



Okanagan Senate

THE SIXTH REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2023/2024 ACADEMIC YEAR
THURSDAY, 28 MARCH 2024

3:30 P.M. | RHS 257 AND VIA ZOOM

1. **Call to Order – Dr Lesley Cormack**
2. **Senate Membership – Dr Rella Ng**
New Member:
Dr Sepideh Pakpour, Faculty Member for the Faculty of Applied Science, until 31 August 2026 and thereafter until replaced, to replace Peyman Yousefi.
3. **Minutes of the Meeting of 29 February 2024 – Dr Lesley Cormack** (approval) (docket pages 3-16)
4. **Business Arising from the Minutes – Dr Lesley Cormack**
 - a. Follow Up Regarding Demographics – Dr Rella Ng (docket page 17)
5. **Remarks from the Deputy Vice-Chancellor – Dr Lesley Cormack**
 - a. Thanks to Student Members of Senate with Terms Ending on 31 March 2024
 - b. General Remarks
6. **Remarks from the Provost – Dr Rehan Sadiq**
7. **Joint Reports of the Admissions & Awards and Curriculum Committees – Mr Rob Johnson and Dr Yves Lucet**
Post-Baccalaureate Certificate in Primary Care Nursing (approval) (docket pages 18-55)
8. **Admissions and Awards Committee – Mr Rob Johnson**
 - a. New and Revised Awards (approval) (docket pages 56-58)
 - b. Revisions to the Deputy Vice-Chancellor Scholarships (approval) (docket pages 56, 59-61)



- c. Affiliation Agreement between UBC and Okanagan College - Engineering Bridge Admission Agreement (approval) (docket pages 62-70)
- 9. Curriculum Committee – Dr Yves Lucet**
Curriculum Proposals from Faculties of Applied Science, Arts & Social Sciences, Science (approval) (docket pages 71-83)
- 10. Report from the Provost – Dr Rehan Sadiq**
2021 and 2022 Annual Reports on Student Experience of Instruction (docket pages 84-124)
- 11. Report from the Registrar – Dr Rella Ng**
By-Election Results (docket page 125)
- 12. 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 29 FEBRUARY 2024

DRAFT

Attendance

Present: B.-A. Bacon (Chair), R. Ng (Secretary), P. Arthur, R. Campbell, J. Hare, M. Reekie, J. Picault, R. Taheri, T. Ebl, H. Berringer, S. Tomaskova, M. Evans, S. Hilton, D. Keyes, R. Lalonde, J. Eikenaar, Y. Lucet, P. Lasserre, S. O’Leary, R. Sadiq, B. Marcolin, W. Hughes, L. Cormack, P. Barker, C. Schreyer, A. Shatzko, A. Ardestani-Jaafari, A. Brar, A. Shinde, B. Traister, J. Olson, J. Cioe, J. Cheng, K. Hodget, M. Tarrant, M. Libben, N. Jalili, O. Sharma, P. Simpson, R. Janke, R. Frost, S. Hafeez, S. Roy-Bois, J. Milliken, N. Chenoweth

Regrets: S. Point, L. Parrot, N. Obeegadoo, J. Denison, M. Rheault, S. Stewart, A. Alnaar, P. Amuta, M. Garg, B. He, A. Idowu, B. Visscher, J. Low, R. Zaitoun, P. Shah

Clerk: C. Eaton

Call to Order

The Chair of the Senate, Professor Benoit-Antoine Bacon, called the meeting to order at 3:31 pm

Senate Membership

NEW MEMBER

The Registrar, Dr Rella Ng, welcomed Noah Chenoweth, Graduate Student Senator, until 31 March 2024 and thereafter until replaced, to fill a vacancy.

Minutes of 25 January 2024

Jan Cioe
Sandy Hilton

*That the Minutes of 25 January 2024 be approved
as corrected:*

*Corrections: Attendance, Senator Hafeez
comments were contrary to the Dean of Applied
Science rather than in agreement.*

Remarks from the Chair



The President expressed his gratitude for the warm reception he had received from the UBC community during his tenure of just over a hundred days. He remarked that each day at UBC had been an exciting adventure, filled with opportunities to engage with students, faculty, and staff.

Reflecting on his interactions, Dr Bacon highlighted the enriching experiences he had during tours of research labs, guided by Phil Barker. He said that these visits provided insights into critical areas of research such as homelessness, diabetes prevention, and advancements in renewable energy technologies like solar power. He also noted the privilege of engaging with various research groups, including those focusing on batteries, resilient infrastructures, and wildfire management.

Dr. Bacon discussed two significant announcements from the Federal Government. Firstly, he addressed the newly implemented policy on sensitive technology research and affiliations of concern, emphasizing the need for collaboration with authorities to safeguard national security while maintaining an open and collaborative research environment. He noted that this was in the works for the past 10 months so we had been preparing. The President encouraged those working in collaborations with some of these institutions or in some of these research areas to be in contact with the Vice-Principal Research's office if they had any questions. Dr Bacon said that UBC remained fundamentally committed to enabling an open and collaborative research environment, but needed to be cautious and careful with sensitive research and information.

Secondly, Dr Bacon delved into the implications of the temporary intake cap on international student study permit applications for the next two years. He reassured Senate that efforts were underway to mitigate concerns and reassure prospective international students about their future at UBC. He noted that much of the issues were with private colleges largely in Ontario but also in BC. Dr Bacon expressed his surprise to learn that there were over 300 private colleges in BC and that they enrolled 60% of our international student population.

Dr Bacon noted the challenges posed by the temporary intake cap on international student study permit applications, emphasizing the link perceived between international students and the housing crisis. He mentioned his engagement with IRCC in Ottawa, where discussions took place with Minister Mark Miller and representatives of the U-15 group. Dr. Bacon highlighted the acknowledgment of the less-than-ideal circumstances by these entities and emphasized the importance of clear communication with the federal government regarding the significance of welcoming international students to UBC and other Canadian universities.

The President outlined collaboration with provincial authorities in managing the distribution of caps, ensuring that they understand the distinction between public universities like UBC and private colleges regarding the impact of the intake cap. He expressed confidence in the positive relationship with the province and anticipated that UBC's interests would be maintained in the forthcoming cap announcement. However, he acknowledged that the cap was only one aspect of the challenge, recognizing the potential cooling effect on prospective international students and the need for proactive reassurance regarding their future at UBC and in Canada.



In closing, the President noted the budget presentation on today's agenda. Dr. Bacon acknowledged the challenges posed by inflation and uncertainties surrounding international student enrollments. He advocated for fiscal responsibility and resilience in preparation for the future, ensuring that the university could maintain its commitment to excellence in both research and student experience.

Senator Lalonde said that the CBC had reported that a bulk of international enrolment was with public colleges in Ontario rather than private colleges.

The President clarified that these were mostly Public-Private Partnerships between Ontarian colleges and private colleges, largely with satellite campuses in suburban Toronto.

Remarks from the Deputy Vice-Chancellor

The Principal and Deputy Vice-Chancellor, Dr Lesley Cormack, opened her remarks by announcing significant research funding received from the Canadian Institute for Health Research, amounting to over 2 million dollars. She noted that this funding has been allocated to three multi-year projects for Dr Shelley Ben-David from the School of Social Work and Drs. Katrina Plamondon and Barbara Pesut of the School of Nursing

Secondly, Dr Cormack drew Senate's attention to Wendy Wong' being shortlisted for the prestigious 2024 Lionel Gelber Prize for "We, The Data: Human Rights in the Digital Age," published by MIT Press, and Heat coach Malindi Elmore being selected to represent Canada in the marathon at the 2024 Paris Olympics.

The Principal reminded Senators of the successful second launch of the Integrated Renewal Program and acknowledged the ongoing efforts of the team in navigating the project's complexities.

Lastly, Dr Cormack reminded the community of the UBC Okanagan debates scheduled for May, promising an engaging platform for robust discourse and critical thinking on timely issues, underscoring the campuses' commitment to fostering intellectual exchange and dialogue. She said that they hoped debates led to strong positions.

Remarks from the Provost

The Provost, Dr Rehan Sadiq spoke. He noted that the annual report of the Centre for Teaching & Learning has been completed for the year 2023 and will soon be available. Additionally, Dr. Sadiq mentioned that recruitment is currently underway for their inaugural undergraduate non-credit summer program as part of the Global Summer program. He noted the participation of five faculties in delivering unique interdisciplinary course packages over three weeks, marking the first time such an intensive summer program had been initiated.



Continuing his update, The Provost mentioned the recent celebration of Academic Integrity Week from 12-16 February, highlighting a series of events conducted during the week.

Concluding his report, Dr. Sadiq expressed enthusiasm for the upcoming book event scheduled for 14 March, noting significant interest following a similar event conducted the previous year. He encouraged all colleagues to attend and celebrate.

Senator Hafeez asked if the target audience was high school or university students for the Global Summer program.

Dr Sadiq replied that we were focusing on high school graduates.

CANDIDATES FOR DEGREES

Tamara Ebl
 Rob Johnson

That the candidates for degrees as recommended by the College of Graduate Studies, be granted the degrees for which they were recommended, effective February 2024, and that a committee composed of the registrar, the relevant dean(s), and the Chair of the Senate be empowered to make any necessary adjustments.

Approved

Report from the Registrar.

2024 ENROLMENT REPORT

Dr Ng presented highlighted key data trends and enrollment statistics for the academic year. She noted the growth trajectory of UBC as a whole, with a 0.3% increase compared to the previous year. She advised This growth was primarily attributed to the Vancouver campus, particularly in baccalaureate students. She noted that together, both campuses reached 119% of the funded target.

The registrar advised that Government funding was allocated based on specified full-time equivalent (FTE) student spaces. UBC had 43 655 FTEs, marking a significant increase from the previous year with the increase in FTEs directed towards priority areas such as nursing, speech pathology, and data science, among others. Overall, UBC delivered 52,035 FTEs, surpassing the target set by the government.

With respect to the Okanagan campus, Dr Ng advised that undergraduate enrollment slightly decreased by 1% while graduate enrollment saw a 2% increase compared to the previous year. The campus achieved 124% utilization of government-funded FTEs.



The Registrar went on to note that 8.3% of domestic students at the Okanagan self-identified as indigenous, with a total of 774 indigenous students enrolled. The international student population experienced a slight decline of 3% from the prior year.

Dr Ng said that our applicant pools showed a decrease in domestic undergraduate applications for both campuses, while international undergraduate applications remained steady. Notably, 80% of direct entry students at the Okanagan campus hailed from outside the region, while 50% at the Vancouver campus came from beyond the lower mainland.

The Registrar concluded her presentation by noting UBC's initiatives to support underrepresented student groups, such as those with lived experience in government care, and students supported by the World University Service of Canada, as well as the Vantage College program, designed for outstanding international students.

Senator Lucet noted the decrease in domestic students and asked if this was following demographics of the region.

Dr Ng said that she suspected this was the case but that she would report back on this.

A student senator asked what the ratio was for Domestic and International acceptances.

The Provost said that it was around 1:2 for international and 1:3 for domestic.

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Jannik Eikenaar, presented.

REVISIONS TO ACADEMIC REGULATIONS FOR THE FACULTY OF SCIENCE

Jannik Eikenaar
Barbara Marcolin

That Senate approves changes to the academic regulations of the following programs in the Faculty of Science effective for the 2024W session and thereafter.

Dr Eikenaar said that he expected more of these to come forward with the Workday implementation and he appreciated the clarity in Science's proposal.

Approved

O-130: CONTENT AND DISTRIBUTION OF COURSE SYLLABI

Jannik Eikenaar
Tamara Ebl

That Senate approve Policy O-130: Content and Distribution of Course Syllabi; and



direct that the heads of academic units ensure that the content and distribution of course syllabi are in compliance with this Policy, the Academic Calendar, and all other applicable academic policies and regulations.

Senator Schreyer asked why the policy said that a paper copy would be made available to students, and what was meant by resources to be made available to students.

The Clerk to the Senate, Mr Christopher Eaton, said that this came from the Vancouver version of this policy where the students raised a concern with documentation not be available.

Dr Eikenaar said that these resources were supplemental information provided that were targeted towards certain programs by the faculties.

Senator Hilton asked what the effective date was for the policy.

The Clerk replied September 2024.

Approved

Admissions and Awards Committee

The Chair, Mr Rob Johnson, presented.

NEW AND REVISED AWARDS

See appendix A: Awards Report

Rob Johnson
Tamara Ebl

That the Senate approve the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that a letter of thanks be sent to the donors.

Approved

2024/2025 ENROLMENT TARGETS

Rob Johnson
Sandy Hilton

That Senate approve and forward to the Board of Governors for approval the 2024/2025 Undergraduate Enrolment Targets, as per section 27(2)(r) of the University Act.



The Provost spoke to the proposed enrolment targets. He noted that these targets were the end result of an annual six-month long process where feedback is taken from dean and faculties. Dr Sadiq said that our undergraduate domestic targets were consistently maintained in the same range, but we have received feedback from our colleagues in the Senate that our numbers are on the higher side for domestic students, close to 108% while Vancouver was close to 112%. The Provost said that the Okanagan campus has been very deliberate in terms of accepting domestic students, especially knowing the challenges we have on our campus in terms of the number of classes available.

Dr Sadiq went on to say that the Okanagan has successfully attracted some domestic funded seats from the Government, which brought it to 105%. We are in the middle of the pack in BC,

With respect to international student numbers targets, The Provost agreed with the President in that we were going through challenges all over Canada. He said that we had made some very conservative estimates when we did that, and after that, all these announcements happen. Our number is 480, which is shown in this report, and we are working very hard to make sure that we reach this number, but there are so many unknowns as well and in the past 2-3 years, our numbers are softening up. The Provost said that we were trying to work very hard with ISI and with the admissions and recruitment team, making sure that we reach those targets which will have a direct impact on our budgets as well.

