chemistry 11 One of Biology 11 or Physics 11
Science	B.Sc.	Science	English 12 Principles of Mathematics 12 (minimum 67% grade) Chemistry 11 Physics 11 One of Biology 12, Chemistry 12, Geology 12, Physics 12
Urban Forestry	B.U.F.	Forestry	English 12 Principles of Mathematics 12 One of Biology 12, Chemistry 12, or Physics 12 Chemistry 11 One of Biology 11 or Physics 11
Wood Products Processing	B.Sc. (Wood Products Processing)	Forestry	English 12 Principles of Mathematics 12 Physics 11, Chemistry 11 One of Physics 12, Chemistry 12, Biology 12

<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,316,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Admissions → Applicants with International Baccalaureate and Advanced Placement Courses</p> <p><i>Applicants with International Baccalaureate and Advanced Placement Courses</i></p> <p>The UBC Okanagan recognizes these advanced secondary school programs for admission and for transfer credit.</p> <p>Program requirements listed in “Program Requirements for Canadian Secondary School Applicants” [hotlink to table] will be applied to applicants, as appropriate, for the IB or AP curriculum presented for admission.</p> <p>International Baccalaureate Diploma Students</p> <p>For students who complete the International Baccalaureate (IB) Diploma, admission to the University will require a minimum of 24 points including bonus points. Due to limited enrolment, a higher score will be required for admission to most programs.</p> <p>IB Diploma students are required to complete all courses that are part of their IB Diploma. All courses will be considered as part of the overall assessment. UBC will focus on all IB HL and SL subject areas that fall into course categories relevant to the applicant’s intended area of study to form the core assessment. It is encouraged, but not necessary, to take IB courses to the HL level</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,316,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage → Admissions → Applicants with International Baccalaureate and Advanced Placement Courses</p> <p><i>Applicants with International Baccalaureate and Advanced Placement Courses</i></p> <p>The UBC Okanagan campus recognizes these advanced secondary school programs for admission and for transfer credit.</p> <p>International Baccalaureate Diploma</p> <p>For students who complete the International Baccalaureate (IB) Diploma, admission to the University will require a minimum of 24 points, including bonus points. Due to limited enrolment, a higher score will be required for admission to most programs.</p>
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in subject areas related to the intended area of study. Ab Initio language courses and grades will be used in the overall and core assessments for students completing the full IB diploma.

International Baccalaureate Certificate Students

International Baccalaureate certificate courses may be combined with an approved high school credential for the purpose of admission.

For students who present International Baccalaureate certificate courses, the admission average will be calculated on the higher of either the official IB final score or the final school grade. In those cases where an IB score is not available at the time of admission selection, the course grade will be used.

The grade conversion scale that will be used to determine admission based on official IB results is as follows. **Note that the equivalences are based upon whether the IB course is presented at the Standard Level (SL) or the Higher Level (HL). Also, special notation is made to recognize students who take IB Math Higher Level.**

IB SL Grade	IB HL Grade	IB HL Math Grade	% Equivalent
--	--	7	100
--	7	6	98
7	6	5	96
6	5	4	90
5	4	3	86
4	3	--	76
3	--	--	70

International Baccalaureate Transfer Credit

Credit for equivalent first-year UBC Okanagan campus courses will be awarded to students

International Baccalaureate Certificate Courses

IB certificate courses may be combined with an approved high school credential for the purpose of admission.

For students who present IB certificate courses, the admission average will be calculated on the higher of either the official IB final score or the final school grade. In those cases where an IB score is not available at the time of admission selection, the course/school grade will be used.

The grade conversion scale that will be used to determine admission based on official IB results is as follows:

IB Grade % Equivalent

7	96
6	90
5	86
4	76
3	70

International Baccalaureate Transfer Credit

Credit for equivalent first-year UBC Okanagan campus courses will be awarded to students

who achieve a grade of at least 5 in Higher Level IB Arts courses and 6 in Higher Level IB Science courses. Select Standard Level IB courses may be considered for credit as well. Details are provided at [youbc Okanagan](http://youbc.okanagan.ca).

Advanced Placement Students

Advanced Placement (AP) courses may be combined with an approved high school credential for the purpose of admission.

For students who present Advanced Placement courses, the admission average will be calculated on the higher of either the final AP exam score or the final school grade. In those cases where an AP examination grade is not available at the time of admission selection, the course grade will be used.

The grade conversion scale that will be used to determine admission based on official AP results is as follows:

AP Grade	% Equivalent
5	96
4	86
3	80
2	70

Advanced Placement Transfer Credit

Credit for equivalent first-year UBC Okanagan campus courses will be awarded to students who achieve a grade of 4 or better on the appropriate AP course. Details are provided at [youbc Okanagan](http://youbc.okanagan.ca).

Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites

Grade 12 Course	Advanced Placement Course	International Baccalaureate Course (Standard or Higher-Level)
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who achieve a grade of at least 5 in Higher Level IB Arts courses and 6 in Higher Level IB Science courses. Select Standard Level IB courses may be considered for credit as well. Details are provided at [youbc Okanagan](http://youbc.okanagan.ca).

Advanced Placement

Advanced Placement (AP) courses may be combined with an approved high school credential for the purpose of admission.

For students who present AP courses, the admission average will be calculated on the higher of either the final AP exam score or the final school grade. In those cases where an AP examination grade is not available at the time of admission selection, the course/school grade will be used.

The grade conversion scale that will be used to determine admission based on official AP results is as follows:

AP Grade	% Equivalent
5	96
4	86
3	80
2	70

Advanced Placement Transfer Credit

Credit for equivalent first-year UBC Okanagan campus courses will be awarded to students who achieve a grade of 4 or better on the appropriate AP course. Details are provided at [youbc Okanagan](http://youbc.okanagan.ca).

Advanced Placement and International Baccalaureate Courses Approved to Satisfy Prerequisites

Grade 12 Course	Advanced Placement Course	International Baccalaureate Higher-Level Course
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Biology 12	Biology	General	Biology 12	Biology	General
Chemistry 12	General Chemistry	Chemistry	Chemistry 12	General Chemistry	Chemistry
English 12	English Language and Composition	English Language A	English 12	English Language and Composition	English Language A
Physics 12	Physics (1, 2, or C)	Physics	Physics 12	Physics (1, 2, or C)	Physics
Principles of Mathematics 12 ¹		Mathematics ²	Principles of Mathematics 12 or Pre-Calculus ¹		Mathematics ²

¹ If it is to the applicant's advantage, one of AP Calculus (AB or BC), IB Calculus, or the [Calculus Examination Certificate](#) may be used in the calculation of the average of admission (in addition to Principles of Mathematics 12 or Pre-Calculus 12), where program admission requirements allow.

² IB Math Studies does not satisfy the prerequisite of Principles of Mathematics 12 or Pre-Calculus 12.

¹ If it is to the applicant's advantage, one of AP Calculus (AB or BC), IB Calculus, or the [Calculus Examination Certificate](#) may be used in the calculation of the average of admission (in addition to Principles of Mathematics 12 or Pre-Calculus 12), where program admission requirements allow.

² IB Math Studies does not satisfy the prerequisite of Principles of Mathematics 12 or Pre-Calculus 12.

<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,327,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Admissions → Applicants Following American Secondary School Curriculum</p> <p><i>Applicants Following American Secondary School Curriculum</i></p> <p>Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:</p> <ul style="list-style-type: none"> • graduation from an academic or college preparation program at a US regionally-accredited school; • English to the senior level (not ESL); • three years of mathematics to the junior level; • either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted). <p>Certain programs may require a competitive minimum grade in individual prerequisite courses.</p> <p>Students applying with a US High school diploma are recommended to present at least six senior-level courses as part of their diploma. Applicants with a strong academic record who do not present the minimum number of courses as per above will be considered on a case-by-case basis.</p> <p>Academic courses are generally taken in the junior or senior year of secondary school but some appropriate courses may be taken earlier than this. Inclusion of those courses in the overall or core assessment will be</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,327,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage → Admissions → Applicants Following American Secondary School Curriculum</p> <p><i>Applicants Following American Secondary School Curriculum</i></p> <p>Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:</p> <ul style="list-style-type: none"> • graduation from an academic or college preparation program at a US regionally-accredited school; • English to the senior level (not ESL); • at least three other senior academic subjects and prerequisites appropriate for the intended program of study; • three years of mathematics to the junior level; • either (a) SAT 1, or ACT, plus Writing <p>Certain programs may require a competitive minimum grade in individual prerequisite courses.</p> <p>In countries where the SAT and ACT are unavailable, exemptions may be granted.</p>
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<p>determined by the Undergraduate Admissions Office at the time of review. For example, it is possible for students to take AP courses, and some science courses, earlier than junior year. Courses such as these are appropriate for admission, and will be in overall and core assessments.</p> <p>Program requirements listed in “Program Requirements for Canadian Secondary School Applicants” [<i>hotlink to table</i>] will be applied to applicants, as appropriate, for the US secondary school curriculum presented for admission.</p> <p>The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.</p>	
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,328,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Admissions → Applicants Following Other International Secondary School Curricula</p> <p><i>Applicants Following Other International Secondary School Curricula</i></p> <p>All applicants to the UBC Okanagan campus from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English. Final grades include both the school grade and mandatory standardized examination results.</p> <p>Program requirements listed in “Program Requirements for Canadian Secondary School Applicants” [<i>hotlink to table</i>] will be applied to applicants, as appropriate, for the</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,328,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage → Admissions → Applicants Following Other International Secondary School Curricula</p> <p><i>Applicants Following Other International Secondary School Curricula</i></p>

international secondary school curriculum presented for admission.

The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

- General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE), with standing in at least **six academic courses from GCSE, AS-Levels, and A-levels and at least three of those courses being at A-level as part of their overall assessment. Applicants with a strong academic record who do not present the minimum number of courses as per above will be considered on a case-by-case basis. It is encouraged, but not necessary, to take courses to the A level in subject areas related to the intended area of study. Courses in Accounting and Business Studies/Management may be used in core and overall assessments. This is an exception to the general description of acceptable courses noted above.**
- International Baccalaureate (IB). A Diploma with standing in at least six subjects, three at the standard level and three at the higher level, with a Diploma awarded.
- French Baccalaureate and French Baccalaureate International Option (OIB). Completion of the *baccalauréat général* or the *baccalauréat général (option internationale)*. All sections - S (*scientifique*), L (*littéraire*), and ES (*économique et sociale*) - are eligible for consideration. The *baccalauréat technologique* may be considered for admission on a case-by-case basis.
- Singapore (completion in 2008 and onward): Applicants must present

The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

- General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE), with standing in at least five subject areas, including English, with three at the Advanced Level.
- International Baccalaureate (IB). A Diploma with standing in at least six subjects, three at the standard level and three at the higher level, with a Diploma awarded.
- French Baccalaureate and French Baccalaureate International Option (OIB). Completion of the *baccalauréat général* or the *baccalauréat général (option internationale)*. All sections - S (*scientifique*), L (*littéraire*), or ES (*économique et sociale*) - are eligible for consideration. The *baccalauréat technologique* may be considered for admission on a case-by-case basis.
- Singapore (2008 onwards). Applicants must present completion of the new curriculum. Admission will be based on

<p>evidence of completion of the new curriculum. Admission will be based on at least five examinations, including English, with three at the H2 level and two at the H1 level.</p> <ul style="list-style-type: none"> • Students applying with a Chinese secondary school diploma are recommended to present at least six academic courses as part of their diploma. Applicants with a strong academic record who do not present the minimum number of courses as per above will be considered on a case-by-case basis. Chinese secondary school applicants are also required to present results in the National Higher Education Entrance Examination commonly known as Gaokao. • Other international school systems not listed above. Graduation from an approved university preparation program within an education system that comprises 12 years of primary and secondary study or the equivalent. The admission average is calculated on academic courses and/or exams completed at the senior level (final year) of study. These courses and/or exams are selected by Undergraduate Admissions. <p>Because of the differences in world educational systems, satisfactory completion of secondary school is not necessarily an acceptable basis for admission to first year. The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.</p> <p>Certain programs may require a competitive minimum grade in individual prerequisite courses.</p> <p>Applicants presenting appropriate subjects with high academic achievement on Advanced</p>	<p>at least five examinations, including English, with three at the H2 level and two at the H1 level.</p> <ul style="list-style-type: none"> • Other international school systems not listed above. Graduation from an approved university preparation program within an education system that comprises 12 years of primary and secondary study or the equivalent. The admission average is calculated on academic courses and/or exams completed at the senior level (final year) of study. These courses and/or exams are selected by Undergraduate Admissions. <p>Certain programs may require a competitive minimum grade in individual prerequisite courses.</p> <p>Because of the differences in world educational systems, satisfactory completion of secondary school is not necessarily an acceptable basis for admission to first year. UBC reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.</p> <p>Applicants presenting appropriate subjects with high academic achievement on Advanced</p>
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<p>Level (GCE), Singapore H2 and H3 Level, Principal Level (HSC), Higher Level (IB), French Baccalaureate, or Advanced Placement courses will, where appropriate, be considered for advanced credit or placement.</p>	<p>Level (GCE), Singapore H2 and H3 Level, Principal Level (HSC), Higher Level (IB), French Baccalaureate, or Advanced Placement courses will, where appropriate, be considered for advanced credit or placement.</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,347,0,0</p> <p>Homepage Admissions Homeschooled Secondary School Applicants</p> <p>Present Calendar Entry</p> <p><i>Homeschooled Secondary School Applicants</i></p> <p>Applicants completing their secondary school education through home study may be eligible for admission. Applicants will be considered on an individual basis and may be expected to present a recognized academic secondary school credential. Homeschooled applicants</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,347,0,0</p> <p>Homepage Admissions Homeschooled Secondary School Applicants</p> <p>Present Calendar Entry</p> <p><i>Homeschooled Secondary School Applicants</i></p> <p>Applicants completing their secondary school education through home study may be eligible for admission. Applicants will be considered on an individual basis and may be expected to present a recognized academic secondary school credential. Homeschooled applicants</p>

<p>are encouraged to contact UBC prior to applying for admission.</p> <p>http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,17,0,0</p> <p>Homepage → Admissions → Advanced Credit or Placement</p> <p>Proposed Calendar Entry:</p> <p>Advanced Credit or Placement</p> <p>....</p> <p>Calculus Examination Certificate</p> <p>...</p>	<p>are encouraged to contact UBC prior to applying for admission.</p> <p>http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,17,0,0</p> <p>Homepage Admissions Advanced Credit or Placement</p> <p>Present Calendar Entry:</p> <p>Advanced Credit or Placement</p> <p>...</p> <p>Calculus Examination Certificate</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,24,0,0</p> <p>Homepage → Admissions → International Applicants</p> <p>Proposed Calendar Entry:</p> <p>International Applicants</p> <p>The University welcomes applications from outstanding international students from around the world. Well-qualified applicants from secondary schools will be considered, as well as students applying as transfer students from recognized universities and colleges. Applications from short-term visiting students from other recognized universities will also be considered. See youbc Okanagan to apply online.</p> <p>For information about English language admission requirements, see English Language Admission Standard.</p> <p>For more information and further assistance, international students should contact:</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,24,0,0</p> <p>Homepage → Admissions → International Applicants</p> <p>Present Calendar Entry:</p> <p>International Applicants</p> <p>The University welcomes applications from outstanding international students from around the world. Well-qualified applicants from secondary schools will be considered, as well as students applying as transfer students from recognized universities and colleges. Applications from short-term visiting students from other recognized universities will also be considered. See youbc Okanagan to apply online.</p> <p>For information about English language admission requirements, see English Language Admission Standard.</p> <p>For more information and further assistance, international students should contact:</p>

<p>International Student Initiative The University of British Columbia 1200-1874 East Mall Vancouver, BC V6T 1Z1 Canada Tel: 604.822.8999 Fax: 604.822.9888 Email: okanagan.international@ubc.ca</p>	<p>International Student Initiative The University of British Columbia 1200-1874 East Mall Vancouver, BC V6T 1Z1 Canada Tel: 604.822.8999 Fax: 604.822.9888 Email: okanagan.international@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,348,0,0</p> <p>Homepage → Admissions → English Foundation Program and UBC Vantage College</p> <p>Proposed Calendar Entry:</p> <p>English Foundation Program and UBC Vantage College</p> <p>Contents English Foundation Program → UBC Vantage College → ...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,348,0,0</p> <p>Homepage → Admissions → English Foundation Program and UBC Vantage College</p> <p>Present Calendar Entry:</p> <p>English Foundation Program and UBC Vantage College</p> <p>Contents English Foundation Program → UBC Vantage College → ...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,344,0,0</p> <p>Homepage → Admissions → Applicants from a Post-Secondary Institution</p> <p>Proposed Calendar Entry:</p> <p>Applicants from a Post-Secondary Institution</p> <p>Contents Introduction → ... Applicants from a College or University → ... Applicants from a CEGEP → ...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,344,0,0</p> <p>Homepage → Admissions → Applicants from a Post-Secondary Institution</p> <p>Present Calendar Entry:</p> <p>Applicants from a Post-Secondary Institution</p> <p>Contents Introduction → ... Applicants from a College or University → ... Applicants from a CEGEP → ...</p>

<p>Program-Specific Prerequisites →</p> <p>...</p> <p>Maximum Allowable Transfer Credit →</p> <p>...</p> <p>Unassigned Credit →</p> <p>...</p> <p>Associate Degrees →</p> <p>...</p> <p>Credit Earned via Prior Learning Assessment or Challenge →</p> <p>...</p> <p>Appealing for Additional Credit →</p> <p>...</p>	<p>Program-Specific Prerequisites →</p> <p>...</p> <p>Maximum Allowable Transfer Credit →</p> <p>...</p> <p>Unassigned Credit →</p> <p>...</p> <p>Associate Degrees →</p> <p>...</p> <p>Credit Earned via Prior Learning Assessment or Challenge →</p> <p>...</p> <p>Appealing for Additional Credit →</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,18,0,0</p> <p>Homepage → Admissions → Admission to Undergraduate Programs Requiring Prior Study</p> <p>Proposed Calendar Entry</p> <p>Admission to Undergraduate Programs Requiring Prior Study</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,18,0,0</p> <p>Homepage → Admissions → Admission to Undergraduate Programs Requiring Prior Study</p> <p>Present Calendar Entry</p> <p>Admission to Undergraduate Programs Requiring Prior Study</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,325,0,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Admissions → Mature Applicants</p> <p>Mature Applicants</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,325,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage → Admissions → Mature Applicants</p> <p>Mature Applicants</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,14,0,0</p> <p>Homepage → Admissions → Canadian Aboriginal Applicants</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,14,0,0</p> <p>Homepage → Admissions → Canadian Aboriginal Applicants</p>

<p>Proposed Calendar Entry:</p> <p>Canadian Aboriginal Applicants</p> <p>...</p>	<p>Present Calendar Entry:</p> <p>Canadian Aboriginal Applicants</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,15,0,0</p> <p>Homepage → Admissions → Applicants with Disabilities</p> <p>Proposed Calendar Entry:</p> <p>Applicants with Disabilities</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,15,0,0</p> <p>Homepage → Admissions → Applicants with Disabilities</p> <p>Proposed Calendar Entry:</p> <p>Applicants with Disabilities</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,349,0,0</p> <p>Homepage → Admissions → British Columbia Youth in Care Applicants</p> <p>Proposed Calendar Entry:</p> <p>British Columbia Youth in Care Applicants</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,349,0,0</p> <p>Homepage → Admissions → British Columbia Youth in Care Applicants</p> <p>Present Calendar Entry:</p> <p>British Columbia Youth in Care Applicants</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,273,0,0</p> <p>Homepage → Admissions → Readmission</p> <p>Proposed Calendar Entry:</p> <p>Readmission</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,273,0,0</p> <p>Homepage → Admissions → Readmission</p> <p>Present Calendar Entry:</p> <p>Readmission</p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,274,0,0</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,274,0,0</p>

<p>Homepage → Admissions → Change of Degree Program</p> <p>Proposed Calendar Entry:</p> <p><i>Change of Degree Program</i></p> <p>...</p>	<p>Homepage → Admissions → Change of Degree Program</p> <p>Present Calendar Entry:</p> <p><i>Change of Degree Program</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,21,0,0</p> <p>Homepage → Admissions → Change of Campus</p> <p>Proposed Calendar Entry:</p> <p><i>Change of Campus</i></p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,21,0,0</p> <p>Homepage → Admissions → Change of Campus</p> <p>Present Calendar Entry:</p> <p><i>Change of Campus</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,314,0,0</p> <p>Homepage → Admissions → Deferred Admission</p> <p>Proposed Calendar Entry:</p> <p><i>Deferred Admission</i></p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,314,0,0</p> <p>Homepage → Admissions → Deferred Admission</p> <p>Present Calendar Entry:</p> <p><i>Deferred Admission</i></p> <p>...</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,29,0,0</p> <p>Homepage → Admissions → Registration in a Course or Program</p> <p>Proposed Calendar Entry:</p> <p><i>Registration in a Course or Program</i></p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,29,0,0</p> <p>Homepage → Admissions → Registration in a Course or Program</p> <p>Present Calendar Entry:</p> <p><i>Registration in a Course or Program</i></p> <p>...</p>



<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,16,0,0 Homepage → Admissions → Admission Appeals Proposed Calendar Entry: Admission Appeals Appeals on Undergraduate Admission or Readmission Decisions ... Appeals on Revoked Admission Offers ...</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,16,0,0 Homepage → Admissions → Admission Appeals Present Calendar Entry: Admission Appeals Appeals on Undergraduate Admission or Readmission Decisions ... Appeals on Revoked Admission Offers ...</p>
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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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29 March 2019

To: Okanagan Senate

From: Admissions and Awards Committee

Re: School of Social Work Agreement with Okanagan College for Master of Social Work Program Admission (approval)

The Committee has reviewed and recommends to Senate for approval the terms of the Memorandum of Understanding between UBC Okanagan and Okanagan College (OC). Under the agreement, up to 10 OC students graduating from the ABA-SDR degree will be granted admission to the MSW Foundational Two Year Track program provided they meet all other graduate admissions criteria. In addition, up to 5 seats in the MSW Foundational Two Year Track program will be awarded annually to self-identifying First Nations OC students graduating with an ABA-SDR degree. All students must meet graduate admission criteria.

The Committee recommends the following motion for approval:

***Motion:** To approve and recommend to Senate for approval admission requirements for select Okanagan College (OC) students to the Master of Social Work Foundational Two Year Track pursuant to the proposed Memorandum of Understanding between OC and UBC.*

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



**MEMORANDUM OF UNDERSTANDING
REGARDING ADMISSION
BETWEEN
THE UNIVERSITY OF BRITISH COLUMBIA,
KELOWNA, BC
AND
OKANAGAN COLLEGE
KELOWNA, BC**

This Admission Agreement (the “Agreement”) is entered into between The University of British Columbia on behalf of its Faculty of Health and Social Development at its Okanagan campus (“UBCO”) and Okanagan College on behalf of its Arts and Foundational Programs (“OC”).

Each party an “Institution” and both parties “the Institutions”

1. Objective of this Agreement

- a. The Institutions desire to collaborate in the development of OC’s “Applied Bachelor of Arts: Social Development and Research” (“**ABA-SDR**”). The purpose of this Agreement is to provide a pathway for qualified students who earn the ABA-SDR degree at OC to receive direct admission to the Master of Social Work Foundational Two-Year Track graduate studies program at UBCO (the “**M.S.W. Program**”).

2. Conditions Precedent of this Agreement

- a. The Institutions agree that the term of this Agreement shall commence on September 1, being the start of the academic year, following satisfaction of all conditions precedent (the “**Effective Date**”). The Institutions agree that the conditions precedent are:
 - i. Approval by the appropriate academic and administrative bodies at each Institution. The academic governing bodies at UBCO are its Senate and Council of Senates; the administrative governing body at UBCO is its Board of Governors. The academic governing body at OC is the Education Council; the administrative governing body at OC is its Board of Governors; and
 - ii. Approval of the ABA-SDR program by the quality assessment review process established by the Ministry of Advanced Education, British Columbia.

3. OC Qualifications Required for Direct Admission to the M.S.W. Program

- a. To be eligible for direct admission to the first year of the M.S.W. Program, OC students must successfully meet the following academic requirements:

- i. Successful completion of the ABA-SDR program within the academic year immediately preceding entry to the M.S.W. Program under this Agreement;
 - ii. A minimum grade average of 76% in the upper level (300,400 level) courses counting toward the ABA-SDR degree;
 - iii. A minimum Graduating Grade Average of 60%. “**Graduating Grade Average**” means the weighted average of grades for those courses, as specified in OC regulations, taken at OC which are used to satisfy the graduation requirements for a degree conferred by OC; and
 - iv. A minimum grade average of 55% in each course counting toward the ABA-SDR degree.
- b. OC agrees and acknowledges that the minimum requirements for OC students to be eligible for admission to the M.S.W. Program are commensurate with the general M.S.W. Program admission requirements for all students established by UBCO’s College of Graduate Studies, its Faculty of Health and Social Development, its School of Social Work and its Senate and Council of Senates. In the event that UBCO modifies its general admission requirements for entrance to the M.S.W. Program for all students, then UBCO will provide written notice to OC, and this Section 3 will be amended by the Institutions. Any amendments to this Section 3 will be made effective in the academic year commencing on or about September 1 following the amendments.

4. Application Process

- a. Each year, prior to January 15, OC will submit to UBCO the following:
 - i. A list of applicants who are expected to satisfy the eligibility requirements as set out in Section 3 of this Agreement; and
 - ii. Application materials for each applicant including: each applicant’s official transcript and signed application.

5. Number of Eligible OC Students to be Directly Admitted to the M.S.W. Program

- a. Each academic year during the term of this Agreement, UBCO will allocate space in the M.S.W. Program to admit a maximum of 15 OC students who satisfy the eligibility requirements set out in Section 3 of this Agreement. UBCO will allocate the 15 spaces available in the M.S.W. Program for qualified OC students on the following basis:
 - i. 5 spaces in the M.S.W. Program will be allocated by UBCO to admit eligible OC students who are members of an aboriginal group and identify as a First Nation, Metis, Inuit or indigenous person; and
 - ii. 10 spaces in the M.S.W. Program will be allocated by UBCO to admit eligible OC students who are not members of an aboriginal group and do not identify as a First Nation, Metis, Inuit or indigenous person.
- b. The Institutions agree that decisions regarding the individual admission of an eligible OC student to the M.S.W. Program will be made by UBCO. Nomination of eligible OC students in accordance

with the application process set out in Section 4 of this Agreement does not constitute a guarantee of each individual's admission to the M.S.W. Program, specifically in circumstances where:

- i. the total number of OC student applicants exceeds 15, or the total number of OC applicants for the categories set out in paragraph 5(a)(i) and/or 5(a)(ii) exceeds 5 and 10 respectively; and/or
- ii. an individual OC applicant does not, in fact, meet the eligibility requirements set out in Section 3 of this Agreement.