Finally, the Provost said that the Okanagan campus was only funded for 157 graduate students, and that was from 2005. Beyond that, we had only received additional graduate seats in social work as well as now, our latest recent success with the biotech program. He described this as something the campus needed to work on in encouraging the government to support more graduate education at the Okanagan campus as part of a top research university.

Senator Lalonde made an objection to continually over-enrolling students, noting the space challenges on campus.

Dr Sadiq said we would like to be on par with Vancouver in having a health ratio of graduate to undergraduate students. He agreed that our capital infrastructure was lagging.

Senator Lucet noted that we had professional masters programs – he asked they included as they were supposed to be cost recovery.

Senator Sadiq said yes but acknowledged the distinction.

Senator Lalonde said that professional grad students were very a small number.

Dr Cormack reminded the Senate that research graduate programs enrolment was largely decided at the department and faculty level.

Approved

**ADMISSIONS DEADLINE**

Rob Johnson
Robert Lalonde

That Senate ratify the decision of the Senate Admissions Committee to extend the undergraduate admission application deadline from 15 January 2024 to 31 January 2024, for entry to the 2024 Winter Session.

Senator Johnson said that the Committee was considering a suggestion to allow the registrar to amend the deadlines.

In response to a question from a student senator, Senator Johnson said that they were considering changes to the timelines going forward but this was a one-time change. If any proposals were recommended, they would come forward to Senate for consideration and approval.

The Provost advised in light of international uncertainty, McGill and Toronto had also extended their deadlines.

Approved

Motion to Amend Agenda

Jan Cioe
Robert Lalonde

That the agenda be amended to add the following motion for immediate consideration: That Policy O-130 be amended to change the effective date from 1 September 2024 to 1 May 2024.

Approved

Motion to Amend a Matter Previously Adopted

Jan Cioe
Jannik Eikenaar

That Policy O-130 be amended to change the effective date from 1 September 2024 to 1 May 2024.

Approved

Senator Eikenaar said that this was an oversight on behalf of the Academic Policy Committee, likely as they were not sure when the policy would be put into place and if this would be in time for the Summer Session. He noted instructors would have two months.



Senator Cioe said that it was shocking that they even needed this policy – instructors already should have had course syllabi.

Senator Traister said while he agreed with Senator Cioe, in many cases summer courses were taught my sessionals some of whom were not yet hired and would have to move quickly.

Senator Millikan said that he was a student who had not had a syllabus for a course.

Senator Schreyer said that we were required to approve syllabi when we hired sessionals.

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

Appendix B: Curriculum Report

Yves Lucet
Rob Johnson

That Senate approve and recommend to the Board of Governors for approval the new, revised and discontinued courses, new programs and revised program requirements as presented by the Arts and Social Sciences, Creative and Critical Studies, Science, and Management.

Approved

Report from the Deputy Vice-Chancellor

Dr Cormack introduced the presentation by noting that it was the product of months of work by the faculties and central units. It would be going to the Board of Governors next month. She asked Senate to recognize Mr Rob Einarson and Ms Valerie Nichol.

2024/2025 BUDGET

Senate welcomed Associate Vice-President Finance and Operation Mr Rob Einarson and Ms Valerie Nichol, Chief Budget Officer, to present.

Mr Einarson explained that while there have been discussions about a five-year outlook in previous meetings, today's presentation will concentrate on the upcoming budget for approval.



This proposal had received input from various stakeholders, including the Senate Academic Building and Resources Committee, the Student Union at the Okanagan, the Indigenous Advisory Council, and the Okanagan Leadership Council, which comprises administration and Deans.

The Associate Vice-President emphasized the alignment of the local budgeting process with the UBC Vancouver counterparts, culminating in a joint presentation to the Board of Governors for approval. He went on to discuss the current year's budget, including revenue sources, expenses, and net surplus/deficit projections, providing insights into variances and mitigation measures.

Mr Einarson referenced budget priorities being core services for students and researchers, support for faculties, revenue development strategies, investments in Indigenous, equity, diversity, and inclusion (EDI) initiatives, as well as sustainability and climate change efforts. He also discussed ongoing infrastructure projects and the commitment to their funding.

Mr Einarson then discussed the sensitivity analysis regarding enrollment targets, and the Board of Governors' approval of tuition rate increases before having Ms Nichols set out the plan for Fiscal Year 2024/25.

Ms Nichol elaborated on the enrollment figures that formed the basis of the fiscal plan, highlighting the target undergrad enrollment and expected graduate numbers. She then went over the planned campus operating revenues and reserve allocations.

Mr Einarson then went over the plans for central reserves and budget reductions. He noted that the deficit from the current year needed to be included in this year's budget. He also set out the planned excellence fund allocations of \$19.4M total.

In closing, Mr Einarson highlighted the budget risks, namely international enrolment, inflation, continuing demand on operating contingencies, and the costs of implementing Workday Student.

Senator Tomášková asked for me details on transfers to Vancouver.

Mr Einarson said this was largely fees for services, managed benefits and professional development, central fees like credit cards, phones etc.

Senator Keyes asked why the Office of the Vice-Principal Research and Innovation had a \$2.7M increase.

Ms Nichol replied that the base value was changed, it wasn't actually a substantive increase.

Senator Marcolin asked about the TREK fund as a potential source of revenue and if discussions there were continuing with Vancouver.



Mr Einarson said that this was an unrestricted endowment. About 4 years ago, around \$4M was allocated the Okanagan especially to support graduate students.

Further to Senator Tomášková query, Senator Traister said that he looked at Vancouver transfers 4 years ago and these were lower. He asked why the amount had increased.

Mr Einarson and Ms Nichol replied that some of this was passthrough of general wage increases and benefits, as well as bad debt and health spending account costs, both of which were allocated to the Okanagan campus proportionately.

Senator Cioe said he was impressed by the prudence in this plan.

Senator Ebl asked what the impact was on the campus budget on UBC Properties Trust's (UBCPT) new downtown tower.

Mr Einarson said that the downtown tower is a UBCPT building with commercial borrowing. The Okanagan campus would be an anchor tenant of 8/10 institutional levels. The other 23 levels were market rental housing. The big challenge has been the parkade. We have a new strategy to modify this that will not affect the timelines or our pro forma. With respect to impacting buildings from the construction issues, UBCPT had insurance.

Senator Traister asked what was the difference between a central reserve and a central support unit reserve.

Ms Nichol said that central support unit reserves were administrative units with restricted funding that couldn't be returned to central. This included Ministry funding, athletics, food services for equipment, and the energy projects with FORTIS funding.

The President comments on international student risks. US, China Indian risks and the delays in student visa processing.

Senator Lasserre asked if there were concerns around how long visas will take with the new quota system.

The President confirmed this and said that the last two years have already been difficult, although the quotas may help with visa processing. He did note that British Columbia was ahead of Ontario on developing a system for letters of attestation.

Adjournment

Seeing no other business, the meeting was adjourned at 5:15 pm.



Appendix A: Awards Report

NEW AWARDS:

UBC Okanagan Faculty of Science Graduate Award

Awards totalling \$6,000 have been made available through an endowment, along with matching funds from the Irving K. Barber Faculty of Science, for graduate students in any program within the Faculty of Science at the University of British Columbia, Okanagan campus. The awards are made on the recommendation of the Irving K. Barber Faculty of Science. (First award available for the 2024/2025 winter session).

Keith and Greta Steele Memorial Bursary in Engineering

Bursaries totalling \$1,700 have been made available through an endowment established by an estate gift from Keith J. Steele (B.A.Sc. 1950) and Greta Steele, for undergraduate students in the Bachelor of Applied Science program at the University of British Columbia, Okanagan campus. Following his degree in Electrical Engineering, Keith embarked on a four-decade career with INCO, one that took him and Greta to some of the most remote and unusual parts of the globe. He always credited UBC for equipping him with the tools that allowed both a demanding professional career and the opportunity to experience many different cultures. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

Chris and Peggy Southin Bursary in Nursing

A \$1,000 bursary has been made available annually through a gift from Chris and Peggy Southin for a third- or fourth-year undergraduate domestic student in the Bachelor of Science in Nursing at the University of British Columbia, Okanagan campus. The bursary is adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

REVISED AWARD (PREVIOUSLY APPROVED AWARD WITH CHANGES IN TERMS OR FUNDING SOURCE):

Walley Lightbody Award in Law

Proposed Award Description

Awards totalling \$3,000 have been made available through an endowment established by alumnus Walley Lightbody for a student graduating with any degree from the Department of Economics, Philosophy and Political Science in the Irving K. Barber Faculty of Arts and Social Sciences at the University of British Columbia, Okanagan campus who have demonstrated their intention to pursue a career as a lawyer. The award is created in recognition of Walley Lightbody, KC, B.A. 1956, LL.B. 1959, and his decades-long career in law and many contributions to the profession. The award is made on the recommendation of the Irving K. Barber Faculty of Arts and Social Sciences.

Rationale for Proposed Changes

This award was affected by the passing of Queen Elizabeth II on September 8, 2022, which prompted Canada-wide changes to titles to reflect the new sovereign: King Charles III. Under the authority of the Queen's Counsel Act, the "Queen's Counsel (QC)" designation is a title bestowed



upon members of Canada's legal community demonstrating distinguished service and leadership in the legal profession. Those members of the bar holding the designation of Queen's Counsel (QC) were automatically retitled as King's Counsel (KC) upon King Charles's immediate accession to the throne.



Appendix B: Curriculum

FACULTIES OF ARTS & SOCIAL SCIENCES AND CREATIVE & CRITICAL STUDIES

Revised Program Requirements: Bachelor of Arts

FACULTY OF ARTS AND SOCIAL SCIENCES

New Courses: ECON 496, 498

New Course: GWST 415

New Courses: HIST 220, 311, 320, 322, 457

New Course: IGS 597

Revised Program Requirements: Interdisciplinary Graduate Studies Master of Arts

New Courses: PHIL 496, 498

New Courses: POLI 496, 498

FACULTY OF CREATIVE AND CRITICAL STUDIES

New Equivalency: DIHU/CULT 315ii. New Equivalency: ENGL/CULT 491
 From the Faculty of Science

Revised Program Requirements: Bachelor of Sustainability – Green Chemistry
 Concentration

Discontinued Courses: CHEM 111, 113

Revised Courses: CHEM 121, 123

New Program: Bachelor of Science – Minor in Communications and Rhetoric

New Program: Combined Physics and Mathematics Honours Program

New Course: SUST 304

Discontinued Course: SUST 301

New Courses: BIOL 430, 431, 432, 433, 530, 531, 532, 533

Discontinued Course: BIOL 420

New Courses: COSC 431, 432, 433, 434, 436, 437, 531, 532, 536, 537

Discontinued Courses: COSC 416, 417, 419, 519, 516

Revised Courses: EESC 395, 396, 448, 495, 496, 512, 551, 552

New Courses: EESC 447, 513, 514, 540, 541, 553

Revised Courses: CHEM 422, 448, 507, 521, 535, 568

New Courses: CHEM 508, 522, 536, 537, 567

FACULTY OF MANAGEMENT

New Equivalency: MGMT 471/SECH 400

New Equivalency: MGMT 571/SECH 500

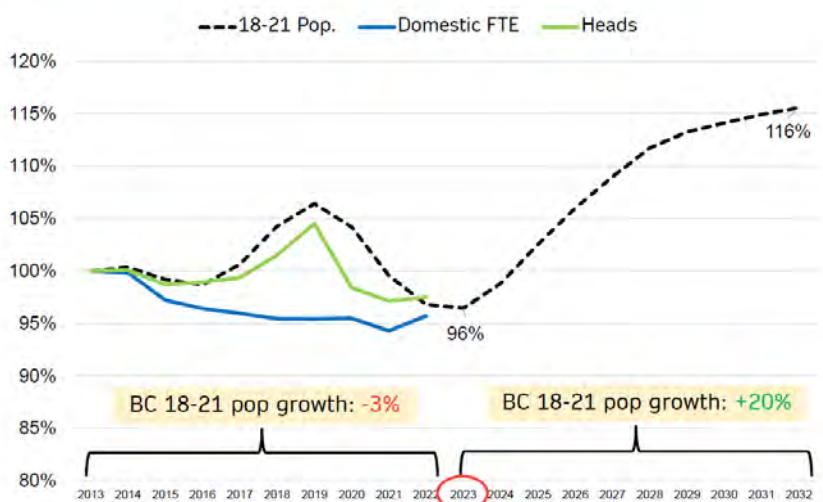


TO: Okanagan Senate
FROM: Rella Ng, Associate Vice-President, Enrolment Services and Registrar
RE: 2023/2024 Enrolment Report Follow-up
DATE: March 28, 2024

At the February 29, 2024, Okanagan Senate Meeting, a question regarding the 2023/2024 Enrolment Report was raised, and it was noted that a follow-up on the question would be brought forward. The question raised was, "Is the decrease in applications for domestic students following the demographics of the region?"

The response to that question is yes. The overall population in BC has been decreasing and will improve. The chart below illustrates the enrolment and population growth.

BC System: Enrolment and Population Growth



- Province-wide trends are displayed in the chart, including enrolments from all public post-secondary institutions
Headcounts are more closely aligned to population than FTEs, likely due to the inclusion of international students in overall headcounts
The decline in headcounts and FTEs over the last decade is approximately equal to the decline in the population of 18-21-year-olds
This population is expected to grow by 20 percent by 2032, likely driving up demand
A detailed regional breakdown is provided in the following pages

sources: Statistics Canada, BC Stats, Ministry of Advanced Education and Future Skills

The data presented in the chart above is for the entire province and all post-secondary institutions. The y-axis refers to the percentage growth or decline over time, starting in 2013. The FTE, headcount, and population all start at the same intercept (starting point), and then the lines are split into normal load FTE and headcount of each post-secondary system compared with the population growth of 18-21-year-old age groups in BC.