6. Additional Obligations

a. OC will:

- i. Deliver the ABA-SDR degree as outlined in the OC Program Curriculum Overview for Students as attached in **Appendix A**;
- ii. Work with UBCO to ensure adequate field placement or practicum placement experiences for all OC students in the ABA-SDR degree program;
- iii. On an annual basis, provide UBCO with updated information about the ABA-SDR degree program;
- iv. Provide reasonable notice to UBCO about any changes to the delivery of the ABA-SDR program that are anticipated or approved by OC; and
- v. Provide opportunities for representatives of UBCO to visit appropriate forums at OC to disseminate information about the M.S.W Program and the relationship between UBCO and OC under this Agreement.

b. UBCO will:

- i. Work with OC in the development of a ABA-SDR degree program;
- ii. Offer non-financial support to OC to assist with OC's submission to the quality assessment review of the ABA-SDR by the Ministry of Advanced Education;
- iii. Provide OC with updated information about the M.S.W. Program on an annual basis;
- iv. Provide reasonable notice to OC about any changes to the M.S.W. Program requirements that are anticipated or approved by UBCO;
- v. Make information about this Agreement and the ABA-SDR degree available to UBCO students; and
- vi. Provide opportunities for representatives of OC to visit appropriate forums at UBCO to disseminate information about the ABA-SDR program and the relationship between UBCO and OC under this Agreement.

7. Implementation and Review

- a. Implementation of this Agreement will be through the Registrar's Office at each Institution, in consultation with the academic and administrative units responsible for the delivery of the ABA-SDR program and the M.S.W. Program.
- b. The Institutions will cooperate to make OC students or potential OC students aware of this Agreement and the terms and conditions under which eligible OC students may apply to the M.S.W. Program.
- c. The Dean, College of Graduate Studies, UBCO, and the Dean, Faculty of Health and Social Development, UBCO, as well as the Dean, Arts and Foundational Programs at OC will conduct periodic reviews of this Agreement, such reviews to occur not less than twice during the term of this Agreement.

8. Term and Termination of Agreement:

- a. The term of this Agreement shall commence on the Effective Date and will continue for a period of ten years (the "**Term**").
- b. Either Institution may terminate this Agreement upon twelve months written notice to the other Institution. Such termination shall take effect the following academic year. If an Institution terminates this Agreement, then that Institution will provide written reasons to the other Institution, identifying the issues or matters forming the basis for termination, and the Institutions will attempt to resolve the issues and/or negotiate a new agreement in good faith.
- c. The Institutions agree and acknowledge that termination or expiration of this Agreement may adversely affect OC students registered in Year 3 or Year 4 of the ABA-SDR degree program at the time of termination or expiration (the "**Upper Level OC Students**"). In the event of termination or expiration of this Agreement:
 - i. OC will enable the Upper Level OC Students to pursue coursework toward completion of the ABA-SDR degree program while the Upper Level OC Students are enrolled in the ABA-SDR program. Enrollment in the ABA-SDR program means that the Upper Level OC Students have not graduated from; withdrawn from; transferred from; been academically dismissed from; or otherwise removed from the ABA-SDR program; and
 - ii. UBCO will admit the Upper Level OC Students to the M.S.W. Program in accordance with Section 4 and Section 5 of this Agreement.

9. Renewal of Agreement:

- a. Notwithstanding Section 8 of this Agreement, the Institutions agree that the Agreement will be reviewed by the Institutions and the Term may be extended by mutual written consent. If one Institution does not wish to extend this Agreement, then that Institution will provide written reasons to the other Institution, identifying the issues or matters forming the basis for withholding consent to the extension, and the Institutions will attempt to resolve the issues and/or negotiate a new agreement in good faith.

10. Confidentiality

- a. In this Agreement, “**Confidential Information**” means any information provided by one Institution (the “**Disclosing Institution**”) to the other Institution (the “**Receiving Institution**”), whether written or otherwise. In order to designate Confidential Information for the purpose of this Agreement, the Disclosing Institution must clearly identify such information in writing as being confidential, or if the disclosure is verbal, then the Disclosing Institution must summarize the information in writing and identify the information as being confidential within ten (10) days of disclosure.
- b. Notwithstanding paragraph 10(a), the Institutions agree that the following information is Confidential Information:
 - i. Personal information about an identifiable individual, including but not limited to student or employee names, addresses, identification numbers, passwords, evaluation tools, educational history, personal characteristics, and financial situations;
 - ii. Proprietary information; and
 - iii. Financial information.
- c. The Institutions will keep and use all Confidential Information in confidence solely for the purpose set forth in this Agreement and will not disclose any part of Confidential Information to any person, firm, corporation, or other entity other than each Institution’s auditors, or legal, financial, public relations or other advisors.
- d. The Institutions agree that obligations in respect of Confidential Information set out in paragraph 10(c) will not apply to information that:
 - i. is already known to the Receiving Party;
 - ii. is or becomes part of the public domain without breach of this Agreement;
 - iii. is independently developed by the Receiving Party;
 - iv. is obtained from third parties which have no obligation of confidentiality to either of the Institutions; and
 - v. is required to be disclosed by law, but only to the extent so required.

11. Trademarks

- a. The Institutions agree that neither Institution will use the other Institution’s name, logos or other trademarks without first obtaining the prior written approval of the Institution for each specific usage. Each Institution has the right to specify the form and manner in which its name, logos, or trademarks are used by the other Institution. Should an Institution request in writing that the other Institution cease using its name, logos or trademarks in a particular manner, then the Institution using such name, logos or trademarks will cease such use immediately.

12. Marketing Materials

- a. The Institutions agree that all publications, presentations, news releases or any other promotional or public affairs materials produced in relation to the subject matter of this Agreement will be approved in advance by both Institutions.

13. Notice

- a. Any notices, requests, demands, consents or other formal communications between the Institutions required to be given by either Institution to the other is sufficiently given if delivered by hand, by courier, or by facsimile to the address set out below. Such notice is deemed to have been given on the day of delivery.

To UBCO:

Dean, Faculty of Health and Social Development
3333 University Way
Kelowna, British Columbia, V1V 1V7
Fax: 250-807-9865

or to such other address as UBCO may designate by written notice.

To OC:

Dean, Arts and Foundational Programs
1000 K.L.O. Road
Kelowna, British Columbia, V1Y 4X8
Fax: 250-862-5632

or to such other address as OC may designate by written notice.

14. General:

- a. **Fees and Costs.** The Institutions agree that there will be no exchange of money between the Institutions under this Agreement.
- b. **Entire agreement.** This Agreement is the entire agreement between these Institutions and no amendment of this Agreement will be valid unless such amendment is in writing and signed by both Institutions.
- c. **Assignment.** No Institution will assign its rights and/or obligations under this Agreement without the prior written consent of the other Institution.

- d. **Relationship of the Parties.** Nothing in this Agreement will be considered to constitute a joint venture, partnership, or employment relationship between the Institutions.
- e. **Severability.** If a provision of this Agreement is determined to be invalid or unenforceable by a court of competent jurisdiction, such provision will be severed, and all other provisions will remain in full force provided that the original intent of this Agreement is preserved in all material respects.
- f. **Waiver.** No waiver will be inferred or implied by anything done or omitted by the Institutions save only an express waiver in writing.
- g. **Governing Law.** This Agreement will be governed by and construed under the laws of British Columbia and the applicable laws of Canada without reference to its conflict of law rules. Any action or proceeding brought to enforce the terms of this Agreement will be brought in a court in Kelowna, British Columbia, and the Institutions hereby consent and submit to the exclusive jurisdiction of such court.
- h. **Enuring Effect.** This Agreement will be binding upon and will enure to the benefit of the Institutions and each of their respective successors and permitted assigns.
- i. **Headings.** The headings appearing in this Agreement are inserted for ease of reference only and have no effect on the construction or interpretation of this Agreement.
- j. **Time.** Time is of the essence of this Agreement.
- k. **Survival.** The provisions of Sections 10 [Confidentiality], 11 [Trademarks], and 12 [Marketing Materials] shall survive the termination of this Agreement.
- l. **Counterparts.** This Agreement may be executed in separate counterparts, each of which when so executed and delivered will be deemed to constitute an original, but all of which together will constitute one and the same document.

IN WITNESS WHEREOF, the Institutions have executed this Agreement.

On behalf of Okanagan College:

James Hamilton, President Date

[Name], [Title] Date

On behalf of The University of British Columbia, Okanagan:

Deborah Buszard, Deputy Vice-Chancellor and Principal Date

[Name] [Title] Date

APPENDIX A
OKANAGAN COLLEGE PROGRAM CURRICULUM OVERVIEW
APPLIED BACHELOR OF ARTS: SOCIAL DEVELOPMENT AND RESEARCH

YEAR ONE COURSE REQUIREMENTS (30 credits)

6 credits of Anthropology (ANTH 111- Biological Anthropology; ANTH 121 - Cultural Anthropology)
6 credits of English or Communications (ENGL 100 - University Writing; ENGL 153 - Critical Writing and Reading: Narrative; CMNS 112 - Professional Writing I; CMNS 122 - Professional Writing II)
6 credits of Philosophy (PHIL 114 - Introduction to Logic and Critical Thinking I; PHIL 124 - Introduction to Logic and Critical Thinking II)
6 credits of Psychology (PSYC 111 - Introduction to Psychology - Basic Processes; PSYC 121 - Introduction to Psychology - Personal Functioning)
6 credits of Science Electives (from Biology, Computer Science, Earth & Environmental Sciences, Mathematics)

YEAR TWO COURSE REQUIREMENTS (30 credits)

6 credits of Anthropology (ANTH 212-3-3 Native People, BC Coast; ANTH 222-3-3 Native People, BC Interior)
6 credits of Indigenous Studies (INDG 201-3-3 Okanagan Indigenous Peoples' History; INDG 202-3-3 Okanagan Concepts and Frameworks)
6 credits of Psychology (PSYC 260-3-4 Research Methods; PSYC 270-3-3 Statistics and Data Analysis)
6 credits of Social Work (SOCW 200A-3-3 Introduction to Social Work Practice; SOCW 200B-3-3 Introduction to Social Welfare in Canada)
3 credits of Gender, Sexuality and Women's Studies (GSWS 100-3-3 Introduction to Gender, Sexuality and Women's Studies)
3 credits of Electives (from IDST 200-3-3 Psychosocial/Cultural Challenges across the Lifespan; PSYC 220-3-3 Lifespan Development; PSYC 242-3-3 Abnormal Psychology; PSYC 252-3-3 Social Psychology)

YEAR THREE COURSE REQUIREMENTS (30 credits)

9 credits of Social Work (SOCW 309-3-3 Interview & Assessment Skills; SOCW 320-3-3 Case Management and Transition to Practicum; SOCW 321-3-3 Social Policies: Protection and Welfare of the Child and Family)
6 credits of Sociology (SOCI 203-3-3 Canadian Social Issues; SOCI 300-3-3 Qualitative Methods & Analysis)
6 credits of First Nations/Indigenous Language (FNIL 110-3-3 Languages Indigenous to Region I; FNIL 120-3-3 Languages Indigenous to Region II)
6 credits of Psychology (PSYC 320-3-3 Evidence Based Practice: Therapies; and one of PSYC 242-3-3 Abnormal Psychology or PSYC 341-3-3 Theory of Personality)
3 credits of Professional Ethics (PHIL 411-3-3 Professional Ethics; or IDST 400-3-3 Professional Codes of Ethics)

YEAR FOUR COURSE REQUIREMENTS (30 credits)

9 credits of Co-op or Practicum Placement (ARTS 498-9-36 Practicum or Field Placement)
6 credits of Capstone Project (ARTS 499-6-4 Capstone Project)
3 credits of Program Evaluation (PSYC 470-3-3 Program Evaluation)
3 credits of Social Work (SOCW 410-3-3 Individual and Environmental Intervention)
9 credits of upper-level electives (300 or 400-level courses in Communications, Computer Science, Economics, English, Geography, History, Philosophy, or Sociology)



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: FHSD/School of Social Work Dept./Unit: School of Social Work Faculty/School Approval Date: Feb 1, 2018 Effective Session: 2018W. To be included in the Academic Calendar upon approval for the purpose of advising prospective students.</p>	<p>Date: Jan. 30, 2018 Contact Person: Dr. Ed Taylor Phone: 250.807.8740 Email: edward.taylor@ubc.ca</p>
<p>Type of Action: [delete other choices] Other: MSW Degree Admission for Okanagan College (OC) Graduates who meet UBC graduate admissions criteria.</p>	
<p>Rationale: [explain why type of action is needed; please provide context and rationale as intended audience is from various Faculties] In 2012 the School of Social Work became an all graduate program with no undergraduate degree. At that time, discussions began with Okanagan College (OC) regarding a new undergraduate degree program they would develop with input from the UBC School of Social Work and an agreement was reached for select OC students who graduate from this undergraduate degree program to enter the MSW degree program. The UBC School of Social Work and OC are now ready to execute an agreement and seek approval for the attached agreement and related Academic Calendar entry.</p>	



Proposed Academic Calendar Entry:

[15990] Admission Requirements

[15991] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Foundational Two-Year Track will hold an undergraduate degree with preference given to social science and behavioural science courses and have:

[15992]

- In 300-level courses and above, a minimum overall grade average equivalent to a UBC B+ (76-79%) or higher;
- completed an approved course in statistics (see list of approved courses on the [School of Social Work website](#));
- completed an approved course in research methods (see list of approved courses on the [School of Social Work website](#));
- completed a [Statement of Purpose](#);
- submitted a resume or curriculum vitae;
- provided three letters of reference; and
- immediately upon acceptance of an admission offer, submitted an acceptable criminal record check for relevant and specified offenses as defined under the Criminal Records Review Act of British Columbia (see the School of Social Work website regarding the

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1291>

Present Academic Calendar Entry:

[15990] Admission Requirements

[15991] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Foundational Two-Year Track will hold an undergraduate degree with preference given to social science and behavioural science courses and have:

[15992]

- In 300-level courses and above, a minimum overall grade average equivalent to a UBC B+ (76-79%) or higher;
- completed an approved course in statistics (see list of approved courses on the [School of Social Work website](#));
- completed an approved course in research methods (see list of approved courses on the [School of Social Work website](#));
- completed a [Statement of Purpose](#);
- submitted a resume or curriculum vitae;
- provided three letters of reference; and
- immediately upon acceptance of an admission offer, submitted an acceptable criminal record check for relevant and specified offenses as defined under the Criminal Records Review Act of British Columbia (see the School of Social Work website regarding the



[criminal record check submission process](#)).

[15993] Preference will be given to applicants who meet the above criteria and have employment or volunteer social work-related experience.

[17936] If applicable, applicants from a university at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The Master of Social Work program is a professional program which requires language proficiency test scores that are beyond the College of Graduate Studies' required minimum overall scores. Acceptable English language proficiency tests, and minimum test scores, for applicants to the Master of Social Work program are:

[17937]

- a minimum overall score of 100 on the Internet-based TOEFL (iBT) with no individual section score lower than 22, beyond the College of Graduate Studies required minimum overall score of 90;
or
- a minimum overall score of 7 on the ACADEMIC IELTS with no individual section score lower than 6.5, beyond the College of Graduate Studies required minimum overall score of 6.5;
or
- a minimum final score of 90 with a minimum of 3+ in the speaking test on MELAB, beyond the College of Graduate Studies required minimum overall score of 85.

[criminal record check submission process](#)).

[15993] Preference will be given to applicants who meet the above criteria and have employment or volunteer social work-related experience.

[17936] If applicable, applicants from a university at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The Master of Social Work program is a professional program which requires language proficiency test scores that are beyond the College of Graduate Studies' required minimum overall scores. Acceptable English language proficiency tests, and minimum test scores, for applicants to the Master of Social Work program are:

[17937]

- a minimum overall score of 100 on the Internet-based TOEFL (iBT) with no individual section score lower than 22, beyond the College of Graduate Studies required minimum overall score of 90;
or
- a minimum overall score of 7 on the ACADEMIC IELTS with no individual section score lower than 6.5, beyond the College of Graduate Studies required minimum overall score of 6.5;
or
- a minimum final score of 90 with a minimum of 3+ in the speaking test on MELAB, beyond the College of Graduate Studies required minimum overall score of 85.



Admissions from Okanagan College ABA-SDR Degree Program

Each academic year, admission to the MSW Foundational Two Year Track at the UBC Okanagan Campus will be guaranteed to a maximum of 10 eligible students graduating from Okanagan College (OC) with an ABA-SDR degree in the Winter Session immediately preceding admission and who otherwise satisfy graduate admissions criteria. Up to 5 MSW Foundational Two Year Track seats are awarded annually to self-identifying First Nations OC students who meet all UBC graduate admissions criteria, but these seats are not part of the 10 OC accepted cohort.

To be eligible for consideration for admission to the MSW Foundational Two Year Track, all OC students must meet the following admission criteria:

- successful completion of the ABA-SDR Degree in the Winter Session immediately preceding admission; and
- meet all other admission criteria.

[15994] The College of Graduate Studies administers the entire application process and applications are forwarded to the School of Social Work once they are complete. Admission procedures can be found at [College of Graduate Studies](#).

[17938] Applicants are encouraged to review the Frequently-Asked-Questions (FAQs) on the [School of Social Work](#) and the [College of Graduate Studies](#) websites.

[15994] The College of Graduate Studies administers the entire application process and applications are forwarded to the School of Social Work once they are complete. Admission procedures can be found at [College of Graduate Studies](#).

[17938] Applicants are encouraged to review the Frequently-Asked-Questions (FAQs) on the [School of Social Work](#) and the [College of Graduate Studies](#) websites.



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THE UNIVERSITY OF BRITISH COLUMBIA

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

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

29 March 2018

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 the new and revised courses, and the revised programs, brought forward by the College of Graduate Studies, the Faculty of Arts and Sciences, the Faculty of Creative and Critical Studies, the Faculty of Education, and the Faculty of Health and Social Development.*

- a. From the College of Graduate Studies
 - i. Category 1: Interdisciplinary Graduate Studies (IGS) Program Requirements (revised program)
- b. From the Faculty of Arts and Sciences
 - i. EESC 449 (6) Honours Thesis (revised course)
 - ii. GEOG 304 (3) Anthropogenic Climate Change (new course)
 - iii. EESC 304(3) Anthropogenic Climate Change (new course)
 - iv. EESC and FRES Honour Program Requirements (revised program requirements)
- c. From the Faculty of Creative and Critical Studies
 - i. CRWR 384 (3) Spoken Word (new course)
 - ii. THTR 384 (3) Spoken Word (new course)

- iii. CULT 308 (3) Spoken Word (new course)
 - iv. CULT 309 (3) Advanced Practice in Printmaking (new course)
 - v. CULT 250 (3) Foundations: Indigenous Literature (new course)
 - vi. CULT 350 (3) Indigenous Literature: Intellectual Traditions (new course)
 - vii. CULT 351 (3) Settler Studies, Literature, and Culture (new course)
 - viii. CULT 450 (3) Studies in Indigenous Literature and Criticism (new course)
 - ix. CULT 485 (3) Masculinities, Media, and Performance (new course)
 - x. ENGL 395 (3/9) Popular Literature (new course)
 - xi. SPAN 401 (3) Advanced Spanish I (new course)
 - xii. WRLD 100 (3) A World History of Horror (new course)
 - xiii. MA English Program Requirements (revised program requirements)
- d. From the Faculty of Education
- i. EDUC 100 (3) Controversial Issues in Education (new course)
- e. From the Faculty of Health and Social Development
- i. MSW Program Requirements (revised program requirements)
 - ii. SOCW 558 (3) Advanced Integrative Seminar for Field Education (new course)
 - iii. SOCW 560 (3) Braiding Indigenous Knowledge Into Clinical Practice (new course)
 - iv. SOCW 562 (3) Cognitive Behavioral Therapy (new course)
 - v. SOCW 563 (3) Social Work in Health Care (new course)
 - vi. SOCW 564 (3) Trauma-Informed Clinical Social Work (new course)
 - vii. SOCW 565 (3) Supervision of Clinical Social Work (new course)
 - viii. HMKN 505 (3) Quantitative Analyses: Decision Making Using Data in Health & Exercise Science (new course)

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: College of Graduate Studies Faculty/School Approval Date: 2017/05/17 Effective Session: 2019WT1	Date: 2017/06/05 Contact Person: Dr. Thomas Heilke Phone: 250.807.8539 Email: Thomas.Heilke@ubc.ca
Type of Action: Revision to Program – Program Requirements	
Rationale: During the academic year 2014-2015, the Dean of CoGS mandated a Task Force to conduct a full review of the Interdisciplinary Graduate Studies (IGS) program. The Task force submitted a report in June, 2015 that contained numerous recommendations for refitting the IGS program at both degree levels. Of those recommendations, the changes proposed in this document specifically address the following: <ol style="list-style-type: none"> 1. UBC Okanagan must develop a model for IGS that embodies specified criteria of excellence and coherence 2. IGS should develop a precise articulation of its purposes and outcomes. 3. The IGS program should have well-promulgated curricular criteria that can be satisfied in diverse, flexible and accountable ways. 4. Curricular and other programmatic means of achieving pedagogical cohort effects should be a primary concern in the development and delivery of IGS programming. 5. “Themes” will be a core aspect of IGS and will be the primary mode of thinking about research and teaching in IGS. 6. A successful IGS program will require widespread understanding of its occasionally atypical needs in programmatic matters of admissions, funding, curricula, etc., that may stand in some tension with the governance and management structures that currently exist from the decanal level downward to serve the student and faculty needs of disciplinary research and education. 7. Admissions procedures, theme creation, maintenance, and dissolution, and other faculty governance requirements in IGS will require formally structured faculty input. 8. The new IGS would have a specific admissions process designed to meet its unique needs, which would include an assessment for entry that is linked to a student’s inclination toward interdisciplinarity. Incentives for students to apply and accept admission to such a program include: admissions selectivity; the known quality and commitment of faculty; scholarships and assistantships 	



available in, through, or around the program; and, examples of alumni post-graduate success.

The “Interdisciplinary Graduate Studies Program Proposed Model” attached to this proposal serves as an elucidatory appendix to this document.

<p>Proposed Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[12103] Master's Degree</p> <p>[12104] The minimum credit requirements for IGS MA or MSc programs are 30 in total. <u>Specific course-work requirements may vary from Theme to Theme. Within the limits indicated in the overall IGS program guidelines, supervisors and supervisory committees may, with the approval of the relevant Theme Coordinator, require students to enroll in coursework beyond the IGS mandated minimums.</u> Specific additional courses applicable to the student's program must be approved by the <u>student's supervisor</u> and supervisory committee <u>and the Coordinator of the relevant Theme.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,898,1059</p> <p>Present Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[16196] Note: A student's supervisory committee may prescribe requirements beyond the minimums described below.</p> <p>[12103] Master's Degree</p> <p>[12104] The minimum requirements for IGS master's programs are 30 credits in total. Some courses may be taken multiple times for credit at the discretion of the program. Specific courses applicable to the student's program must be approved by the supervisory committee.</p>
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<p>[16198] Minimum <u>course</u> requirements for <u>the IGS MA and MSc</u> are as follows:</p> <ul style="list-style-type: none"> • <u>3 credits in a Proseminar in Interdisciplinary Graduate Studies</u> • <u>3 credits in a Theme Seminar in Interdisciplinary Approaches</u> • <u>3 credits in Theme Methods</u> • <u>For an MA or an MSc that requires 12 credits of thesis work, 9 credits of additional coursework that is relevant to the research the student will undertake to complete the Thesis; OR</u> • <u>For an MA or an MSc that requires 18 credits of thesis work, 3 credits of additional coursework that is relevant to the research the student will undertake to complete the Thesis.</u> 	<p>[16197] For the Individualized program option, students must complete at least 3 credits from outside their supervisor's core program area.</p> <p>[16198] Minimum requirements are as follows:</p> <p>[14604] At least 6 credits¹ from the following courses:</p> <p>[13532]</p> <ul style="list-style-type: none"> • IGS 501 Interdisciplinary Topics in Research Methods and Analysis; • IGS 503 Indigenous Research Methods; • IGS 504 Multivariate Statistics; • IGS 505 Introduction to Qualitative Enquiry; • IGS 509 Directed Studies in Interdisciplinary Research Methods; • IGS 515 Advanced Qualitative Methods; • or 500/600-level non-IGS courses in research methods and analysis approved by the Director of the Interdisciplinary Graduate Studies (IGS) program.
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Master's students are permitted a maximum of 3 credits of "Directed Readings" or "Directed Study" coursework toward completion of their degree requirements.

Master's students are permitted a maximum of 6 credits of coursework at the upper undergraduate level (300-400 level).