THE UNIVERSITY OF BRITISH COLUMBIA

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28 March 2024

To: Okanagan Senate
From: Admissions and Awards and Curriculum Committees
Re: New Post-Baccalaureate Certificate: Primary Care Nursing (approval)

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculty and enclose those proposals they deem ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval the Post-Baccalaureate Certificate in Primary Care Nursing and associated new courses.*

- a. Faculty of Health and Social Development
 - i. New Certificate Program: Post-Baccalaureate Certificate in Primary Care Nursing
 - ii. New Courses: NRSB 424/524, NRSB 425/525, NRSB 435/535

Respectfully submitted,

Mr. Rob Johnson

Chair, Senate Admissions and Awards Committee

Dr. Yves Lucet

Chair, Curriculum Committee



THE UNIVERSITY OF BRITISH COLUMBIA

School of Nursing
Okanagan Campus

Senate Proposal

Development of Post-Baccalaureate

Certificate Programing in Nursing

*First one: Post-Baccalaureate Certificate
in Primary Care Nursing*





THE UNIVERSITY OF BRITISH COLUMBIA

School of Nursing
Okanagan Campus

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Background

Goal

To develop and gain approval for a Post-Baccalaureate Certificate Programing in the School of Nursing with the first one being Post-Baccalaureate Certificate in Primary Care Nursing.

Rationale for Post-Baccalaureate Certificate in Primary Care Nursing

Interprofessional collaborative teams strengthen our publicly funded health care system and serve to promote equitable access to quality care for all Canadians when and where it is needed ([CNA, 2020](#)). Canada's Registered Nurses are supporting and advocating for a primary health care (PHC) approach across our health care systems.

The Registered Nurse in primary care is generally a member of an integrated team-based practice and their responsibilities may include: illness care, health promotion, disease prevention, rehabilitative care, supportive care, administrative responsibilities, research involvement and quality improvement.

The primary care nursing role does not require a graduate degree; however, it does require additional competencies beyond those in undergraduate nursing programs. The Canadian Family Practice Nurses Association has developed [National Competencies for Registered Nurses in Primary Care](#).

A **Post-Baccalaureate Certificate in Primary Care Nursing** will provide Registered Nurses with additional competencies to prepare them for practice in this integrated team-based health care context.

Project Summary

The **Post-Baccalaureate Certificate in Primary Care Nursing** aligns with Senate Policy [0-128](#).

Students will be required to complete 10 upper-division (400) level credits. The certificate will require the completion of 2 lecture courses (6 credits) and a practice placement (preceptorship/4 credits).

The **Post-Baccalaureate Certificate in Primary Care Nursing** will allow for maximum flexibility for BSN, MSN, and Registered Nurses to complete some or all of the courses required to obtain the certificate:

1. BSN students can apply 7 credits as electives toward their undergraduate degree.
2. MSN students can apply up to 6 credits as electives toward their graduate degree (the two lecture courses will be offered at both the 400 and 500 level).
3. There will be a unique **BSN Primary Care Nursing Learning Pathway** for a select few (approx. 6) students each year to extend their studies and complete the **Post-Baccalaureate Certificate in Primary Care Nursing** concurrently with their undergraduate **BSN Degree**.



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UBC Okanagan will be the first in Western Canada to offer a **Post-Baccalaureate Certificate in Primary Care Nursing**. The online delivery model will allow Registered Nurses from across Canada to be admitted into the **Post-Baccalaureate Certificate in Primary Care Nursing**. Efforts will be made to arrange practice placements in the student's local communities and thus will serve to support capacity building in all areas provincially and nationally, including rural communities.

Marketability & Sustainability Report

According to the [BC Labour Market Outlook: 2021 Edition](#), as B.C.'s population continues to age, health care and social assistance will see the largest increase in job openings in the next 10 years. Of these openings, 60 per cent will come from the need to replace retiring workers, while the remaining 40 per cent will result from expansion of the health system in response to the growing medical needs of an aging population and the expansion of the care economy. It is not surprising that nursing is the highest in demand role in BC for 2021-2031. The market analysis illustrates that the shortage of nurses provincially and nationally has been long standing and is expected to persist into the 2019-2028 period.

Executive summary from report

The role of Primary Care Nurse falls within the National Occupation Code NOC 3012: Registered nurses and registered psychiatric nurses. According to the BC Labour Market Outlook: 2021 Edition, NOC 3012 is the highest in demand role in BC for 2021-2031.

Using EMSI, a labour market analytics firm that provides market reports to help with understanding broad labour market trends a total of 1,443 job postings were found for NOC 3012 + "Primary Care" in BC searching from January 2020 to January 2022. According to EMSI "This is higher than the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they may be trying harder to hire for this position."

See Appendix A for the complete report completed by:

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National context

The [Patient's Medical Home](#) is the future model for family medicine in Canada. Since the original PMH vision was launched in 2011, all the Canadian provinces have been promoting primary health care and building primary care delivery models as the first point of contact for health care services.



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Provincial context

In 2018, the provincial government announced the launch of a primary health care strategy with integrated team-based care as the overarching principle and the Patient's Medical Home (PMH) vision serving as the foundation for Primary Care Networks (PCNs), which knit together services and organizations to better coordinate care for patients. The [BC College of Family Physicians \(BCCFP\)](#) believes the PMH to be the future of family medicine in British Columbia. Family practice offices, community health centres, or health authority-run clinics all can function as a PMH. As of 2022, 43 PCNs have been established across the province and six PCNs are in the final stages of planning. In the last two years there has been over 900 postings in BC for nurses with primary care experience.

Current Available Educational Programs

Graduate certificate/degree

Options for formal education for nurses practicing in primary care are available at the graduate level. There are nurse practitioner programs that lead to employment in primary care. However, there are also diplomas, masters, and nurse practitioner programs that focus on the area of primary health care. For example, UBC Vancouver offers a Graduate Certificate in Primary Health Care.

Post-Baccalaureate certificates

Currently in the province of BC the British Columbia Institute of Technology (BCIT) offers the majority of post-baccalaureate certificates in nursing. They are well-resourced to offer this training in clinically focused specialty nursing care. BCIT does not offer a Certificate in Primary Care Nursing.

The environmental scan found only one current option for nurses in Canada to take a certificate in primary care nursing. The Nova Scotia Health Authority offers the [Family Practice Nursing Education Program](#). This program has no tuition and students are most often sponsored by their employer and therefore are paid throughout practicums. This full-time program is 16 weeks with integration of theory and practice. Generally speaking, the cohorts are about 8 students.

Professional development courses

There are limited programs available at the undergraduate level. There are modules/courses available online, some are even free, that are focused on specific topics such as diabetes, palliative care, etc. While these are valuable to strengthen practice knowledge, nurses are likely missing some foundational components in relation to assessing and managing patient care in community team environment. Some examples are:

- Alberta Health Services (free)
 - <https://www.albertahealthservices.ca/info/Page16979.aspx>



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- <https://phc.myabsorb.ca/#/public-dashboard>
- Michener Institute of Education - Continuing Education - cost \$239.00/course
- <https://michener.ca/continuing-education/ce-courses/primary-care-education/>

Research Informing Development of Post-Baccalaureate Certificate in Primary Care Nursing

Scoping literature review

The purpose of the literature review was to provide direction for curriculum development of a Certificate in Primary Care Nursing at the University of British Columbia Okanagan (UBCO). The focus of this literature analysis was to garner an understanding of the RNs role and experience in primary care nursing. Findings identified a need to delineate the RNs role and support their ability to practice to their full scope. The evidence also indicated that many RNs have a desire to be in the role of system navigator and that placing RNs in this role is advantageous to efficiency, quality of care, and RN job satisfaction. Evidence further supported that recruitment, retention, and job satisfaction have been negatively impacted by role confusion, role restriction, and heavy workloads. The access to specific education and professional development opportunities would impact the understanding of a RNs' full scope of practice as well as the ability to recruit and retain nursing in this team-based integrated care setting.

Roles and responsibilities of primary care nurses in BC

In 2021-22, Dr. Nelly Oelke received funding from the Doctors of BC to conduct an evaluation of Evaluation of Orientation and Training for Nurses Working in Primary Care Practice Settings. This research is currently being finalized with final reporting anticipated late 2022. Key results include the importance of effective orientation and training for nurses who choose to work in these settings. Furthermore, nurses desire the opportunity for additional education courses to better prepare themselves for the primary care nursing role.

Current student interest

A Qualtrics survey of current students was conducted in Spring 2021 and completed by 70 current BSN students and 16 MSN students (**See Appendix B**). Interestingly, over 90% indicated this area of nursing was of interest to them, and 40 students indicated they would register in the first course offering in September.

One core lecture-based course of the certificate, NRS 424/524 Primary Care Nursing, has been developed and approved by Senate in March 25, 2021. The School of Nursing has been offering NRS 424 Primary Care Nursing, with online delivery since Fall of 2021.

Both BSN and MSN students will be able to apply the credits from NRS 424 to their current degree.



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The BSN students will be offered a practice pathway to support them in transitioning to be employed in a primary care nursing role. As health care systems are faced with a global nursing shortage, it is imperative that undergraduate curricula respond and identify ways to support new graduate preparedness to enter areas of practice outside of an acute care medical or surgical context.

Curriculum Framework for a Post-Baccalaureate Certificate in Primary Care Nursing

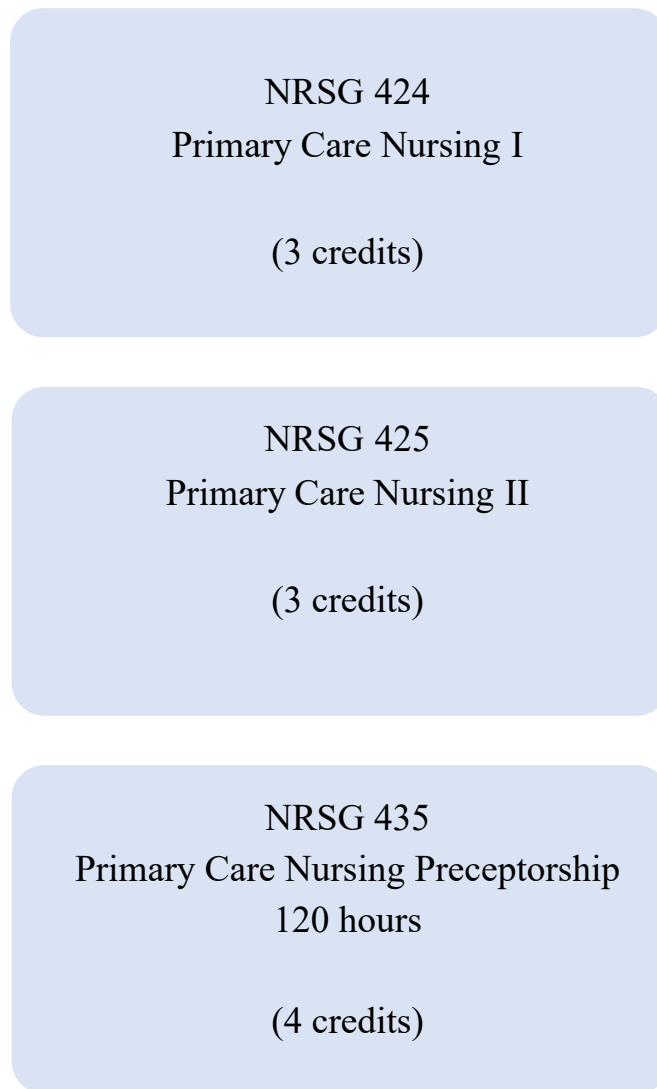


Figure 1 Curriculum Framework for a Post-Baccalaureate Certificate in Primary Care Nursing



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Curriculum Framework for BSN Learning Pathway for Primary Care Nursing

The **BSN Learning Pathway for Primary Care Nursing** models the other UBCO BSN Learning Pathways for specialty nursing areas. This model requires collaboration with the Health Authority for clinical placements and ESN opportunities

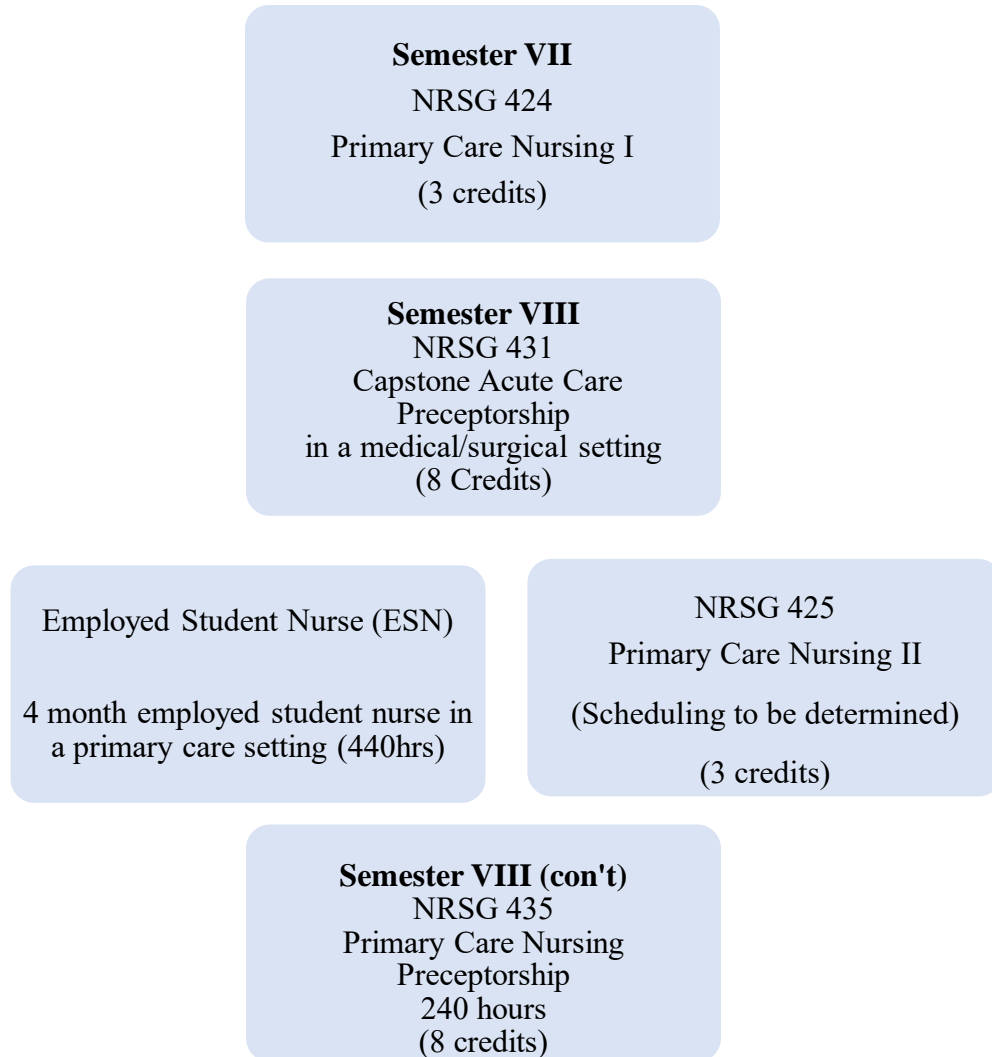


Figure 2 Curriculum Framework for a BSN Learning Pathway for Primary Care Nursing



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BSN Learning Pathway for Primary Care Nursing

On graduation **BSN Learning Pathway for Primary Care Nursing** students will have completed all 10 credits and will be awarded a **Post-Baccalaureate Certificate in Primary Care Nursing** (See Table 1).