~~[13533] Special Topics and Directed Studies~~

~~[14605] At least 6⁺ credits from the following courses:~~

~~[13534]~~

- ~~• IGS 520 Special Topics in Interdisciplinary Studies;~~
- ~~• IGS 523 Special Topics in Indigenous Studies;~~
- ~~• IGS 524 Proseminar in Interdisciplinary Studies;~~
- ~~• IGS 529 Directed Studies in Indigenous Studies;~~
- ~~• IGS 530 Special Topics in Creative and Critical Studies;~~
- ~~• IGS 539 Directed Studies in Creative and Critical Studies;~~
- ~~• IGS 540 Special Topics in Optimization;~~
- ~~• IGS 541 Special Topics in Urban Studies;~~
- ~~• IGS 542 Directed Studies in Urban Studies;~~
- ~~• IGS 543 Special Topics in Sustainability;~~
- ~~• IGS 544 Directed Studies in Sustainability;~~
- ~~• IGS 549 Directed Studies in Optimization;~~
- ~~• IGS 550 Special Topics in Social Science Research;~~
- ~~• IGS 559 Directed Studies in Social Science Research;~~



<p>[13979] <i>Master's Thesis</i></p> <p>[14606] <u>Masters' Students (MA or MSc)</u> must complete 12 to18 credits from the following course:</p> <p>[13980] IGS 599 - Master's Thesis.</p> <p>[12106] Ph.D. Degree</p> <p>[12107] Students admitted to the Ph.D. program are expected to have a prior master's degree, <u>the subject matter of which is relevant to the interdisciplinary study they propose to undertake in their IGS Ph.D. program.</u></p>	<ul style="list-style-type: none"> • IGS 560 Special Topics in Latin American and Iberian Studies; • IGS 561 Directed Readings in Latin American and Iberian Studies; • IGS 620 Advanced Topics in Interdisciplinary Studies; • or 500/600-level non-IGS courses approved by the Director of the Interdisciplinary Graduate Studies (IGS) program. <p>[13979] <i>Master's Thesis</i></p> <p>[14606] 12 or 18 credits from the following course:</p> <p>[13980]</p> <ul style="list-style-type: none"> • IGS 599 - Master's Thesis. <p>[16199]¹One 3-credit 500/600-level IGS course approved by the Director of the Interdisciplinary Graduate Studies (IGS) program may be substituted.</p> <p>[12106] Ph.D. Degree</p> <p>[12107] Students admitted to the Ph.D. program are expected to have a prior master's degree of similar depth as the IGS master's degree. In exceptional cases, students may be admitted directly to the Ph.D. program.</p>
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[12108] Minimum course requirements for **the IGS Ph.D** **are as follows:**

- **3 credits in a Proseminar in Interdisciplinary Graduate Studies**
- **3 credits in a Theme Seminar in Interdisciplinary Approaches**
- **3 credits in Theme Methods**

Ph.D students who have completed an IGS Master's program at UBCO may enroll in suitable alternatives as determined by the Theme Coordinator in consultation with the student's supervisory committee.

Within the limits indicated in the overall IGS program guidelines, supervisors and supervisory committees may, with the approval of the relevant Theme Coordinator, require students to enroll in coursework beyond the IGS mandated minimums. The total number of required courses for a PhD in IGS may not total more than 18 credits.

Specific requirements and guidelines for achieving candidacy, including the successful completion of a comprehensive examination, are posted on the IGS website.

[16201] [Individualized Option]

An Individualized Option is available at

~~[12108] The requirements for interdisciplinary Ph.D. programs are developed in consultation with and approved by the supervisor and program committee.~~

~~[16200] For the Individualized program option, students must complete at least 3 credits from outside their supervisor's core program area.~~

~~[16201] Minimum requirements are as follows:~~



the PhD level in the IGS program.

Applicants to the individualized option must propose a demonstrably interdisciplinary program of study and research.

Minimum course requirements for the IGS Individualized Option PhD are as follows:

- 3 credits in a Proseminar in Interdisciplinary Graduate Studies
- 3 credits in a Graduate Seminar in Interdisciplinary Approaches
- 3 credits in Interdisciplinary Methods

PhD students who have completed an IGS Master's program at UBCO may enroll in suitable alternatives as determined by the Faculty IGS Coordinator in consultation with the student's supervisory committee.

[16208] *Doctoral Dissertation*

[16209] PhD students must successfully complete:

[16210]

Comprehensives as outlined in the Guidelines for the Comprehensive Examination Process for Doctoral Students in the Interdisciplinary Graduate Studies Program; and

IGS 699 Doctoral Thesis.

Interdisciplinary Graduate Studies >



Course Offerings

The following courses, classified into two categories, are available to students in the IGS program. This list does not include non-IGS courses at the graduate or upper undergraduate level in which students may, with appropriate permission and consistent with these guidelines, enroll to fulfill IGS course requirements.

[16203] *Research Methods and Analysis*

[14613]

- IGS 501 Interdisciplinary Topics in Research Methods and Analysis;
- IGS 503 Indigenous Research Methods;
- IGS 504 Multivariate Statistics;
- IGS 505 Introduction to Qualitative Enquiry;
- IGS 506 Creative Research Methods;
- IGS 509 Directed Studies in Interdisciplinary Research Methods;
- IGS 515 Advanced Qualitative Methods;
- IGS 601 Advanced Topics in Research Methods and Analysis;

[16203] *Research Methods and Analysis*

[16202] **At least 3 credits¹ from the following courses:**

[14613]

- IGS 501 Interdisciplinary Topics in Research Methods and Analysis;
- IGS 503 Indigenous Research Methods;
- IGS 504 Multivariate Statistics;
- IGS 505 Introduction to Qualitative Enquiry;
- IGS 506 Creative Research Methods;
- IGS 509 Directed Studies in Interdisciplinary Research Methods;
- IGS 515 Advanced Qualitative Methods;
- IGS 601 Advanced Topics in Research Methods and Analysis;
- ~~or 500/600-level non-IGS~~
courses in research methods



<p>[16204] <i>Special Topics and Directed Studies</i></p> <p>[16206]</p> <ul style="list-style-type: none"> • IGS 520 Special Topics in Interdisciplinary Studies; • IGS 523 Special Topics in Indigenous Studies; • IGS 524 Proseminar in Interdisciplinary Studies; • IGS 529 Directed Studies in Indigenous Studies; • IGS 530 Special Topics in Creative and Critical Studies; • IGS 539 Directed Studies in Creative and Critical Studies; • IGS 540 Special Topics in Optimization; • IGS 541 Special Topics in Urban Studies; • IGS 542 Directed Studies in Urban Studies; • IGS 543 Special Topics in Sustainability; • IGS 544 Directed Studies in Sustainability; • IGS 549 Directed Studies in Optimization; • IGS 550 Special Topics in Social Science Research; 	<p>and analysis approved by the Director of the Interdisciplinary Graduate Studies (IGS) program.</p> <p>[16204] <i>Special Topics and Directed Studies</i></p> <p>[16205] At least 9 credits¹ from the following courses:</p> <p>[16206]</p> <ul style="list-style-type: none"> • IGS 520 Special Topics in Interdisciplinary Studies; • IGS 523 Special Topics in Indigenous Studies; • IGS 524 Proseminar in Interdisciplinary Studies; • IGS 529 Directed Studies in Indigenous Studies; • IGS 530 Special Topics in Creative and Critical Studies; • IGS 539 Directed Studies in Creative and Critical Studies; • IGS 540 Special Topics in Optimization; • IGS 541 Special Topics in Urban Studies; • IGS 542 Directed Studies in Urban Studies; • IGS 543 Special Topics in Sustainability; • IGS 544 Directed Studies in Sustainability; • IGS 549 Directed Studies in Optimization;
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- IGS 559 Directed Studies in Social Science Research;
- IGS 560 Special Topics in Latin American and Iberian Studies;
- IGS 561 Directed Readings in Latin American and Iberian Studies;
- IGS 620 Advanced Topics in Interdisciplinary Studies;

- IGS 550 Special Topics in Social Science Research;
 - IGS 559 Directed Studies in Social Science Research;
 - IGS 560 Special Topics in Latin American and Iberian Studies;
 - IGS 561 Directed Readings in Latin American and Iberian Studies;
 - IGS 620 Advanced Topics in Interdisciplinary Studies;
 - ~~or 500/600-level non-IGS courses approved by the Director of the Interdisciplinary Graduate Studies (IGS) program.~~
- ~~[16207] ¹One 3-credit 500/600-level IGS course approved by the Director of the Interdisciplinary Graduate Studies (IGS) program may be substituted.~~

~~[13979] *Master's Thesis*~~

~~[14606] 12 or 18 credits from the following course:~~

~~[13980]~~

- IGS 599 - Master's Thesis.
-

~~[16208] *Comprehensives and Doctoral Dissertation*~~

~~[16209] **Students must successfully complete:**~~



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	<p>[16210]</p> <p>Comprehensives as outlined in the Guidelines for the Comprehensive Examination Process for Doctoral Students in the Interdisciplinary Graduate Studies Program; and</p> <p>IGS 699 Doctoral Thesis.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Unit 7; Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20180116 Effective Session: 2018W	Date: 2017/11/21 Contact Person: Dr. Craig Nichol Phone: 250.807.8087 Email: craig.nichol@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: Actions: Changes to wording: 1. Change wording in the requirements of EESC 449, Earth and Environmental Sciences (EESC) and Freshwater Science (FRES) Honours to match each other better, and to remove current contradictions between the different calendar entries. Issue: EESC 449 is the honours course that is currently used by both the EESC and FRES major. The current EESC 449 description indicates a prerequisite of “average of 75” and “permission of the department head”. In contrast, the EESC Honours program description requires 75% in “200- and 300 level courses” and “approved by the academic unit”. The Freshwater Science honours program also uses EESC 449 as the required thesis course. The FRES honours requires “average of 75% and “permission of the academic unit head”. Therefore, the admission requirements of the two honours programs are different, but are presented in 449 as the same. The required permission by “department head”, “academic unit head”, or “academic unit” are all different, and are potentially confusing to students as to whether they need to do something different. Solution: Alter the EESC 449 prerequisite in the calendar entry to a simpler, more generic statement of “Admission to the Earth and Environmental Sciences or Freshwater Sciences Honours program”. This reduces duplication of % admission requirements in the calendar. In the honours program descriptions, the list of entrance requirements is stated once, concluding with “Permission of the department head”. This is easier for students to understand than “permission of the department” or “academic unit”. It leaves it to the department head to determine the internal department process which must be followed prior to the head signing off. Students do not need to know what this process is explicitly when looking at the calendar. This process is therefore departmental policy and can be altered without having to alter the calendar. The new description ensures that elements of the description of EESC 449 are reflected in the honours program requirements.	



Proposed Academic Calendar Entry:

EESC 449 (6) Honours Thesis
Students undertake an individual research project as agreed upon by the student and the supervising faculty member. A written thesis is required and the research must be publicly presented as a seminar or poster.
Prerequisite: Admission to the Earth and Environmental Sciences or Freshwater Sciences Honours program.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/course.s.cfm?go=name&code=EESC>

Present Academic Calendar Entry:

EESC 449 (6) Honours Thesis
~~Independent research project to introduce the student to experimental design, data collection, and interpretation in preparation for future professional challenges and graduate studies. A written thesis and presentation of the research at a public seminar or in a poster presentation are required.~~
~~Prerequisite: Fourth-year standing with a minimum overall grade average of 75% and permission of the department head.~~



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

Category: 1	
Faculty/School: Irving K. Barber School of Arts and Sciences Dept./Unit: Department of Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20180116 Effective Session: 2018W	Date: 2017/11/21 Contact Person: Dr. Michael Pidwirny Phone: 250-807-8758 Email: Michael.Pidwirny@ubc.ca
Type of Action: New Course	
<p>Rationale: This cross-listed course fills an important gap in the Department of Earth, Environmental and Geographic Sciences curriculum. Currently, we do not have a regular course offering that focuses on the science behind anthropogenic climate change. The proposed course is currently being taught this term as a special topics with high enrolment. The curriculum of this course will mirror volume one of the 5th Assessment Report (Climate Change 2013: The Physical Science Basis) of Intergovernmental Panel on Climate Change albeit with less detail and with relevant updates in research findings. Scientists have suggested that human-caused climate change will have significant impacts on human society and the natural world. Educating future generations about the causes and impacts of anthropogenic climate change is an important prerequisite to finding ways to minimize the damage it will cause to human society and natural systems.</p>	
Proposed Academic Calendar Entry: <u>GEOG 304 (3) Anthropogenic Climate Change</u> <u>Mechanisms of anthropogenic climate change and its impact on the atmosphere, hydrosphere, cryosphere, and oceans since the Industrial Revolution. Use of computer models to forecast 21st century climate changes. Credit will be granted for only one of GEOG 304 or EESC 304 [3,0,0]</u> <u>Prerequisites: One of GEOG 108, GEOG 200 or EESC 122. Third-year standing.</u> <u>Equivalency: EESC 304.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None.



EESC 304 (3) Anthropogenic Climate Change

Mechanisms of anthropogenic climate change and its impact on the atmosphere, hydrosphere, cryosphere, and oceans since the Industrial Revolution. Use of computer models to forecast 21st century climate changes. Credit will be granted for only one of EESC 304 or GEOG 304 [3,0,0]

Prerequisites: One of GEOG 108, GEOG 200 or EESC 212. Third-year standing. Equivalency: GEOG 304.



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Unit 7; Earth, Environmental and Geographic Sciences Faculty/School Approval Date: 20180116 Effective Session: 2018W	Date: 2017/11/21 Contact Person: Dr. Craig Nichol Phone: 250.807.8087 Email: craig.nichol@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: Actions: Changes to wording: 1. Change wording in the requirements of EESC 449, Earth and Environmental Sciences (EESC) and Freshwater Science (FRES) Honours to match each other better, and to remove current contradictions between the different calendar entries. 2. Reduce repetition of requirements between different parts of the calendar. 3. Eliminate the use of “unit” and replace with “department”. 4. Increase the minimum grade requirement for honours admission, and graduation, to 76%, as voted on by Department in June 2017. Issue: EESC 449 is the honours course that is currently used by both the EESC and FRES major. The current EESC 449 description indicates a prerequisite of “average of 75” and “permission of the department head”. In contrast, the EESC Honours program description requires 75% in “200- and 300 level courses” and “approved by the academic unit”. The Freshwater Science honours program also uses EESC 449 as the required thesis course. The FRES honours requires “average of 75% and “permission of the academic unit head”. Therefore, the admission requirements of the two honours programs are different, but are presented in 449 as the same. The required permission by “department head”, “academic unit head”, or “academic unit” are all different, and are potentially confusing to students as to whether they need to do something different. Solution: Alter the EESC 449 prerequisite in the calendar entry to a simpler, more generic statement of “Admission to the Earth and Environmental Sciences or Freshwater Sciences Honours program”. This reduces duplication of % admission requirements in the calendar. In the honours program descriptions, the list of entrance requirements is stated once, concluding with “Permission of the department head”. This is easier for students to understand than “permission of the department” or “academic unit”. It leaves it to the department head to determine the internal department process which must be followed prior to the head signing off. Students do not need to know what this process is explicitly when looking at the calendar. This process is therefore departmental policy and can be altered without having to alter the calendar.	