Table 1 BSN Learning Pathway for Primary Care Nursing

Pathway 1		
Term I	Term II	Summer
SSI	SSII	
SSIII	SSIV	
SSV	SSVI	SSVII <ul style="list-style-type: none"> • <i>NRSG 424 (3) Primary Care Nursing I</i> • <i>Plus, other semester courses</i>
SSVIII - Extended <ol style="list-style-type: none"> 1. Sept & Oct <ul style="list-style-type: none"> • <i>NRSG 431 Capstone Acute Care Preceptorship (acute care med/surg)</i> 2. Nov - Feb <ul style="list-style-type: none"> • <i>Employed Student Nurse (ESN) in Primary Care Nursing Setting (440 hours)</i> 3. Jan – April (scheduling to be determined) <ul style="list-style-type: none"> • <i>NRSG 425 (3) Primary Care Nursing II</i> 4. March & April <ul style="list-style-type: none"> • <i>NRSG 435 (8) Primary Care Nursing Preceptorship (240 hours)</i> 		
**students will complete 680 hours of practice in a primary care setting prior to graduation		



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Proposed Course Descriptions

NRSG 424/524 (3) Primary Care Nursing I

Exploring concepts and frameworks foundational to the role of the primary care nurse in serving diverse populations, reducing health disparities, and promoting equity. Examine competencies including assessment approaches, care planning, and evaluation of care, and build evidence informed knowledge of disease prevention, health promotion, and management of health conditions across the life span. Interprofessional collaborative care delivery models and modes of care will be examined.

Credit will be granted for only one of NRSG 424 or NRSG 524.

Prerequisite for NRSG 424

- *Student in final year of a BSN, BScN, or BSPN program in Canada in good standing; or*
- *Registered Nurse/ Registered Psychiatric Nurse with Baccalaureate Degree in Canada in good standing.*

Prerequisite for NRSG 524

- *Student in MN or MSN Program in Canada in good standing*

NRSG 425/525 (3) Advanced Primary Care Nursing II

Exploring evidence informed guidelines and care planning for providing quality care. Build knowledge of case management, care coordination, and system navigation for clients across the lifespan and continuum of care. Build knowledge of quality improvement principles as a way of supporting safe quality care.

Credit will be granted for only one of NRSG 424 or NRSG 524.

Prerequisite: NRSG 424 or NRSG 524

NRSG 435/535 (4/8) Primary Care Nursing Preceptorship (120/240 hrs)

Preceptored advanced practice experience provides opportunity for evidence-informed practice in an integrated team-based primary care context. Application of knowledge, skills, and abilities from related Primary Care Nursing theory course(s). Opportunity to work with interprofessional teams. *Pass/Fail (dependant of availability) [4 credits 120 hours over 4 weeks or 5 weeks].*

Credit will be granted for only one of NRSG 435 or NRSG 535
Prerequisite: for NRSG 425/525

See Appendix C for Syllabi



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Competency Mapping

The primary care nursing role is complex and beyond the provincial entry level competencies required of a new nursing graduate. Curriculum mapping was informed by Canadian Family Practice Nurses Association (CFPNA) National Competencies as well as the comprehensive Competency Based Practice Framework developed by Interior Health (See Appendix D). From these competency documents, concepts have been grouped for curriculum purposes (See Table 2).

Table 2 Concept Mapping for Post-Baccalaureate Certificate in Primary Care Nursing

Theory Courses	Micro Credentials	Professional Development
<ul style="list-style-type: none"> • Principles of PHC • Role of Nurse • Canadian Context for PHC • Team Based Care / IPC • Modes of Delivery <ul style="list-style-type: none"> ○ Virtual Care • Population & Public Health <ul style="list-style-type: none"> ○ Policy (provincial & local) • Health Promotion <ul style="list-style-type: none"> ○ Change Theory ○ Community Resources ○ Nutrition ○ Smoking Cessation • Life Planning <ul style="list-style-type: none"> ○ MAID ○ Advanced Care Planning ○ Frailness & risk • Quality Assurance (standards, evidence based). 	<ul style="list-style-type: none"> • Physical /Health Assessment • Case Management <ul style="list-style-type: none"> ○ Chronic Disease management ○ Motivational Interviewing ○ Brief Action Planning (BAP) ○ Self-management models • Pharmacology <ul style="list-style-type: none"> ○ Medication profile & management ○ Pain management ○ INR ○ Insulin ○ Immunizations • Mental Health & Substance Use <ul style="list-style-type: none"> ○ MSE ○ De-escalation ○ Overdose Protection and Management • Child & Youth Mental Health • Indigenous Health • Cancer Screening & Support • Skin & wound Management <ul style="list-style-type: none"> ○ Cryotherapy ○ Ear Irrigations and Cerumen • Reproductive & Sexual Health <ul style="list-style-type: none"> ○ Pelvic Exams/Cervical Cancer Screening ○ Sexually Transmitted Infections Assessment (Non-Certified Practice) • Telehealth 	<ul style="list-style-type: none"> • Advanced Clinical Reasoning • Chronic Disease Specific Knowledge <ul style="list-style-type: none"> ○ Diabetes ○ Hypertension ○ Cardiovascular/Cardiac Disease ○ Respiratory Conditions
In the two 3 credit lecture courses	Include practice with theses – shadow and preceptorships	Online modules from a variety of sources



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Learning Outcomes for Lecture Courses

Learning outcomes for the two advanced lecture courses have been developed base on the competency mapping and identified concepts (See Table 3).

Table 3 Learning Outcomes for Lecture Courses

Concepts for Theory Courses	NRSG 424/524 Primary Care Nursing I	NRSG 425/525 Primary Care Nursing II
<ul style="list-style-type: none"> • Principles of PHC • Canadian Context for PHC • Role of Nurse • Team Based Care / IPC • Modes of Delivery <ul style="list-style-type: none"> ○ Virtual Care • Population & Public Health <ul style="list-style-type: none"> ○ Policy (provincial & local) • Health Promotion <ul style="list-style-type: none"> ○ Change Theory ○ Community Resources ○ Nutrition ○ Smoking Cessation • Life Planning <ul style="list-style-type: none"> ○ MAID ○ Advanced Care Planning ○ Frailness & risk • Quality Improvement (standards, evidence based). 	<ol style="list-style-type: none"> 1. Identify primary care concepts, models, and frameworks along with applicable nursing/social theories and how they can be applied to primary care nursing practice in Canada and internationally. 2. Explain the role of a primary care nurse, including health promotion, disease prevention, and episodic and chronic disease management across the lifespan, as well as the competencies required for serving historically, systemically, and persistently marginalized groups or populations in the primary care setting to reduce health disparities and inequities. 3. Outline the principles and practices for the various modes of care delivery such as virtual care and telehealth. 4. Discuss evidence informed interprofessional collaborative practice models and their application to primary care nursing. 5. Examine and analyze facilitators and challenges to teamwork and how these may be addressed. 6. Apply primary care nursing concepts, theories, and frameworks to practical examples. 	<ol style="list-style-type: none"> 1. Identify evidence-informed primary care guidelines, care planning, and follow-up care. 2. Explain the role of nurses in system navigation, care coordination, case management across the lifespan and care continuum. 3. Identify and navigate evidence-informed practice standards related to primary care nursing for serving historically, systemically, and persistently marginalized groups or populations in the primary care setting to reduce health disparities and inequities. 4. Examine and analyze change theory, self-managed care, health promotion, health programming, and community resources. 5. Discuss women and children's health care approaches and related best practice standards. 6. Identify chronic complex care approaches to health and related chronic disease management as well as mental health guidelines and best practice standards. 7. Explain palliative approach to care and related policies such as MAID and Advance Care Planning. 8. Apply knowledge about primary care nursing approaches to practical examples including care planning. 9. Apply quality improvement principles, research, and evaluation as a way of supporting safe quality care.



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Budget Projections for Post-Baccalaureate Certificate in Primary Care Nursing

It is understood that as a new certificate program tuition should be set to cover cost of operations and delivery, with the aim of some potential revenue. Cost recovery and revenue will be dependent on successful recruitment and enrollment.

Facilitation factors:

- Nimble with 10 credits
- Cost of approximately \$2,000.00 to complete degree
- Online delivery with practicum close to home
- Open and RPN
- One course open to BSN students
- One 3 credit course already being offered – main expense is the addition of one 3 credit course.

Challenges:

- Advertising
- Recruitment
- Aligning with national initiative for education and credentialling (2 years away)

Budget projection has been depicted in Table 4. The budget projections are based on the following:

- Undergraduate tuition is \$190.97 per credit
- **Revenue is 54.98% of \$190.97 = \$105. per credit**

Table 4 Budget Projections

	Credits	Course Type	Cost for Student	Tuition Revenue Per Student	Teaching Expense / Course	Revenue/Expense
NRSG 424/524	3	Lecture	\$572.91	\$315.00	Nil	Offered in UG Program Each non-BSN registered student adds revenue.
NRSG 425/525	3	Lecture	\$572.91	\$315.00	\$10,000.00 (1 CE)	Additional course for UG program. 32 students are cost neutral
NRSG 435	4	Preceptorship	\$677.91	\$420.00	\$5,000.00 (.5 CE)	20 students/ 1 teacher/.5 CE 12 students are cost neutral.



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Micro-Credentials Non-Credit Courses

Micro-Credentials are a key part of a new initiative that will fast-track British Columbians to gain the education and skills they need for high-demand jobs. “Micro credentials are an exciting new initiative for B.C. post-secondary education that will enable learners to get the education and skills they need to access high-demand jobs,” said Anne Kang, Minister of Advanced Education and Skills Training.

<https://news.gov.bc.ca/releases/2021AEST0012-000225>

The SON has received funding to create the first micro-credential from the Ministry of Post-Secondary Education and Future Skills. The initial goal is to develop and offer one micro-credential course (Physical or Health Assessment for Primary Care) for Registered Nurses (RNs) and working in or wanting to work in primary health care settings. This micro-credential will require 70 hours of student time which will include: 12 hours of instruction, 22 hours out of class time, plus 36 hours practicum. Each non-credit credentials will result in a Letter of Proficiency. It is anticipated that these courses will be taught by clinical experts or certified educators.

The current plan allows for the development of future micro-credentials in primary care nursing such as a Foundational Skills Series and a Specialty Skills Series.

These non-credit courses will in alignment with Senate Policy O-129 Non-Credit Credentials and will be designed to augment general nursing practice and the **Post-Baccalaureate Certificate in Primary Care Nursing**. They can be taken at any time – before – in between courses – or following. Each Micro-credential will be designed to fit the skill and determined learning outcomes.



Primary Care Nursing Certificate: Market Research & Analysis

Prepared for the School of Nursing.

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Executive Summary

Enclosed is the market research and analysis for the Certificate in Primary Care Nursing proposed by the School of Nursing at UBC’s Okanagan Campus.

From the report below, the following areas are of note:

The role of Primary Care Nurse falls within the National Occupation Code [NOC 3012: Registered nurses and registered psychiatric nurses](#). According to the [BC Labour Market Outlook: 2021 Edition](#), NOC 3012 is a the highest in demand role in BC for 2021-2031.

Using EMSI, a labour market analytics firm that provides market reports to help with understanding broad labour market trends a total of 1,443 job postings were found for NOC 3012 + “Primary Care” in BC searching from January 2020 to January 2022. According to EMSI “This is higher than the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they may be trying harder to hire for this position.”

Labour Market & Industry

This section surfaces the labour market and industry trends with a main focus on BC through a variety of sources.

National Occupation Code (NOC)

The National Occupational Classification is the national reference of occupations in Canada. NOC codes are used to classify occupations according to their skill level and skill type.

The Primary Care Nurse falls under the classification:

<p>NOC 3012: Registered nurses and registered psychiatric nurses</p> <p>*High opportunity occupation</p> <p>Common Job Titles (non-exhaustive list):</p> <ul style="list-style-type: none"> • Nurse • Nurse, primary care nurse • Nurse, private care • Nurse, psychiatric / mental health • Nurse, public health / community health • Nurse, registered (RN) - public • Nurse, registered (RN) - telehealth • Nurse, registered psychiatric (RPN) • RN (registered nurse)
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EMSI Results for BC

EMSI is a labour market analytics firm that provides market reports to help with understanding broad labour market trends. It provides a snap shot of current posted occupations by combining keywords related to the program proposals (mostly skills and knowledge).



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As the position of a Primary Care Nurse is a listed job title within the Registered nurses and registered psychiatric nurses (NOC 3012), the two searches below were completed: a baseline using [NOC 3012: Registered nurses and registered psychiatric nurses](#) and the second using NOC 3012 and a keyword search + “primary care”.

	- Baseline - NOC 3012: Registered Nurse	NOC 3012: Registered Nurse + Primary Care
Search Period	January 2020 – January 2022	January 2020 – January 2022
Location	BC	BC
Unique Job Postings	22,255	1,443
Job Posting Summary	<p>There were 107,307 total job postings for your selection from January 2020 to January 2022, of which 22,255 were unique. These numbers give us a Posting Intensity of 5-to-1, meaning that for every 5 postings there is 1 unique job posting.</p> <p>This is higher than the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they may be trying harder to hire for this position.</p>	<p>There were 7,068 total job postings for your selection from January 2020 to January 2022, of which 1,443 were unique. These numbers give us a Posting Intensity of 5-to-1, meaning that for every 5 postings there is 1 unique job posting.</p> <p>This is higher than the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they may be trying harder to hire for this position.</p>
Unique Job Postings by Regional Breakdown	Vancouver: 11,576 Victoria: 1,328 Abbotsford-Mission: 907 Kelowna: 647 Chilliwack: 626	Vancouver: 721 Victoria: 91 Abbotsford-Mission: 38 Prince George: 33 Fort St. John: 28
Top Companies Posting	<ul style="list-style-type: none"> • Fraser Health • Vancouver Coastal Health • Interior Health Authority • Northern Health • Vancouver Island Health Authority • Island Health • Provincial Health Services Authority 	<ul style="list-style-type: none"> • Vancouver Coastal Health • Northern Health • Fraser Health • Island Health • Vancouver Island Health Authority • Interior Health Authority • Provincial Health Services Authority
Top Hard Skills	<ul style="list-style-type: none"> • Nursing • Midwifery • CPR • Nursing Care • Nursing Practices • Psychiatric And Mental Health Nursing • Mental Health 	<ul style="list-style-type: none"> • Primary Care • Nursing • Midwifery • Nursing Care • Community Health • Chronic Disease Management • CPR



	<ul style="list-style-type: none"> • Quality Improvement • Psychiatry • Acute Care 	<ul style="list-style-type: none"> • Trauma Care • Clinical Experience • Chronic Diseases
Top Soft Skills	<ul style="list-style-type: none"> • Communications • Research • Valid Driver’s License • Management • Leadership • Planning • Teaching • Writing • Compassion • Computer Literacy 	<ul style="list-style-type: none"> • Valid Driver’s License • Research • Planning • Management • Communications • Critical Thinking • Coordinating • Leadership • Time Management • Assertiveness

BC Labour Market Outlook: 2021 Edition

The [BC Labour Market Outlook](#) provides a 10-year forecast of the supply and demand for labour in the province. It’s in place to provide informed information on careers, skill training, education and hiring.

The report lists NOC 3012: Registered nurses and psychiatric nurses projected job openings 2021-2031 as 20,140, listing it as the top in demand job in BC (page 21).

Canadian Labour Market: Job Bank

[Job Bank](#) is Canada’s national employment service, it remains the leading source of jobs and labour market information in Canada.

Labour Market conditions over the next 10 years

Reviewing Registered Nurses in Canada (NOC 3012), the following [Detailed Analysis](#) is provided:

“For **Registered nurses and registered psychiatric nurses**, over the period 2019-2028, new job openings (arising from expansion demand and replacement demand) are expected to total **191,100**, while **154,600** new job seekers (arising from school leavers, immigration and mobility) are expected to be available to fill them.

The labour shortage conditions seen in recent years is expected to persist into the 2019-2028 period, and could even become more acute as the projected number of job openings is expected to be substantially larger than the projected number of job seekers over that period.”

Sample Job Postings

Sample job postings were taken from the five regional health authorities of BC: Fraser Health, Interior Health, Northern Health, Vancouver Coastal Health and Vancouver Island Health.

Please note full details of the sample job postings information enclosed below is available.

Interior Health
Job Title: Primary Care Nurse – Penticton, BC Facility: Penticton Urgent and Primary Care Centre (UPCC)



Qualifications

Baccalaureate degree in Nursing. Post graduate courses in a chronic disease specialty or advanced skills training. Three years recent related clinical nursing experience in primary care nursing or chronic disease management setting, including experience developing and providing formal education to patients, families, the general public, and other health professionals; or an equivalent combination of education, training and experience.

Current practicing registration with the BC College of Nurses & Midwives (BCCNM)

Current valid BC Driver's License.

Fraser Health

Job Title: Registered Nurse, Primary Care Practice (Chilliwack)

Facility: Chilliwack Primary Care Clinic (CPCC)

Qualifications

- Current practicing registration as a Registered Nurse with the British Columbia College of Nurses and Midwives (BCCNM)
- One (1) year recent related clinical experience including assessing and treating children youth and adults in an acute or community/outpatient care setting
- Immunization additional education completed and up to date
- Valid BC drivers license and access to a personal vehicle for business related purposes

Northern Health

Job Title: Registered Nurse, Rural/Remote Nursing Incentive - Primary Care (Full Time)

Facility: Tumbler Ridge D & T Centr

Qualifications

- Registration with BC College of Nurses and Midwives as a practicing RN or RPN registrant.
- Three years recent, related clinical nursing experience in primary care nursing and/or chronic disease management settings, including experience developing and providing formal education to patients, families, the general public, or an equivalent combination of training and experience.
- Current valid B.C. Driver's License.

Skills and Abilities:

- Assessment and Intervention - Demonstrated ability to complete initial and ongoing client assessments (clinical and diagnostic reasoning) and provide nursing care through appropriate/ prescribed technical, therapeutic, safety type interventions.
- Communication-Demonstrated ability to communicate effectively with the clients, families, the public, medical staff and the members of the interdisciplinary team using verbal, written and computer communication means.
- Critical Thinking-Demonstrated ability to integrate and evaluate pertinent data (from multiple sources) to problem-solve effectively.
- Person and Family Centered Practice - Ability to promote person-focused care that demonstrates care for and with people and their families/significant others within the context of their community, sensitive to diverse cultures and preferences, client advocacy and social justice concerns.



- Teaching people and their families-Knowledge of adult learning principles & facilitation skills to effectively educate people and others about topics essential to health care and well-being. Also able to teach, mentor and support the learning of students and colleagues.
- Management-Effectively manages time and resources to support service delivery. Implements activities such as team huddles and other activities to promote communication, cooperation and collaboration across disciplines to facilitate continuity of care.
- Leadership-Promotes staff morale, cooperation, assertiveness and risk-taking, creative planning for change and innovations, implementation of NH policies or other protocols, and ongoing professional development of self.
- Knowledge Integration-Using factual information, prior learning and basic principles and procedures to support decisions and actions with relevant research-based evidence. Integrates best practice from nursing and health-related disciplines and the humanities, arts and sciences disciplines into professional practice. Understands epidemiological principles, status indicators that measure the health of the northern population.
- Population, Public Health and Harm Reduction Approach - develops a core set of population & public health attitudes and values Ability to operate related equipment including relevant computer applications.
- Physical ability to perform the duties of the position.

Vancouver Coastal Health

Job Title: Primary Care Nurse (RN)

Facility: North Shore Urgent & Primary Care Centre (UPCC) – North Vancouver, BC

Qualifications

Education & Experience

- Current practicing registration as a Registered Nurse with the British Columbia College of Nursing Professionals (BCCNP).
- Two (2) years' recent clinical experience that is relevant to the designated clinical area, or an equivalent combination of education, training, and experience.

Knowledge, Skills & Abilities

- Demonstrates ability in applying critical thinking skills within safe limits of patient care.
- Demonstrated knowledge and skills within primary care as well as theory and practice within a patient and family centred model of care.
- Demonstrated knowledge of relevant Professional Regulations and Standards (ie. Community Health Nurse of Canada {CHNC) competencies and standards of practice).
- Demonstrated knowledge and demonstrated skill in the provision of evidence based clinical practice related to primary care.
- Demonstrated knowledge of provincial acts, regulations, and program policies and guidelines related to home, community and primary care.
- Demonstrated knowledge of acute, chronic disease, mental health and substance use, palliative and health management and self-management support. Demonstrated ability to provide culturally safe care to diverse populations. Demonstrated knowledge and experience in Trauma Informed Practice, Harm Reduction and Recovery Oriented Care.
- Demonstrated ability to communicate effectively.
- Demonstrated ability to employ effective conflict resolution.
- Demonstrated ability to work independently and set priorities for care.



- Demonstrated knowledge of other health disciplines and their role in patient care. Demonstrated ability to use research in practice.
- Demonstrated knowledge of adult education principles and ability to teach and coach patients and families.
- Demonstrated skill in CPR techniques.

Demonstrated physical ability to perform the duties of the position. Demonstrated ability to operate related equipment

Vancouver Island Health

Job Title: RN Community Health Services

Facility: VIHA South, Central and North Island Health Services Delivery Areas

Qualifications

Education, Training and Experience

Registration with BC College of Nurses and Midwives as a practicing RN registrant. Two years recent related experience or equivalent combination of education training and experience.

Valid BC driver's license.

Skills and Abilities

- Demonstrates ability to provide client-focused, trauma informed and culturally safe care.
- Demonstrates ability to complete initial and ongoing client assessments (clinical and diagnostic reasoning) and provide nursing care through evidence-based guidelines.
- Demonstrates effective written, electronic and verbal communication to facilitate inter-professional collaborative practice, healthy environments, and a respectful workplace for client, staff, students and partners/affiliates.
- Demonstrates ability to instruct clients and others about topics essential to health care and well-being.
- Demonstrates ability to manage time and resources effectively.
- Demonstrates ability to apply knowledge of care planning and care coordination, including knowledge of community programs and services
- Demonstrates knowledge of community health practice, chronic disease management, geriatric and palliative nursing practice within a client and care giver centered care approach.
- Demonstrates ability to demonstrate self-awareness, developing and implementing own learning goals for continuous learning and professional development.
- Demonstrates ability to use factual information, prior learning and basic principles and procedures to support decisions and actions with relevant research-based evidence.
- Informs, applies and integrates research and evidence-based best practice related to nursing and health-related disciplines and the humanities, arts and sciences disciplines into professional practice.
- Demonstrates ability to operate related equipment and technology including relevant computer applications.
- Demonstrates ability to perform the duties of the position.



Reports & News Supporting Primary Care Nursing

BC Government

Ministry of Health

[Nursing Policy Secretariat: Priority Recommendations Report January 2018](#)

“Although nurses provided the policy secretariat numerous examples of peer reviewed evidence on the utilization and effectiveness of nurses within primary care settings, progress has been slow to optimize the role of nurse practitioners, registered nurses, licensed practical nurses and registered psychiatric nurses in primary care practice settings. Public health nurses are well positioned to improve the health of the population but are often underutilized when the current scope of registered nurse practice is considered.

Effective healthcare delivery requires effective interprofessional collaboration and coordination with the patient being at the center of care delivery. The addition of nurses to existing primary care practices can increase the number of patients receiving primary care and can enhance the optimization and effectiveness of all practitioners using team-based care approaches to primary care.” (Page 6)

News Release: September 2020

[Transforming primary care in B.C.](#)

“Government will provide approximately \$110 million in annual funding to the primary care networks once they are fully established. The team of health-care providers will include family physicians, nurse practitioners and health-care professionals, ranging from registered nurses, traditional wellness

coordinators and cultural safety facilitators to allied health-care professionals, social workers and clinical pharmacists.

These new networks will see community partners, local health-care providers and Indigenous partners work together to ensure patients have access to a full range of team-based primary care services, from maternity to end of life, for all of their day-to-day health-care needs. In addition, they have been designed to address primary care priorities of individual communities such as:

- providing better access to chronic disease and chronic pain management;
- improving access to mental-health and substance-use services;
- culturally safe and appropriate care for Indigenous peoples;
- helping to co-ordinate services for vulnerable people with complex health issues; and
- providing comprehensive services for people living in poverty.

For people and families, it means getting faster, better access to their primary care team or provider, including evenings and weekends, as well as being connected to appropriate services and supports in the community.”