The new description ensures that elements of the description of EESC 449 are reflected in the honours program requirements.

Proposed Academic Calendar Entry:

Earth and Environmental Sciences

[...]

[12327] Earth and Environmental Sciences Honours Program

[12328] The Earth and Environmental Sciences Honours program is designed for dedicated students in Earth and Environmental Sciences desiring a recognized research component in their B.Sc. degree.

Students must maintain a high academic standing, and demonstrate their ability to undertake independent research through completion of an individual research project.

[12329] Admission Requirements

[12330]

- Fourth-year standing;
- A minimum grade average of **76%** in 200- and 300-level courses; and
- **An individual research project as agreed upon by the student and the supervising faculty member.**
- **Permission of the Department Head.**

[12331] Graduation Requirements

[12334]

- Completion of the course requirements for the Major in Earth and Environmental Sciences with **EESC 449 Honours Thesis** representing **6 of the 120 credits**;
- A **76%** overall grade average;
- A minimum average of **70%** in all upper-level Earth and Environmental Sciences courses; and
- A minimum grade of **76%** in EESC 449. A written thesis is required and **the research**

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/Okanagan/proof/edit/index.cfm?tree=18,282,858,1070>

Present Academic Calendar Entry:

Earth and Environmental Sciences

[...]

[12327] Earth and Environmental Sciences Honours Program

[12328] The Earth and Environmental Sciences Honours program is designed for dedicated students in Earth and Environmental Sciences desiring a recognized research component in their B.Sc. degree.

~~**Course requirements are similar to the Major in Earth and Environmental Sciences (total 120 credits), with EESC 449 (Honours Thesis Project) representing 6 of these credits.**~~

[12329] Admission Requirements

[12330]

- Fourth-year standing;
- A minimum grade average of **75%** in 200- and 300-level courses; and
- ~~**Enrolment in EESC 449 with a research project and supervisor approved by the academic unit.**~~

[12331] Graduation Requirements

[12334]

- Completion of the course requirements for the Major in Earth and Environmental Sciences with ~~**6 of the 120 credits**~~ representing ~~**the Honours Thesis (EESC 449)**~~;
- A **75%** overall grade average;
- A minimum average of **70%** in all upper-level Earth and Environmental Sciences courses; and
- A minimum grade of **75%** in EESC 449. A written thesis is required and must be



must be publicly presented as a seminar or poster.

Proposed Academic Calendar Entry:

Freshwater Science

[...]

[14736] Freshwater Science Honours Program

[14737] The Freshwater Science Honours program is designed for dedicated students in Freshwater Science desiring a recognized research component in their B.Sc. degree. Students must maintain a high academic standing, and demonstrate their ability to undertake independent research through completion of an individual research project.

[14738] Admission Requirements

[14739]

- Fourth-year standing;
- A minimum overall grade average of 76%;
- An individual research project as agreed upon by the student and the supervising faculty member; and
- Permission of the Department Head.

[14740] Graduation Requirements

[14741]

- Completion of the course requirements for the Major in Freshwater Science with EESC 449 Honours Thesis representing 6 of the 120 credits;
- A 76% overall grade average;
- A minimum average of 70% in all upper-level Earth and Environmental Sciences courses; and
- A minimum grade of 76% in EESC 449. A written thesis is required and the research must be publicly presented as a seminar or poster.

publicly presented ~~either~~ as a seminar or poster.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,1067>

Present Academic Calendar Entry:

Freshwater Science

[...]

[14736] Freshwater Science Honours Program

[14737] The Freshwater Science Honours program is designed for dedicated students in Freshwater Science desiring a recognized research component in their B.Sc. degree. ~~Course requirements are similar to the Freshwater Science Major but with the addition of an approved EESC 449 (Honours Thesis Project).~~

[14738] Admission Requirements

[14739]

- Fourth-year standing;
- A minimum overall grade average of 75%; **and**
- ~~Enrolment in EESC 449 with a research project and supervisor approved by the academic unit head.~~

[14740] Graduation Requirements

[14741]

- Completion of the course requirements for the Major in Freshwater Science;
- A 75% overall grade average;
- A minimum average of 70% in all upper-level Earth and Environmental Sciences courses; and

~~EESC 449 with a minimum grade of 75%.~~ A written thesis is required and must be publicly presented ~~either~~ as a seminar or poster.



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 2017/12/06 Effective Session: 2018W	Date: 20171002 Contact Person: Michael V Smith Phone: 250.807.9706 Email: michael.v.smith@ubc.ca
Type of Action: New course	
<p>Rationale:</p> <p>To broaden the options in 3rd year of the Creative Writing program by introducing a Spoken Word course. Many students in Creative Writing have expressed interest in Spoken Word, which has a large presence in the local, national, and international communities. Nearly any published author will require skills in the public presentation of their work. Spoken Word is a legitimate, and burgeoning, area of creative writing, with rhythms, histories, and qualities of performance beyond ‘reading’ off the page. Spoken Word celebrates and nurtures the embodiment of text. By adding this course to our offerings, our creative writing program is rendered both broader and deeper in the investigation of writing as a creative art. Also, we have need of a new course in 3rd year, as many of our existing courses are over-full and/or students are turned away, due to a lack of space. This course will help accommodate that need.</p> <p>Given the nature of Spoken Word as a performative form, this course is easily cross-listed with Theatre. And given Spoken Word as a cultural art form, sitting at a convergence of oral, written, performative texts, this is a ripe topic for Cultural Studies. The course outline, learning outcomes, and course description would be the same for all three THTR, CULT and CRWR 384. Students might prefer the THTR or CULT course code for the satisfaction of the requirements of an INTP/theatre minor or CULT major/minor. This will broaden the offerings in all three disciplines, plus provide a natural environment for working interdisciplinarily, across the three disciplines of research.</p> <p>The inclusion of CRWR 384/THTR 384/CULT 308 as an option in the BA THTR Minor and CULT Major/Minor will be proposed in forthcoming Curriculum change proposals. As the current INTP program is in the process of being suspended for 2 years, any program that will be developed to replace INTP will include CRWR 384/THTR 384/CULT 308.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>CRWR 384 (3) Spoken Word</u></p> <p><u>Advanced workshop in writing and performing Spoken Word texts. [0-3-0]</u> <u>Prerequisite: 6 credits of Creative Writing and/or Theatre. Third-year standing. Credit will be granted for only one of CRWR 384 or THTR 384 or CULT 308.</u></p> <p><u>Equivalency: THTR 384/CULT 308.</u></p> <p>...</p> <p>Proposed Academic Calendar Entry:</p> <p><u>THTR 384 (3) Spoken Word</u></p> <p><u>Advanced workshop in writing and performing Spoken Word texts. [0-3-0]</u> <u>Prerequisite: 6 credits of Creative Writing and/or Theatre. Third-year standing. Credit will be granted for only one of THTR 384 or CRWR 384 or CULT 308.</u></p> <p><u>Equivalency: CRWR 384/CULT 308 .</u></p> <p>...</p> <p><u>CULT 308 (3) Spoken Word</u></p> <p><u>Advanced workshop in writing and performing Spoken Word texts. [0-3-0]</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>
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<p><u>Prerequisite: 6 credits of Creative Writing and/or Theatre. Third-year standing. Credit will be granted for only one of CULT 308 or CRWR 384 or THTR 384.</u></p> <p><u>Equivalency: THTR 384/CRWR 384.</u></p>	
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 2	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 20171101 Effective Session: 2018W	Date: 20170612 Contact Person: Dr. Daniel Keyes Phone: 250.807.9320 Email: daniel.keyes@ubc.ca
Type of Action: Cross list of VISA 336.	
Rationale: This course, created by a cross listing of the existing VISA 336, gives CULT students the option of learning the skills required for print making. This course adds one more practical media art course to the CULT media stream list of courses, which currently includes two other practical media production courses: CULT 310 Advanced Photography, CULT 311 Advanced Practice in Media Arts. The learning outcomes remain the same for both VISA 366 and CULT 309. CULT 309 simply signals to another set of students this course is available.	
Proposed Academic Calendar Entry: <p style="color: red; text-decoration: underline;"> CULT 309 (3) d Advanced Practice in Printmaking Opportunity for students to continue their exploration of select media in printmaking (intaglio, relief, lithography, and screenprinting) within the context of contemporary art practice. Interdisciplinary crossover, evolving processes, and new materials will be encouraged. Credit will be granted for only one of CULT 309 or VISA 336. [2-2-0] Prerequisite: One of VISA 253, VISA 254, VISA 255. Note: for VISA 253, 254, 255, CULT students require permission of instructor. Equivalency: VISA 336. </p>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 20171101 Effective Session: 2017W	Date: 20160930 Contact Person: Dr. Allison Hargreaves Phone: 250.807.8446 Email: allison.hargreaves@ubc.ca
Type of Action: Cross-listing a pre-existing course	
Rationale: To support the inclusion of Indigenous content in the Cultural Studies program, in the “Global Studies” stream. This stream explores “the impact of colonialism and globalization on forms of cultural production and representation, transnational cultural relationships, and the formation of local and global identities.” English 234 provides a survey of Indigenous-authored literature and theory in North America.	
This cross list will highlight the course for CULT majors.	
Proposed Academic Calendar Entry: <u>CULT 250 (3) Foundations: Indigenous Literature</u> <u>Survey of Indigenous-authored poetry, drama, fiction, and non-fiction prose, and orature in North America. Attention will be given to Indigenous methodologies and major critical trends. Credit will be granted for only one of ENGL 234 or CULT 250. [3-0-0]</u> <u>Prerequisite: 3 credits of first-year CULT and 3 credits of first-year ENGL or 6 credits of ENGL.</u> <u>Equivalency: ENGL 234.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 20171101 Effective Session: 2017W	Date: 20160930 Contact Person: Dr. Allison Hargreaves Phone: 250.807.8446 Email: allison.hargreaves@ubc.ca
Type of Action: Cross-listing a pre-existing course	
Rationale: To support the inclusion of Indigenous content in the Cultural Studies program, in the “Global Studies” stream. This stream explores “the impact of colonialism and globalization on forms of cultural production and representation, transnational cultural relationships, and the formation of local and global identities.” English 387 examines different critical and methodological approaches to Indigenous literary and cultural studies in North America.	
This cross list will highlight the course for CULT majors.	
<u>Proposed Academic Calendar Entry:</u> <u>CULT 350 (3) Indigenous Literature: Intellectual Traditions</u> <u>Approaches to Indigenous literary and cultural studies in North America. Consideration will be given to a range of literary movements, intellectual traditions, and critical approaches. Credit will be granted for only one of ENGL 387 or CULT 350. [3-0-0]</u> <u>Prerequisite: One of ENGL 200, ENGL 201, ENGL 203, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 215, CULT 230, CULT 270, CULT 275 and third-year standing, or 3 credits of 200-level English and third-year standing. ENGL 234 or CULT 250 is recommended.</u> <u>Equivalency: ENGL 387.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 20171101 Effective Session: 2017W	Date: 20160930 Contact Person: Dr. Allison Hargreaves Phone: 250.807.8446 Email: allison.hargreaves@ubc.ca
Type of Action: Cross-listing a pre-existing course	
Rationale: To support the inclusion of critical settler colonial studies in the Cultural Studies program, in the “Global Studies” stream. This stream explores “the impact of colonialism and globalization on forms of cultural production and representation, transnational cultural relationships, and the formation of local and global identities.” English 385 examines literature and other cultural production in the context of settler colonial studies in Canada and North America.	
This cross list will highlight the course for CULT majors.	
<u>Proposed Academic Calendar Entry:</u> <u>CULT 351 (3) Settler Studies, Literature, and Culture</u> <u>Approaches to the interdisciplinary field of settler colonial studies in Canadian and comparative contexts in relation to literature, film, and other forms of cultural production. Examines the role of representation, narrative, and discourse in settlement, colonization, and decolonization. Credit will be granted for only one of ENGL 385 or CULT 351. [3-0-0]</u> <u>Prerequisite: One of ENGL 200, ENGL 201, ENGL 203, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 215, CULT 230, CULT 270, CULT 275 and third-year standing, or 3 credits of 200-level English and third-</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None



<p><u>year standing. ENGL 234 or CULT 250 is recommended.</u> <u>Equivalency: ENGL 385.</u></p>	
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 20171101 Effective Session: 2017W	Date: 20160930 Contact Person: Dr. Allison Hargreaves Phone: 250.807.8446 Email: allison.hargreaves@ubc.ca
Type of Action: Cross-listing a pre-existing course	
Rationale: To support the inclusion of Indigenous content in the Cultural Studies program, in the “Global Studies” stream. This stream explores “the impact of colonialism and globalization on forms of cultural production and representation, transnational cultural relationships, and the formation of local and global identities.” English 473 examines different topics in Indigenous literary and criticism in North America.	
This cross list will highlight the course for CULT majors.	
<u>Proposed Academic Calendar Entry:</u> <u>CULT 450 (3) Studies in Indigenous Literature and Criticism</u> <u>Topics in Indigenous literature and criticism in North America, including particular periods and individual authors. Credit will be granted for only one of ENGL 473 or CULT 450. [3-0-0]</u> <u>Prerequisite: 3 credits of 300-level CULT.</u> <u>Equivalency: ENGL 473.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 2017/12/06 Effective Session: 2018W	Date: 20171018 Contact Person: Dr. Ruthann Lee Phone: 250.807.9181 Email: ruthann.lee@ubc.ca
Type of Action: New course	
Rationale: The course provides an intersectional approach to theorizing masculinities and the social construction of gender in media and popular culture to examine how different forms of representation reflect and produce global relations of power. As a 400-level course, the scope and focus offer advanced theoretical and methodological approaches. Course development is based on faculty research and expertise. Course will support the Cultural Theory stream in Cultural Studies by offering a course in masculinity, gender and feminist theory, which is currently missing from the program.	
Proposed Academic Calendar Entry: <u>CULT 485 (3) Masculinities, Media, and Performance</u> <u>Examination of the social construction of masculinities through the lens of queer and feminist theory. [3-0-0]</u> <u>Prerequisite: Third-year standing and CULT 100 or permission of the instructor.</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: None.