BC Nurses’ Union

[Position Statement Primary Care September 2011](#)

“Turning our attention to primary health care (PHC) in BC, we note that fragmentation in service provision is a serious problem: family physicians are retiring and not being replaced; walk-in clinics, while



Okanagan Campus

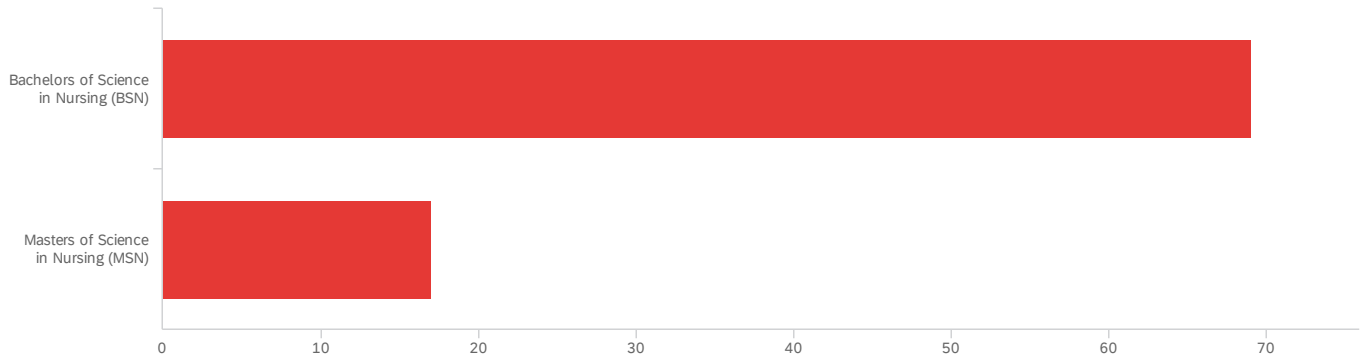
filling a gap, provide discontinuous care; some British Columbians turn to inefficient and high-cost emergency rooms as their primary care. Transforming PHC, with an expanded role for nurses, is part of the solution to this social and economic problem. The art and science of nursing is about providing opportunities for patients and communities to make healthier choices. Nurses do this by offering a continuum of respectful patient-centered and holistic healthcare to all clients in all contexts. Nurses have the skill, knowledge and experience to provide comprehensive primary health care.”

Default Report

Proposed NRSG Course in Primary Care

March 5, 2021 4:27 PM MST

Q1 - I am currently enrolled in the following program at UBC Okanagan:



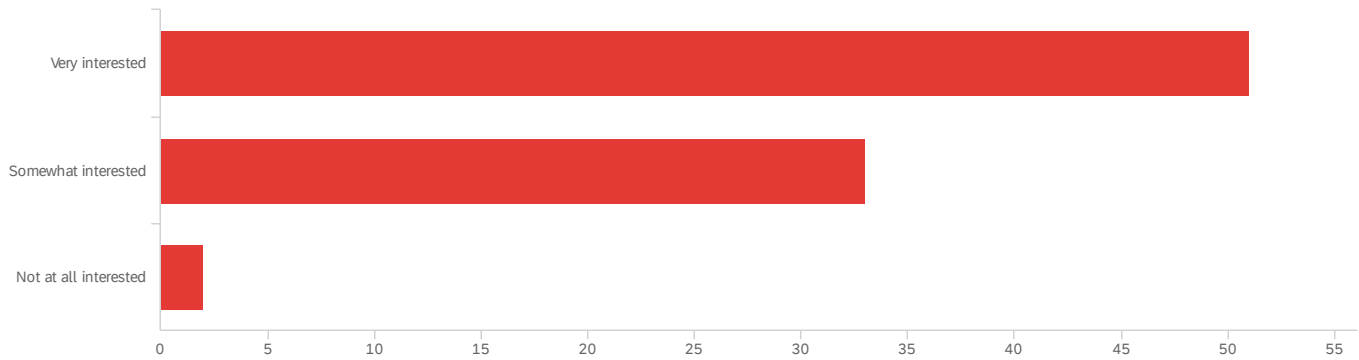
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am currently enrolled in the following program at UBC Okanagan:	1.00	2.00	1.20	0.40	0.16	86

#	Field	Choice Count
1	Bachelors of Science in Nursing (BSN)	80.23% 69
2	Masters of Science in Nursing (MSN)	19.77% 17

86

Showing rows 1 - 3 of 3

Q2 - What is your interest in a primary care nursing course as described above?

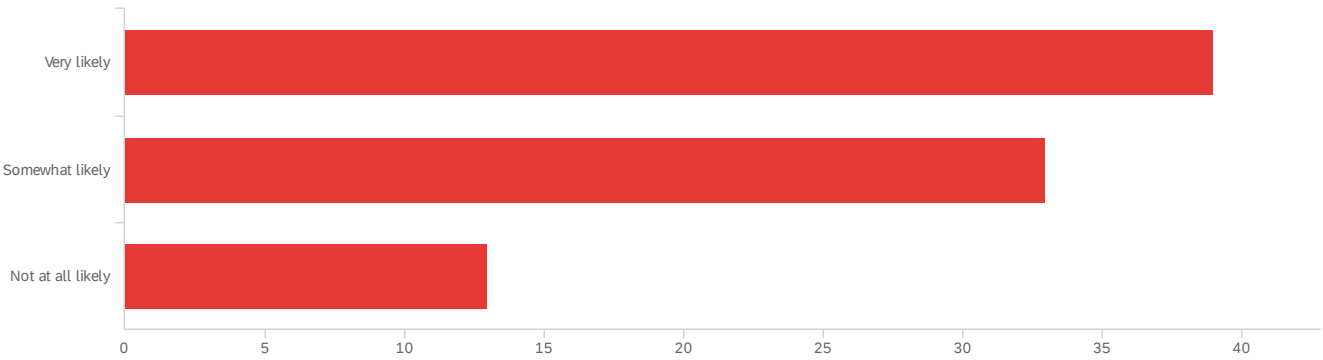


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your interest in a primary care nursing course as described above?	1.00	3.00	1.43	0.54	0.29	86

#	Field	Choice Count
1	Very interested	59.30% 51
2	Somewhat interested	38.37% 33
3	Not at all interested	2.33% 2
		86

Showing rows 1 - 4 of 4

Q3 - How likely would you be to take this primary care nursing course if offered in Fall 2021?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely would you be to take this primary care nursing course if offered in Fall 2021?	1.00	3.00	1.69	0.72	0.52	85

#	Field	Choice Count
1	Very likely	45.88% 39
2	Somewhat likely	38.82% 33
3	Not at all likely	15.29% 13
		85

Showing rows 1 - 4 of 4

Q4 - Additional comments:

Additional comments:

Would it be offered in the summer as well for the May start group?

Would this be a precursor to our preceptorship placement? I am very interested in doing my elective at a primary care facility

I think it's a great idea. I currently work in a primary care setting so may be less applicable personally but a great opportunity for fourth year students.

Would love to take it :)

I have completed my MSN coursework, but would have participated in a primary care course if available

I have already made some choices on what I might do for 4th year, had this been an earlier option I certainly would have taken it.

I would take this if I could in Summer 2021 as I am planning to head in December 2021

I am going through the summer so would be very interested if it was offered in the summer.

If it will help with taking a community placement I would 100% take the course

Would love to but am enrolled in summer semester for my theory courses

I'm in the summer section </3

I am hoping to graduate before then. But I would take this if it was offered to nurses outside of those enrolled as students.

Would there be a practical component? I am planning on taking 4th year in summer but think this would definitely be a valuable and interesting course to take

I don't think I have any electives left to take in my current program but would have been interested in this

I would love to take this course as my MSN elective in fall 2021.

possible in the future, I think this course will be a great addition for the BSN and MSN.

End of Report



Admissions Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD Dept./Unit: School of Nursing Faculty/School Approval Date: May 15, 2023 Effective Session: 2024S	Date: April 19, 2023 Contact Person: Sheila Epp Phone: 250-862-7334 Email: sheila.epp@ubc.ca
Type of Action: New Programming The Development of Post-Baccalaureate Certificate Programing in Nursing Addition of Post-Baccalaureate Certificate Programing to the Academic Calendar. Addition of the first one: Post-Baccalaureate Certificate in Primary Care Nursing	
Rationale: <p>Interprofessional collaborative teams strengthen our publicly funded health care system and serve to promote equitable access to quality care for all Canadians when and where it is needed (CNA, 2020). Canada’s Registered Nurses are supporting and advocating for a primary health care (PHC) approach across our health care systems.</p> <p>In the province of BC, the Family Practice Services Committee (FPSC) is working with divisions of family practice to support physician offices around the province to transition to towards the patient medical home (PMH) and primary care network (PCN) models. In these networks, the Patient Medical Homes (PMH) will provide evidence-based team-based primary health care by family physicians and nurse practitioners complemented by a team of RNs and other health care professionals.</p> <p>One goal of PMH is to provide the people of BC with access to a family doctor. RNs trained to work in primary care are needed to work in PMHs to support family doctors in meeting the need of the people of BC to be able to have a family doctor.</p> <p>The Registered Nurse in primary care is generally a member of this integrated team-based practice and their responsibilities may include: illness care, health promotion, disease prevention, rehabilitative care, supportive care, administrative responsibilities, research involvement and quality improvement.</p> <p>The primary care nursing role does not require a graduate degree; however, it does require additional competencies beyond those in undergraduate nursing programs. The Canadian Family Practice Nurses Association has developed National Competencies for Registered Nurses in Primary Care. A Post-Baccalaureate Certificate in Primary Care Nursing will provide Registered Nurses with additional competencies to prepare them for practice in this integrated team-based health care context.</p> <p>Comprehensive details are provided in the provided “Senate Proposal” document.</p>	

**Draft Academic Calendar URL:**

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,288,0,0>

Present Academic Calendar Entry:

School of Nursing

Contents

Introduction to the School of Nursing	→
Bachelor of Science in Nursing (B.S.N.) Programs	→
Communications and Rhetoric (Undergraduate Certificate)	→
Post-Baccalaureate Certificate Programs	
Graduate Programs	→
Academic Staff	→

[16730] The UBC Okanagan Campus School of Nursing offers a undergraduate degree (Bachelor of Science in Nursing) **and** two graduate degrees, a [Masters of Science in Nursing](#) and a [PhD in Nursing](#).

Proposed Academic Calendar Entry:

School of Nursing

Contents

Introduction to the School of Nursing	→
Bachelor of Science in Nursing (B.S.N.) Programs	→
Communications and Rhetoric (Undergraduate Certificate)	→
Post-Baccalaureate Certificate Programs	
Graduate Programs	→
Academic Staff	→

[16730] The UBC Okanagan Campus School of Nursing offers a undergraduate degree (Bachelor of Science in Nursing), **one Post-Baccalaureate Certificate**, two graduate degrees, a [Masters of Science in Nursing](#) and a [PhD in Nursing](#).

Post-Baccalaureate Certificate Programs

The Post-Baccalaureate Certificate Programs in Nursing provide professional development opportunities for nurses wanting to broaden their scope of practice in specific areas of nursing. These are post-degree professional programs designed to complement a baccalaureate degree in nursing that has already been achieved. A Post-Baccalaureate Certificate (10-21 credits) will be issued upon completion of required courses.

To respond to professional schedules, Post-Baccalaureate Certificate courses are offered in a variety of formats. Course delivery approaches for each certificate program will be specified in the certificate description. "To obtain the certificate, students must complete the courses within a maximum six-year period"



Admission Requirements

Admission to the Post-Baccalaureate Certificate programs requires a bachelor's degree in nursing, registration as a nurse (RN/RPN) in Canada in good standing, or permission of the UBC Okanagan School of Nursing.

Students wishing to enrol in individual courses, and who are not in the Post-Baccalaureate Certificate Program require fourth-year standing in a Bachelor of Nursing program in a Canadian Institution, must be in good standing, and require approval of the School of Nursing where they are enrolled.

Post-Baccalaureate Certificate in Primary Care

The Registered Nurse in primary care is generally a member of an integrated team-based practice and their responsibilities may include: illness care, health promotion, disease prevention, rehabilitative care, supportive care, administrative responsibilities, research involvement and quality improvement.

The primary care nursing role often requires additional competencies beyond those obtained in baccalaureate nursing programs. The Canadian Family Practice Nurses Association (CFPNA) has developed National Competencies for Registered Nurses in Primary Care. A Post-Baccalaureate Certificate in Primary Care Nursing will provide Registered Nurses with additional competencies to prepare them for practice in this integrated team-based health care context.

Program Requirements

To earn a Post-Baccalaureate Certificate in Primary Care students must complete the following 10 credits.

- NRSG 424/524 (3) Primary Care Nursing I
- NRSG 425/525 (3) Primary Care Nursing II
- NRSG 435/535 (4) Primary Care Nursing Preceptorship



Students are required to complete a minimum of 3 credits of required courses while enrolled in the Certificate program. The Post-Baccalaureate Certificate is awarded upon the completion of the above 10 credits.

To respond to professional schedules and to be available to students across Canada, NRS 424/524 (3) Primary Care Nursing I and NRS 425/525 (3) Primary Care Nursing II are offered in an online format. Classes for each course are scheduled for 3 hours per week over 2 weeks or 6 hours per week over 6 weeks. Each course will be offered once a year.

Practice Placements Requirements

Practice Placements

NRS 435/535 (4) Primary Care Nursing Preceptorship will be offered in each of the three terms. This 120-hour (4 week) practice placement may be completed in a variety of primary care settings with an RN or NP as preceptor. The UBC Okanagan Nursing Practice Placement Coordinator will work with the student and make attempts to find practice placements close to the student's place of residence or at a location of the student's choice. Practice placements are subject to UBC Okanagan's ability to arrange a placement with the site/agency. Students must complete a Primary Care Nursing Practice Placement Request Form and submit it to the Nursing Practice Placement Coordinator six months before they begin the practicum.

All students must submit evidence of the following to the Nursing Practice Placement Coordinator; students who fail to meet these requirements will not be permitted to commence the practice placement courses:

- Current Cardio Pulmonary Resuscitation within 6 months prior to practicum.
- Immunizations Record that align with Agency's Health Authority or Agency immunization requirements.
- Current Respiratory Fit Test



- Current nursing registration, in good standing, in a province in Canada

For further information refer to the documents listed below that are located on the School of Nursing website.

- Practice Requirements Standard;
- B.S.N. Program Standard for Nursing Practice Placement Transportation Requirements;
- B.S.N. Program Procedure for Vehicle Ride Along & Authorization;

Program Fees

Program fees are required in addition to tuition/student fees to provide additional services directly related to nursing practice such as:

- student accident insurance
- name tag

Student Placement Insurance

Students are eligible for WorkSafeBC coverage while doing their practicum provided the practicum is in the province of BC and meets requirements as determined by the Ministry of Post-Secondary Education and Future Skills.

Arrangements for optional Workers Compensation insurance are only in place for Ontario, Alberta & the Yukon. For more information and the procedure to apply for coverage, see Insurance Programs – Student Insurance for Practicum / Clinical Placements.

The student accident insurance is required and provides additional coverage for practicum. ¹

¹ Note: For further information please refer to the B.S.N. Program Procedure for Student Injury during Practice Experience/Insurance located on the School of Nursing website.

Conflict of Interest



A Conflict of Interest can be defined as any situation that could result in compromised nursing judgment or nursing care because of a personal or familial relationship with an assigned client, resident, patient, health care provider, facility, agency or patient care area. Students are required to report any situation where a conflict of interest may be present.

Note: For further information refer to the B.S.N. Program Standard for Conflict of Interest located on the School of Nursing website.

Professional Appearance

The School of Nursing has Professional Appearance Standards for practice placements that all students are required to adhere to.

Note: For further information refer to the B.S.N. Program Standard for Professional Appearance on the School of Nursing website.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD Dept./Unit: School of Nursing Faculty/School Approval Date: May 15, 2023 Effective Session: 2024S	Date: April 19, 2023 Contact Person: Sheila Epp Phone: 250-862-7334 Email: sheila.epp@ubc.ca
Type of Action: New Programming The Development of Post-Baccalaureate Certificate Programing in Nursing Addition of Post-Baccalaureate Certificate Programing to the Academic Calendar. Addition of the first one: Post-Baccalaureate Certificate in Primary Care Nursing	
Rationale: New Post-Baccalaureate Certificate Program (10 credits) This requires: <ul style="list-style-type: none"> • revisions to the currently existing NRSG 424/524 Primary Care Nursing Course; and • the addition of a second lecture course NRSG 425/525; and • the addition of a practicum course NRSG 435/535 	
Plans for Offerings Summer Term: NRSG 424/524 Winter Term II: NRSG 425/525 (beginning Winter Term II 2024/25) All Terms: NRG 435/535 (beginning Winter Term I 2024/25)	
<p>NRSG 424/524 has been updated and adjusted to synchronize and allow for the development of NRSG 425/525. Course title change for NRSG 424/524 to illustrate that these are a series of courses. Students enrolled in NRSG 524 and 525 are required to complete more extensive readings and have different assessment assignments.</p> <p>The two lecture courses prepare the student for the practicum course NRSG 435/535 where they can consolidate their learning. Together these courses provide a comprehensive coverage of the needed knowledge, skills, and abilities for primary care nursing.</p>	
Comprehensive details are provided in the provided “Senate Proposal” document.	



Proposed Academic Calendar Entry:

NRSG 424 (3) Primary Care Nursing I
Exploring concepts and frameworks foundational to the role of the primary care nurse in serving diverse populations, reducing health disparities, and promoting equity. Examine competencies including assessment approaches, care planning, and evaluation of care, and build evidence informed knowledge of disease prevention, health promotion, and management of health conditions across the life span. Interprofessional collaborative care delivery models and modes of care will be examined.
 Credit will be granted for only one of NRSG 424 or NRSG 524.

Prerequisite: Student in final year of a BSN, BScN, or BSPN program in Canada in good standing; or Registered Nurse/ Registered Psychiatric Nurse with Baccalaureate Degree in Canada in good standing.

NRSG 524 (3) Primary Care Nursing I

Exploring concepts and frameworks foundational to the role of the primary care nurse in serving diverse populations, reducing health disparities, and promoting equity. Examine competencies including assessment approaches, care planning, and evaluation of care, and build evidence informed knowledge of disease prevention, health promotion, and management of health conditions across the life span. Interprofessional collaborative care delivery models and modes of care will be examined.
 Credit will be granted for only one of NRSG 424 or NRSG 524.

Draft Academic Calendar URL:

<https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG>

Present Academic Calendar Entry:

NRSG 424 (3) ~~Primary Care Nursing~~
~~Exploring theories, concepts, and principles foundational to primary care nursing practice, learners will build evidence informed knowledge of health promotion, disease prevention, and management of both episodic and chronic conditions. Interprofessional collaborative practice and care planning will be examined.~~
 Credit will be granted for only one of NRSG 424 or NRSG 524. ~~**Prerequisite: Year 4 Standing in B.S.N. Program.**~~

NRSG 524 (3) ~~Primary Care Nursing~~

~~Exploring theories, concepts, and principles foundational to primary care nursing practice, learners will build evidence informed knowledge of health promotion, disease prevention, and management of both episodic and chronic conditions. Interprofessional~~



Prerequisite: Student in MN or MSN Program in Canada in good standing

NRSG 425 (3) Primary Care Nursing II

Exploring evidence informed guidelines and care planning for providing quality care. Build knowledge of case management, care coordination, and system navigation for clients across the lifespan and continuum of care. Build knowledge of quality improvement principles as a way of supporting safe quality care.

Credit will be granted for only one of NRSG 425 or NRSG 525.

Prerequisite: NRSG 424 or NRSG 524

NRSG 525 (3) Primary Care Nursing II

Exploring evidence informed guidelines and care planning for providing quality care. Build knowledge of case management, care coordination, and system navigation for clients across the lifespan and continuum of care. Build knowledge of quality improvement principles as a way of supporting safe quality care. Credit will be granted for only one of NRSG 425 or NRSG 525.

Credit will be granted for only one of NRSG 425 or NRSG 525.

Prerequisite: NRSG 424 or NRSG 524

NRSG 435 (4/8) Primary Care Nursing Preceptorship

Preceptored advanced practice experience provides opportunity for evidence-informed practice in an integrated team-based primary care context. Application of knowledge, skills, and abilities from related

~~collaborative practice and care planning will be examined.~~

Credit will be granted for only one of NRSG 424 or NRSG 524.-

~~Prerequisite: Good Standing in M.S.N. Program.~~



**Primary Care Nursing theory course(s).
Opportunity to work with interprofessional
teams. Pass/Fail. [4 credits 120 hours over 4
weeks/8 credits 240 hours over 8 weeks].**

**Credit will be granted for only one of NRS
435 or NRS 535.**

Prerequisite: NRS 425 or NRS 525

**NRS 535 (4/8) Primary Care Nursing
Preceptorship**

**Preceptored advanced practice experience
provides opportunity for evidence-
informed practice in an integrated team-
based primary care context. Application of
knowledge, skills, and abilities from
related Primary Care Nursing theory
course(s). Opportunity to work with
interprofessional teams. Pass/Fail. [4
credits 120 hours over 4 weeks / 8 credits
240 hours over 8 weeks].**

**Credit will be granted for only one of
NRS 435 or NRS 535.**

Prerequisite: NRS 425 or NRS 525



18 March 2024

To: Okanagan Senate

From: Admissions and Awards Committee

Re: a) Student Awards Report (approval)
b) Student Awards – New and Revised Deputy Vice-Chancellor Scholarships (approval)
c) Affiliation Agreement: UBC and Okanagan College – Engineering Bridge Admission Agreement (approval)

a) New Awards (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the attached new and revised awards, as presented.

Motion: That the Senate approve the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that a letter of thanks be sent to the donors.

b) Student Awards – Deputy Vice-Chancellor Scholarships (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the new Deputy Vice-Chancellor Scholarship for Continuing Indigenous Students and the revised Deputy Vice-Chancellor Scholarship for Continuing Students, as presented.

Motion: That the Senate approve the new Deputy Vice-Chancellor Scholarship for Continuing Indigenous Students and the revised Deputy Vice-Chancellor Scholarship for Continuing Students.

c) Affiliation Agreement: UBC and Okanagan College – Engineering Bridge Admission Agreement (approval)(circulated)

The purpose of the Agreement is to establish an admission pathway for students who have successfully completed one of the Okanagan College Engineering Technology Programs for admission to Year 3 of the corresponding UBC Okanagan Bachelor of Applied Science School of Engineering programs.

Motion: That the Senate approve the terms of the affiliation between UBC and Okanagan College as set out in the “Engineering Admission Agreement Between the University of British Columbia – Okanagan Campus Kelowna, BC and Okanagan College Kelowna, BC”.

Respectfully submitted,

Rob Johnson, Chair
Senate Admissions and Awards Committee



Date: March 11, 2024

From: Shari Slattery, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

Re: Awards recommended for approval of the Okanagan Senate Admissions and Awards Committee

New Awards:

CPA Education Foundation BC Scholarship in Accounting for Indigenous Students

A \$2,000 scholarship has been made available annually through a gift from the Chartered Professional Accountants' Education Foundation of BC for a First Nations, Inuit or Metis student of Canada entering third year in the Bachelor of Management program at the University of British Columbia, Okanagan campus. The recipient will have demonstrated outstanding academic achievement in core accounting courses. The award is made on the recommendation of the Faculty of Management. (First award available for the 2024/2025 winter session).

Douglas A. Corbishley Bursary in Engineering

Bursaries totalling \$6,000 have been made available through an endowment established by Douglas and Diane Corbishley, along with matching funds from the University of British Columbia, for third- or fourth-year undergraduate students in the Bachelor of Applied Science at the University of British Columbia, Okanagan campus. Preference will be given to students who have graduated from a secondary school in the Okanagan Valley. The Corbishley family has strong ties to the south Okanagan. Raised in Oliver, BC, Doug graduated from UBC in 1959 with a B.A.Sc. in Chemical Engineering. After marrying Diane, Doug's successful international career eventually brought his family back home to Okanagan Falls. This award recognizes Doug's family roots in the Okanagan Valley and his proud connection to UBC. The bursaries will be adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

Corbishley Family Graduate Award in Science

Awards totalling \$12,000 have been made available through an endowment established by Douglas (B.A.Sc. 1959) and Diane Corbishley, along with matching funds from the Irving K. Barber Faculty of Science, for graduate students in any program within the Faculty of Science at the University of British Columbia, Okanagan campus. The awards are established by Doug and Diane in recognition of their long history in the Okanagan Valley and their enduring commitment to making a positive difference for UBC's Okanagan campus. The awards are made on the recommendation of the Irving K. Barber Faculty of Science. (First award available for the 2024/2025 winter session).

Valley First Award in Student Involvement and Leadership

Awards totalling \$5,000 (valued at \$500 each) have been made available annually through a gift from Valley First for undergraduate and graduate students at the University of British Columbia, Okanagan campus. The awards celebrate the involvement and contributions of graduating undergraduate and graduate students at UBC Okanagan. Recipients must have demonstrated leadership and community involvement, on and/or off campus. The awards are made on the recommendation of the Student Involvement and Leadership Award Adjudication Committee. (First award available for the 2023/2024 winter session).



THE UNIVERSITY OF BRITISH COLUMBIA

Enrolment ServicesThe University of British Columbia
3333 University Way
Kelowna, BC V1V 1V7

Date: March 11, 2024

From: Rella Ng, Associate Vice-President, Enrolment Services and Registrar

To: Okanagan Senate Admissions and Awards Committee

Re: New and revised awards recommended for approval of the Okanagan Senate Admissions and Awards Committee

New Award:Award title: **Deputy Vice Chancellor Scholarship for Continuing Indigenous Students**

Proposed description:

Scholarships valued at up to \$1,000 are offered by the University of British Columbia Okanagan to the top 20% of continuing domestic Indigenous undergraduate students entering second, third, or fourth year at the University of British Columbia Okanagan. These scholarships recognize the value of continuing Indigenous students and their academic achievement.

Revised Award:Award title: **Deputy Vice Chancellor Scholarship for Continuing Students**

Current description:

Scholarships ~~ranging in value from \$500~~ **valued at up** to \$1,000 are offered by the University of British Columbia Okanagan to **the top 10% of** continuing domestic students entering second, third, or fourth year at the University of British Columbia Okanagan. These scholarships recognize the value of continuing students and their academic achievement.

Revised description:

Scholarships valued at up to \$1,000 are offered by the University of British Columbia Okanagan to the top 10% of continuing domestic undergraduate students entering second, third, or fourth year at the University of British Columbia Okanagan. These scholarships recognize the value of continuing students and their academic achievement.



Background and Rationale:

Currently, the DVC Scholarship's criteria allow continuing domestic students enrolled in a minimum number of credits who achieved a sessional average equal to or greater than 80% in their previous year of study are given either a \$500 or \$1,000 award.

Both the number of recipients and the cost of the scholarship program have increased steadily from 2016 to 2021, with levels stabilizing in 2022 and 2023. While more consistent over the past two years, the number of recipients and resulting cost of the program remains high.

The table below includes the number of domestic DVC Scholarship recipients since 2016:

Domestic DVC Scholarship Recipients			
Year	\$500 (80% - 89.9%)	\$1,000 (90% +)	Total
2023	1,523	381	1,904
2022	1,587	384	1,971
2021	1,625	480	2,105
2020	1,411	303	1,714
2019	1,266	239	1,505
2018	1,077	190	1,267
2017	1,055	130	1,185
2016	979	120	1,099

In its current structure, the scholarship is no longer sustainable for the campus and it cannot be offered for the 2024 Winter Session. Award criteria that allow a greater level of management of the program's overall budget is needed for the award to continue to be offered.

In March 2023, the Senate Admissions and Awards Committee provided feedback on a previous proposal to revise the DVC Scholarship criteria. This proposal has been developed in response to the Committee's feedback.

With revised criteria such that the top 10% of continuing domestic students would be recognized with an award valued at up to \$1,000, the DVC Scholarship can continue to support a sizeable number of Okanagan students. Together with a new award for continuing Indigenous students who are in the top 20%, the award program will continue and enhance the original program goals of retaining top students at the Okanagan campus, while also upholding the goals of the University's Indigenous Strategic Plan and our campus's Declaration of Truth and Reconciliation Commitments.