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

Category: 1	
Faculty/School: FCCS Dept./Unit: Critical Studies Faculty/School Approval Date: Effective Session: 2018 W T1	Date: 2017/11/17 Contact Person: Marie H. Loughlin Phone: 250.807.9330 Email: Marie.Loughlin@ubc.ca
Type of Action: New course.	
<p>Rationale: This course seeks to fill a gap in our offerings for upper-level courses in the area of popular literature. This course would largely serve students in programs other than English, especially those seeking an upper-level literature elective. English majors, minors, and combined majors could, of course, also take this course as an elective; however, ENGL 395 will not accrue English credit toward the English major, minor, honours or combined major, since this course--while engaging with the assigned material at a third-year university level--is not a writing intensive course. We hope that ENGL 395's focus on genres and topics in popular literature will attract and serve students who may not have considered taking an upper-level credit in English literature, thus helping serve a broad cross-section of UBC-Okanagan's student body.</p>	
Proposed Academic Calendar Entry: <u>ENGL 395 (3/9) Popular Literature</u> <u>An examination of one or more genres, writers, forms, themes, or major trends in popular literature. [3-0-0]</u> <u>Prerequisite: One of ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153 or APSC 176 and third-year standing.</u> <u>May not be taken for credit towards the English major, minor, honours or combined major.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 2017/12/06 Effective Session: 2018W	Date: 2017119 Contact Person: Dr. Cristina Senn Phone: 250.807.9844 Email: cristina.senn@ubc.ca
Type of Action: New course	
Rationale: We are creating two new courses SPAN 401 and 402 (proposal in development), which will take on the course names of Advanced Spanish I and II. These two courses will give our students a fourth year of language training, ensuring a higher proficiency level in Spanish.	
Proposed Academic Calendar Entry: <u>SPAN 401 (3) Advanced Spanish I</u> <u>Advanced grammar, composition, oral practice, and reading. [3-0-0]</u> <u>Prerequisite: SPAN 302 or equivalent.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 2017/12/06 Effective Session: 2018 W	Date: Sept 30, 2017 Contact Person: Dr. Francisco Peña Fernandez Phone: 250.807.8044 Email: francisco.pena@ubc.ca
Type of Action: New Course	
Rationale: <p>This first-year course will lead directly into 2nd and 3rd year WRLD courses currently on the academic calendar. The course enlists FCCS faculty's range of expertise in different fields of literature and opens an interdisciplinary and transcultural dialogue through the study of world literatures. This course is also well placed to respond to the global citizenship commitments and goals of the UBC Strategic Plan, particularly the aim "to build intercultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social life." This course does not need new resources, as many faculty members within FCCS are qualified to teach it. The course could have a different reading list and instructor each year.</p>	
Proposed Academic Calendar Entry: <p><u>WRLD 100 (3) A World History of Horror [3-0-0]</u></p> <p><u>Introduction to the idea of horror across historical times, geographic regions, and genres, with an emphasis on the interdisciplinary methodologies and theories of World Literature.</u></p> <p><u>Prerequisites: none</u></p>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Faculty of Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 2017/12/06 Effective Session: 2018W1	Date: 2017/10/31 Contact Person: Dr. George C. Grinnell Phone: 250.807.9638 Email: George.Grinnell@ubc.ca
Type of Action: Change to Program requirements	
Rationale: <p>Presented here are 3 linked changes to the English MA.</p> <p>The MA in English has required students to takes 6 credits of methods courses: English 501 Critical Theory and Interdisciplinary Methods and English 502 Cultural Theory and Interdisciplinary Methods.</p> <p>These courses are not adequately distinct and we feel that students would be better served by a single 3-credit methods course and 3 additional credits selected from our Topics courses.</p> <p>Students will now be required to take 3 credits of methods (ENGL 501) and 12/15 credits (Thesis/Coursework) of Topics courses (ENGL 52X) plus other requirements.</p> <p>The description of English 501 is being simplified to remove language that previously served to distinguish it from English 502.</p> <p>To that end, included here are a program change, a course deletion, and a course description change.</p> <p>This is the program change.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>Program Requirements</p> <p>In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <ul style="list-style-type: none"> • <u>ENGL 501, 503;</u> • <u>12</u> credits from ENGL 521, 522, 523, 524, 525; • One additional 3-credit course which may be chosen from ENGL 521, 522, 523, 524, 525; from select English fourth-year courses (such as the English Honours Seminar or English courses cross-listed at the 500- level); or from other graduate programming in Creative and Critical Studies¹; • Additional requirement for M.A. coursework students: ENGL 590: Independent Research Paper (9 credits); • Additional requirement for M.A. thesis students: ENGL 599: Master's Thesis (12 credits) <p>¹This requirement applies to coursework students only.</p>	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1022,1264</p> <p>Present Academic Calendar Entry:</p> <p>Program Requirements</p> <p>In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <ul style="list-style-type: none"> • ENGL 501, 502, 503; • 9 credits from ENGL 521, 522, 523, 524, 525; • One additional 3-credit course which may be chosen from ENGL 521, 522, 523, 524, 525; from select English fourth-year courses (such as the English Honours Seminar or English courses cross-listed at the 500- level); or from other graduate programming in Creative and Critical Studies¹; • Additional requirement for M.A. coursework students: ENGL 590: Independent Research Paper (9 credits); • Additional requirement for M.A. thesis students: ENGL 599: Master's Thesis (12 credits) <p>¹This requirement applies to coursework students only.</p>
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Education Dept./Unit: N/A Faculty/School Approval Date: 2018/02/07 Effective Session: 2018W	Date: 2018/02/14 Contact Person: Dr. Peter Arthur Phone: 250.807.9207 Email: peter.arthur@ubc.ca
Type of Action: [delete other choices] New Course	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties] <p>This first year seminar course is designed to provide students with an opportunity to experience working in an intimate learning environment. Students will engage in individual and a team based experience that focuses on critically examining a variety of controversial issues in education. The plan is for this course to be the first in a series offered as part of a minor in education.</p> <p>Note: Due to the level of reading and writing expected we propose to use the same prerequisite as a first year English course.</p>	
Proposed Academic Calendar Entry: <u>EDUC 100 (3) Controversial Issues in Education</u> <u>Students will examine basic and fundamental questions about educational policy and practice by critically examining a variety of controversial issues including, but not limited to, issues of equality, community, and individual rights and freedoms.</u> <u>[3-0-0]</u> <u>Prerequisite: Students must have one of a) 70% in English 12 or English 12 First Peoples; b) a 5 on the LPI; c) a passing grade in ENGL 009; d) or an</u>	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar. Note: URL not required for individual courses.] Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.)



<p><u>acceptable equivalent. For a list of equivalency options consult the Current Students website at http://students.ok.ubc.ca/enrolment-services/course-registration/first-year-english.html .</u></p>	
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/School of Social Work Dept./Unit: Faculty/School Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.8738 Email: john.graham@ubc.ca
Type of Action: Revisions to Program Revisions to Calendar Description	
Rationale: <p>Degree requirements are updated to reflect program and curricular changes and to provide clarity for prospective and current students regarding requirements for the M.S.W. Advanced One-Year track and M.S.W. Foundational Two-Year track degrees. Specifications on enrolment requirements ensures a better alignment with the College of Graduate Studies policy on continuous enrolment of graduate students. Additionally, a maximum credit load (12 credits for Winter Term 1/2 and 6 credits for Summer Session Term 1) is introduced to accommodate the challenging demands of the curriculum and promote student success. Further, the part-time study option has been discontinued due to the inability of students to complete the degree in a timeline manner.</p> <p>The School is also proposing reduction of credit requirements in the M.S.W. Advanced track from the current 33 to 30 credits to be more consistent with other leading programs in Canada, including UBC Vancouver's School of Social Work. Offering the One-Year Track M.S.W. with more required credits than comparable programs is a disadvantage in student recruitment.</p> <p>Multiple redundant pages are also being removed and links are provided to the same calendar content. This will simplify Calendar entries related to the School of Social Work and reduce administrative effort and potential for error that results from updating information in multiple locations.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>[...]</p> <p>[16008] Degree Requirements</p> <p>[16009] The M.S.W. Advanced One-Year track requires the completion of 30 credits including one 6-credit practicum</p> <p>[16010] Completion of the program normally requires up to 12 months of study. <u>Students are expected to be continuously enrolled in a maximum of 12 credits (and a minimum of 3 credits), unless otherwise permitted by the Director of the School of Social Work.</u></p> <p>[16012]</p> <p>Students choosing the <i>course-based option</i> are required to complete the following 30 credits:</p> <p>SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits) SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits) SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits) SOCW 554 Mental Health and Mental Illness (3 credits) <u>SOCW 558 Advanced Integrative Seminar for Field Education (3 credits)</u> SOCW 559 Social Work Field Education II (6 credits) <u>One of:</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1177</p> <p>Present Academic Calendar Entry:</p> <p>[...]</p> <p>[16008] Degree Requirements</p> <p>[16009] The M.S.W. Advanced One-Year track requires the completion of 33 credits including one 6-credit practicum.</p> <p>[16010] Students may complete the program on a full-time or part-time basis. Completion of the full-time program normally requires 12 months of study while completion of the part-time program normally requires a minimum of two years. Eligibility for part-time tuition fee structure is determined by the College of Graduate Studies.</p> <p>[16012]</p> <p>Students choosing the <i>course-based option</i> are required to complete the following 33 credits:</p> <p>SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits) SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits) SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits) SOCW 554 Mental Health and Mental Illness (3 credits) SOCW 559 Social Work Field Education II (6 credits) SOCW 598 Graduating Paper (3 credits) and 4-approved electives (12 credits), or 5 approved electives (15 credits)</p>
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<p>(1) SOCW 598 Graduating Paper (3 credits) and 2 approved electives (6 credits); or (2) 3 approved electives (9 credits)</p> <p>[16013]</p> <p>Students choosing the <i>thesis option</i> are required to complete the following 30 credits:</p> <p>SOCW 553, Research Methods and Evidence in Clinical Social Work (3 credits); One of SOCW 551, SOCW 552, or SOCW 554 (3 credits); 1 approved electives (3 credits); One additional graduate-level research methods course approved by the Director of the School of Social Work (3 credits); SOCW 558, Advanced Integrative Seminar for Field Education (3 credits) SOCW 559, Social Work Field Education II (6 credits); SOCW 599, Thesis (9 credits)</p> <p>[16015] Approved Electives</p> <p>[16016] Approved electives consist of offerings from the School of Social Work, Okanagan Campus (SOCW) and Health-Interprofessional (HINT) 500-level courses, offered by the Faculty of Health and Social Development. These courses encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University. Note: Additional electives may be possible with the approval of the Director of the School of Social Work.</p>	<p>[16013]</p> <p>Students choosing the <i>thesis option</i> are required to complete the following 33 credits:</p> <p>SOCW 553, Research Methods and Evidence in Clinical Social Work (3 credits); One course chosen from SOCW 551, SOCW 552, or SOCW 554 (3 credits); 3 approved electives (9 credits); One additional approved graduate-level research methods course chosen from SOCW 507 or HINT 504 (3 credits); SOCW 559, Social Work Field Education II (6 credits); SOCW 599, Thesis (9 credits)</p> <p>[16015] Approved Electives</p> <p>[16016] Note: Additional electives are possible with the approval of the Director of the School of Social Work.</p> <p>[16017]</p> <p>Social Work Electives</p> <p>SOCW 520— Advanced Family Practice (3 credits) SOCW 521— Advanced Social Work Practice with Groups (3 credits) SOCW 522— Clinical Practice with Children and Adolescents (3 credits) SOCW 523— Advanced Clinical Practice With Children, Adolescents, & Families (3 credits)</p>
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	<p>SOCW 531 — Anti-Racist and Anti- Oppressive Clinical Practice (3 credits) SOCW 540 — Selected Topics in Social Work Practice (3 credits) SOCW 541 — Directed Studies in Social Work (3 credits) {16020}</p> <p>Health – Interprofessional Electives</p> <p>The Faculty of Health and Social Development provides courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.</p> <p>HINT 503 — Psychosocial Oncology (3 credits) HINT 506 — Participatory Inquiry through Action Research (3 credits) HINT 511 — Special Topics in Interdisciplinary Health Research (3 credits) HINT 512 — Special Topics in Interprofessional Practice (3 credits) HINT 521 — Interprofessional Collaboration (3 credits) HINT 522 — Leadership in Human Service Organizations (3 credits) HINT 523 — Professional Ethics (3 credits) HINT 524 — Interprofessional Practice Issues in Healthy Aging (3 credits) HINT 525 — Disabilities Studies and Interprofessional Health Care (3 credits) HINT 526 — Global Health (3 credits)</p> <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/e dit/index.cfm?tree=18,285,985,1291</p> <p>Present Academic Calendar Entry: [15990] Admission Requirements</p>
Proposed Academic Calendar Entry:	



[15990] Admission Requirements

[15991] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Foundational Two-Year Track will hold an undergraduate degree and have:

[...]

[15995] Degree Requirements

[15996] The M.S.W. Foundational Two-Year Track requires the completion of 60 credits including two 6-credit field education placements. Completion of the program normally requires up to 24 months of study. **Students are expected to be continuously enrolled in a maximum of 12 credits (and a minimum of 3 credits), unless otherwise permitted by the Director of the School of Social Work.**

[...]

[16000]

Year 2 *Course-based* option (30 credits)

SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits);
SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits);
SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits);
SOCW 554 Mental Health and Mental Illness (3 credits);

SOCW 558 Advanced Integrative Seminar for Field Education (3 credits)

SOCW 559 Social Work Field Education II (6 credits)
and

One of:

(1) SOCW 598 Graduating Paper (3 credits)
and **2** approved electives (**6** credits); or

[15991] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Foundational Two-Year Track will hold an undergraduate degree ~~with preference given to social science and behavioural science courses~~ and have:

[...]

[15995] Degree Requirements

[15996] The M.S.W. Foundational Two-Year Track requires the completion of 60 credits including two 6-credit field education placements. ~~Students may complete the program on a full-time or part-time basis.~~ Completion of the **full-time** program normally requires ~~18~~ to 24 months of study ~~while completion of the part-time program normally requires a minimum of three years.~~ ~~Eligibility for part-time tuition fee structure is determined by the College of Graduate Studies.~~

[...]

[16000]

Year 2 *Course-based* option (30 credits)

SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits);
SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits);
SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits);
SOCW 554 Mental Health and Mental Illness (3 credits);
SOCW 559 Social Work Field Education II (6 credits)
and
SOCW 598 Graduating Paper (3 credits)
and ~~three~~ approved electives (**9** credits)
or
~~Four~~ approved electives (**12** credits)

[16005]



<p>(2) 3 approved electives (9 credits)</p> <p>[16005]</p> <p>Year 2 <i>Thesis</i> option (30 credits)</p> <p>SOCW 553, Research Methods and Evidence in Clinical Social Work (3 credits); One of SOCW 551, SOCW 552, or SOCW 554 (3 credits); One approved elective (3 credits); One additional graduate-level research methods course approved by the Director of the School of Social Work (3 credits); SOCW 558, Advanced Integrative Seminar for Field Education (3 credits); SOCW 559, Social Work Field Education II (6 credits); SOCW 599, Thesis (9 credits)</p> <p>[17046] Approved Electives</p> <p>[17047] Approved electives consist of offerings from the School of Social Work, Okanagan Campus (SOCW) and Health-Interprofessional (HINT) 500-level courses, offered by the Faculty of Health and Social Development. These courses encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University. Note: Additional electives may be possible with the approval of the Director of the School of Social Work.</p>	<p>Year 2 <i>Thesis</i> option (30 credits)</p> <p>SOCW 553, Research Methods and Evidence in Clinical Social Work (3 credits); One course chosen from SOCW 551, SOCW 552, or SOCW 554 (3 credits); Two approved electives (6 credits); One additional approved graduate-level research methods course chosen from SOCW 507 or HINT 504 (3 credits); SOCW 559, Social Work Field Education II (6 credits); SOCW 599, Thesis (9 credits)</p> <p>[17046] Approved Electives</p> <p>[17047] Note: Additional electives are possible with the approval of the Director of the School of Social Work.</p> <p>[17048]</p> <p>Social Work Electives</p> <p>SOCW 520 — Advanced Family Practice (3 credits) SOCW 521 — Advanced Social Work Practice with Groups (3 credits) SOCW 522 — Clinical Practice with Children and Adolescents (3 credits) SOCW 523 — Advanced Clinical Practice With Children, Adolescents, & Families (3 credits) SOCW 531 — Anti-Racist and Anti-Oppressive Clinical Practice ((3 credits)</p>
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	<p>SOCW 540 — Selected Topics in Social Work Practice (3 credits) SOCW 541 — Directed Studies in Social Work (3 credits) [17049]</p> <p>Health — Interprofessional Electives</p> <p>The Faculty of Health and Social Development provides courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.</p> <p>HINT 503 — Psychological Oncology (3 credits) HINT 506 — Participatory Inquiry through Action Research (3 credits) HINT 511 — Special Topics in Interdisciplinary Health Research (3 credits) HINT 512 — Special Topics in Interprofessional Practice (3 credits) HINT 521 — Interprofessional Collaboration (3 credits) HINT 522 — Leadership in Human Service Organizations (3 credits) HINT 523 — Professional Ethics (3 credits) HINT 524 — Interprofessional Practice Issues in Healthy Aging (3 credits) HINT 525 — Disabilities Studies and Interprofessional Health Care (3 credits) HINT 526 — Global Health (3 credits)</p>
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Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Health and Social Development Department/Unit: School of Social Work Faculty Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.9980 Email: john.graham@ubc.ca
Type of Action: New course	
Rationale: The Canadian Association for Social Work Education (CASWE) strongly encourages Schools of Social Work to offer integrative seminars co-requisite with student field education. To date, the School of Social Work has only offered an integrative seminar for students in the first year of the Foundational Track program to accompany the first field education placement. As the School prepares for its upcoming (2020) CASWE accreditation, we are adding an Advanced Integrative Seminar that will align the School more fully with CASWE expectations and the programs of other Canadian Faculties and Schools of Social Work. This required seminar will be a 3-credit course, replacing one required elective in the program for all students.	
Proposed Academic Calendar Entry: <u>SOCW 558 (3) Advanced Integrative Seminar for Field Education</u> <u>Integrates theoretical knowledge and practice experience in direct/clinical settings. This course is graded on a pass/fail basis.</u> <u>Pre-Requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 515, SOCW 516, SOCW 517, SOCW 518, SOCW 519, or Admission into the M.S.W. Advanced track.</u> <u>Co-Requisite: SOCW 559</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=SOCW Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Health and Social Development Department/Unit: Social Work Faculty Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.9865 Email: john.graham@ubc.ca
Type of Action: New course	
Rationale: Social workers frequently work with Indigenous individuals and families in their professional practice, yet often utilize helping approaches that are grounded solely in Western worldviews, failing to consider or incorporate Indigenous worldviews, cultural assets, or methods of healing into their clinical practice. This course assists social work students in understanding and integrating Indigenous knowledge and helping approaches into their practice. It has been offered to students as a Special Topics course for two years, with enrollment numbers high enough that it was delivered in both terms in the 2016 academic year and again in the spring 2017 term. We are moving to establish it as a regular elective within the School with the intention of delivering it annually. It was developed and will be taught by experienced Indigenous clinical social work practitioners.	
Proposed Academic Calendar Entry: <u>SOCW 560 (3) Braiding Indigenous Knowledge Into Clinical Practice</u> <u>Integrates Western and Indigenous knowledges in clinical social work practice</u> <u>Pre-Requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 515, SOCW 516, SOCW 517, SOCW 518, SOCW 519, or Admission into the M.S.W. Advanced track.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=SOCW Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Health and Social Development Department/Unit: Social Work Faculty Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.9865 Email: john.graham@ubc.ca
Type of Action: New course	
Rationale: Cognitive behavioral therapy (CBT) is a widely recognized and utilized therapeutic approach. For the past seven years the School of Social Work has offered a CBT course as a Special Topic elective with high student enrollment. The School is moving to establish this course as a regular elective within its clinical program with the intention of offering it on an annual basis.	
Proposed Academic Calendar Entry: <u>SOCW 562 (3) Cognitive Behavioral Therapy</u> <u>Explores cognitive behavioral theories and therapeutic techniques in clinical social work practice.</u> <u>Pre-Requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 515, SOCW 516, SOCW 517, SOCW 518, SOCW 519, or Admission into the M.S.W. Advanced track.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=SOCW Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Health and Social Development Department/Unit: Social Work Faculty Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.9865 Email: john.graham@ubc.ca
Type of Action: New course	
Rationale: There is increasing demand for social work professionals in the health care field and this course responds to this demand by offering graduate students an understanding of varied health care practice settings as well as the specialized knowledge and skills needed to meet them. The course has been offered for two years as a special topics course and the School is moving to establish this course as a regular elective with the intention of offering it on an annual or bi-annual basis.	
Proposed Academic Calendar Entry: <u>SOCW 563 (3) Social Work in Health Care</u> <u>Knowledge and skills for social work practice in a range of health care settings.</u> <u>Pre-Requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 515, SOCW 516, SOCW 517, SOCW 518, SOCW 519, or Admission into the M.S.W. Advanced track.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=SOCW Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Health and Social Development Department/Unit: Social Work Faculty Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.9865 Email: john.graham@ubc.ca
Type of Action: New course	
Rationale: Trauma plays a major role in individual well-being and students in clinical programs require knowledge and skills to assess and address trauma in their therapeutic practice. For the past three years the School of Social Work has offered a special topics course in the treatment of trauma and has seen high numbers of student enrollment (60-75% of students seek this course as one of their preferred electives). In recognition of its importance to student learning we are establishing this as a regular elective course within the School with the intention that it will be offered on an annual basis.	
Proposed Academic Calendar Entry: <u>SOCW 564 (3) Trauma-Informed Clinical Social Work</u> <u>Knowledge of trauma, its relevance to assessment and treatment in clinical social work practice.</u> <u>Pre-Requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 515, SOCW 516, SOCW 517, SOCW 518, SOCW 519, or Admission into the M.S.W. Advanced track.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=SOCW Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Health and Social Development Department/Unit: Social Work Faculty Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.9865 Email: john.graham@ubc.ca
Type of Action: New course	
Rationale: The course was offered last year as a special topics course and was well received by students. The School is proposing this course as a regular elective within both Foundational and Advanced tracks of its clinical program. It will be offered on an annual or bi-annual basis to graduate students with existing clinical practice experience who are wanting to move into supervisory roles. The delivery of this course will meet the growing demand for clinical practitioners with supervisory knowledge.	
Proposed Academic Calendar Entry: <u>SOCW 565 (3) Supervision of Clinical Social Work</u> <u>Educates social workers in the practice of clinical supervision from a relational perspective including key principles, methods, skills, processes and the handling of common challenges.</u> <u>Pre-Requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 515, SOCW 516, SOCW 517, SOCW 518, SOCW 519, or Admission into the M.S.W. Advanced track.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=SOCW Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Faculty of Health & Social Development Dept./Unit: School of Health & Exercise Sciences Faculty/School Approval Date: 20171121 Effective Session: 2018W	Date: 2017/09/27 Contact Person: Dr. Ali McManus Phone: 250.807.8192 Email: ali.mcmanus@ubc.ca
Type of Action: New Course	
Rationale: This course has been offered in previous years as an Interdisciplinary Graduate Studies (IGS) course, for the students within the Master of Science in Interdisciplinary Graduate Studies, Health & Exercise Sciences stream. As the majority of these students have transferred into the newly approved Master of Science in Health & Exercise Sciences program, this course is being formalized into an HMKN course that can be put toward the new MSc, HES program curriculum.	
Proposed Academic Calendar Entry: HMKN 505 (3) Quantitative Analyses: Decision Making Using Data in Health & Exercise Science How to analyze and interpret statistical data commonly encountered in health and exercise science research. Content includes the choice of appropriate statistical analyses, cleaning data, correlation, linear regression, multiple and logistic regression, t-tests and analyses of variance.	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=HMKN Present Academic Calendar Entry: N/A



THE UNIVERSITY
OF BRITISH COLUMBIA

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To: Senate

From Senate Nominating Committee

Re: Appointments to a President's Advisory Committees for the Selection of an Associate Vice-President Research and Innovation

Date: 19 March 2018

The Vice-President Research and Innovation has asked that a search committee be formed for the above Associate Vice-President Academic position pursuant to Policy 18. That policy's procedures call for two (2) senators to be appointed. As usual, the committee considered academic, research, and administrative experience (at UBC in particular, but generally as well), disciplinary and demographic balance, and familiarity with the requirements of the role. They also considered the other members of the search committees, if already been identified, to strive for balance. After consideration, ranked lists were developed and the Nominating Committee is pleased to recommend that the following appointments be made

That Dr Shahria Alam and Dr Bryce Traister be appointed to a President's Advisory Committees for the Selection of an Associate Vice-President Research and Innovation