Analysis of our undergraduate enrolment and student performance indicates that approximately 640 second-, third- and fourth-year students would receive the new and revised DVC



Scholarships. This represents a 66% reduction in the number of recipients as compared to the 2023 total of 1,904, but improves the impact of the award over the previously proposed change, while still achieving the budget sustainability required.

With the award's flexible value, recipients will receive the greatest amount of funding possible, up to a maximum of \$1,000, that can be accommodated by the program's annual budget.

With scholarships being awarded to the top 10% and 20% of each year of each program, the distribution of award recipients will be more proportionate across degree programs. The table below provides an example of the expected shift in distribution of DVC Scholarship recipients based on degree enrolment on campus:

Award Distribution			
Program	Revised + New DVC	Current DVC	Campus Enrolment
Arts	26.6%	23.3%	25.6%
Applied Science	15.5%	10.1%	16.4%
Fine Arts	2.0%	1.6%	1.5%
Health & Exercise Sc.	9.7%	12.0%	10.1%
Management	6.9%	6.0%	8.3%
Media Studies	1.3%	1.3%	0.6%
Nsyilxcn Language	0.3%	0.1%	0.2%
Science	28.0%	26.8%	29.4%
Nursing	9.2%	18.2%	7.5%
Sustainability	0.5%	0.4%	0.4%
Total	100.0%	100.0%	100.0%

The new and revised DVC Scholarships will allow UBC Okanagan to continue to recognize and retain high-achieving domestic students through an award model that will be more aligned with our strategic goals, more equitably distributed across degree programs, more predictable, and more sustainable.

**ENGINEERING ADMISSION AGREEMENT
BETWEEN
THE UNIVERSITY OF BRITISH COLUMBIA – OKANAGAN CAMPUS
KELOWNA, BC
AND
OKANAGAN COLLEGE
KELOWNA, BC**

This Engineering Bridge Admission Agreement (the "Agreement") is entered into between The University of British Columbia, on behalf of its School of Engineering at the Okanagan campus ("UBCO") and Okanagan College on behalf of its Engineering Technology Diploma Programs ("OC").

1. Objective of the Agreement

The purpose of this Agreement is to establish a pathway for students who have fully completed one of the OC Engineering Technology Programs to be eligible to transfer into Year 3 of the corresponding UBCO Bachelor of Applied Science School of Engineering programs as outlined in the table below.

OC Engineering Technology Program	OC Engineering Bridge Program	Corresponding UBCO Engineering Program
Electronics Engineering Technology Diploma Program	Electronics Engineering Bridge Program	Bachelor of Applied Science in Electrical Engineering
Mechanical Engineering Technology Diploma Program	Manufacturing Engineering Bridge Program	Bachelor of Applied Science in Manufacturing Engineering
Mechanical Engineering Technology Diploma Program	Mechanical Engineering Bridge Program	Bachelor of Applied Science in Mechanical Engineering

The OC's Electronics and Mechanical Engineering Technology Diploma Programs are referred to collectively as the "OC Engineering Technology Programs."

The UBCO's Bachelor of Applied Science in Electrical Engineering, Manufacturing Engineering, and Mechanical Engineering are referred to collectively as the "UBCO Engineering Programs."

2. Conditions Precedent of Agreement

- A. The parties hereby agree that the implementation of this Agreement will not take effect until all the following conditions precedent have been satisfied:
- I. Approval as required by the appropriate academic and administrative governing 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 by the Canadian Engineering Accreditation Board of Engineers Canada for course credit transfers from OC to UBCO.
- B. Each party will diligently take the steps necessary to obtain its approvals and will provide written notice to the other party when they have been obtained.

3. Admission Requirements into the OC Engineering Bridge Programs

Applications into the OC Engineering Bridge Programs will be accepted from current OC students in the second year of their technology diploma programs and OC graduates who have completed the engineering diploma programs within five years of graduation.

Academic requirements are vetted by the OC Admissions Office. To be eligible for admission into the OC Engineering Bridge Programs, applicants must meet the following minimum academic requirements:

- A. Admission into OC Electronics Engineering Bridge Program
 - I. Completion of OC's Electronics Engineering Technology diploma program with a minimum cumulative grade average of 80% in all required second year courses.
 - II. Students with a minimum cumulative grade average in the diploma program between 75% and 80% for all required second year courses may still apply but are not guaranteed a seat in the Electronics Bridge Program. Such students must submit a personal statement outlining their suitability for candidacy and are advised to include all relevant work experience. Current students are advised to include any co-op term experience and a goal statement.
- B. Admission into OC Manufacturing Engineering Bridge Program or Mechanical Engineering Bridge Program
 - I. Completion of OC's Mechanical Engineering Technology diploma program with a minimum cumulative grade average of 80% in all required second year courses.
 - II. Math 122 Calculus II with a minimum 60% grade or equivalent
 - III. Students with a minimum cumulative grade average in the diploma program between 75% and 80% for all required second year courses may still apply but are not guaranteed a seat in the Manufacturing or Mechanical Bridge Program. Such students must submit a personal statement outlining their suitability for candidacy and are advised to include all relevant work experience. Current students are advised to include any co-op term experience and a goal statement.

For greater certainty, the parties acknowledge and agree that admission is not guaranteed for students who take a leave of more than 5 years from studies after completing the OC Engineering Technology Programs. Applicants exceeding this limit may still apply but are not guaranteed a seat in an OC Engineering Bridge Program. Such applicants must submit a personal statement outlining their suitability for candidacy into the OC Engineering Bridge Program and are advised to include all relevant work experience gained since graduation and a goal statement. Admission for such applicants is at OC's sole discretion after consultation with UBCO.

4. Admission Requirements into the UBCO Bachelor of Applied Science Engineering Programs

To be eligible for admission into the UBCO Engineering Programs, applicants must successfully complete the corresponding OC Engineering Bridge Program set out in Section 1 of this agreement with the following academic requirement:

- I. a minimum grade of 60% in each Engineering Bridge Program course; and
- II. a minimum overall (cumulative) grade average of 70% in all OC Engineering Bridge Program courses other than English 100.

UBCO, in its sole discretion after consultation with OC, may waive the minimum eligibility requirement set out in Section 4 of this Agreement.

5. UBC Okanagan Admission Process Guidelines

- A. Students are responsible for submitting all post-secondary official transcripts and other required documentation to UBC Admissions. Upon receipt of all required documentation including interim or final transcripts, UBC will grant successful OC Engineering Bridge Program applicants' conditional admission to the UBCO School of Engineering and permit students to register for courses. After receiving the transcript and confirming the student has met the eligibility requirements in Sections 3 and 4, UBC Admissions will unconditionally admit the student into Year 3 of the corresponding UBCO Engineering Program.
- B. In addition to the requirements set out above in this Agreement, OC Bridge student admission to UBCO is subject to the applicable University of British Columbia general and program-specific admission requirements set out in UBCO's Okanagan Academic Calendar entry, as amended from time to time, accessible at: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,344,0,0>.
- C. Students will only be permitted to register in an UBCO Engineering Program that matches the corresponding OC Engineering Technology Programs.
- D. Students must apply to UBCO in the same year as they finish the OC Engineering Bridge Program. Once admitted, they can choose to attend immediately or defer for ONE year.
- E. OC will make appropriate representatives available to UBCO during the admission process if UBCO wishes to discuss any applicant with OC. OC will obtain the necessary consents from the applicants to provide the required information to UBCO and to discuss applicants with UBCO.

6. Program limits

- A. In each academic year, UBCO will guarantee a maximum of 10 seats from each of its Electrical, Manufacturing and Mechanical Engineering Programs for OC Bridge students who satisfy the minimum eligibility requirements set out in Section 4 of this Agreement.

- B. In the event there are more than 10 students who meet the requirements for the above UBCO Engineering Programs, UBCO will admit the 10 most qualified students into the program. Any additional students will be considered general applicants.

7. Implementation, Review and Curriculum Changes

- A. Implementation of this Agreement will be through the Registrar's Office at each institution, in consultation with the units responsible for the delivery of the academic programs.
- B. The parties will cooperate to make applicants aware of the program described by this Agreement and the terms and conditions under which students may complete the OC Engineering Bridge Programs and be eligible to transfer to UBCO Engineering Programs. The heads of the academic programs will conduct annual reviews of this Agreement.
- C. The required courses for the OC Engineering Bridge Programs listed on Appendices 1, 2 and 3 are determined according to the courses in the OC Engineering Technology Programs. Should the courses change in the OC Engineering Technology Programs, the required OC Engineering Bridge Program courses are subject to change by OC in consultation with UBCO.
- D. OC will coordinate with UBCO, with as much lead time as possible regarding any proposed changes to the courses in the OC Engineering Technology Programs and the corresponding OC Engineering Bridge Programs that would impact this Agreement.
- E. UBCO will coordinate with OC, with as much lead time as possible regarding any proposed changes to the courses in the UBCO Engineering Programs that would impact this Agreement.

Notwithstanding the above each party acknowledges that the other party is solely responsible for its academic standards and decisions related to its programs and does not require the consent of the other to modify or terminate any course or program.

8. Notices

Any notice, request or other document, which may or is required to be given under this Agreement will be in writing and be delivered or sent by email, fax or regular mail as follows:

To UBCO:

Director, School of Engineering

1137 Alumni Ave

Kelowna, BC V1V 1V7

Fax: 250-807-9850

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

To OC:

Dean, Science and Technology

1000 KLO Road

Kelowna, BC V1Y4X8

SciTech@okanagan.bc.ca

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

9. Term and Termination

- A. Notwithstanding its date of execution, the term of this Agreement shall commence on September 1, 2024, following the satisfaction of all conditions precedent set out in Section 2 of this Agreement and will continue until August 31, 2029.
- B. Either party may terminate this Agreement upon six months written notice to the other party, and such termination shall take effect the following September 1.
- C. In the event of a termination or expiration of this Agreement OC and UBCO agree:
 - I. Students already enrolled in an OC Engineering Bridge Program will be permitted to continue in their studies until they have concluded the OC Engineering Bridge Program (completion, withdrawal, academic dismissal or otherwise), and, if eligible and subject to the provisions of this Agreement, be permitted to transfer to the corresponding UBCO Engineering Program.
 - II. Students already enrolled in the UBCO Engineering Program pursuant to this Agreement will be permitted to continue in their studies until they have concluded the UBCO Engineering Program (Completion, withdrawal, academic dismissal or otherwise).

10. Confidentiality

The parties agree to protect all student personal information in accordance with the *Freedom of Information and Protection of Privacy Act*.

11. General

- A. Entire agreement. This Agreement is the entire agreement between these parties and no amendment of this Agreement will be valid unless such amendment is in writing and signed by both parties.
- B. Assignment. No party will assign its rights and/or obligations under this Agreement without the prior written consent of the other party.
- C. Relationship of the Parties. Nothing in this Agreement will be considered to constitute a joint venture, partnership, or employment relationship between the parties.
- D. 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.
- E. Waiver. No waiver will be inferred or implied by anything done or omitted by the parties save only an express waiver in writing.
- F. 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 British Columbia, and the parties hereby consent and submit to the exclusive jurisdiction of such court.

G. Enduring Effect. This Agreement will be binding upon and will endure to the benefit of the parties and each of their respective successors and permitted assigns.

H. 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.

I. Use of Trademarks. The name, crests and logos of each Party are the intellectual property of that Institution and may not be used without that Party’s express written permission for each specific usage.

To confirm understanding and acceptance of the terms and conditions of this Agreement, the authorized representatives of each Party have signed below.

On behalf of OKANAGAN COLLEGE

Dr. Neil Fassina
President

Date

Dr. Samantha Lenci
Provost and Vice President, Academic

Date

Dr. Halia Valladares Montemayor
Dean Science and Technology

Date

On behalf of THE UNIVERSITY OF BRITISH COLUMBIA – Okanagan Campus

Dr. Lesley Cormack
Principal and Deputy Vice-Chancellor Okanagan Campus

Date

Dr. Rehan Sadiq
Provost and Vice-President Academic, UBC Okanagan

Date

Dr. Will Hughes
Director School of Engineering

Date

Appendix 1 – Electrical Engineering

Courses required in Okanagan College Electronics Engineering Bridge Program effective September 2024.

Okanagan College Bridge Courses	Term	Okanagan College Bridge Courses	Term
CHEM 111 - Principles of Chemistry I	1	CHEM 121 - Principles of Chemistry II	2
MECH 133 - Materials Technology	1	MECH 144 - Dynamics	2
MECH 134 - Statics	1	MECH 234 - Thermodynamics	2
MATH 221 - Intro to Linear Algebra	1	STAT 230 - Elementary Applied Statistics	2
MATH 212 - Calculus III	1	MATH 222 - Calculus IV	2
		MATH 258 - Numerical Methods	2
		ELEN - Post bridge APSC 178 Primer *New Course	2

UBCO SUMMER course required to take prior entering Year 3 of the Bachelor of Applied Science in Electrical Engineering.

UBCO Summer	Term
APSC 278 Electric and Magnetic Fields	1 or 2

Courses required at UBCO Bachelor of Applied Science in Electrical Engineering to complete the degree requirements for students entering UBCO School of Engineering Programs from the OC Electronics Engineering Bridge Program, effective September 2024.

UBCO ELEC 3 rd Year	Term	UBCO ELEC 3 rd Year	Term
APSC 176 Engineering Communication	1	APSC 258 Applications of Engineering Design	2
ENGR 351 Microelectronics I	1	ENGR 315 Systems and Control	2
ENGR 353 Semiconductor Devices	1	ENGR 320 Electromechanical Devices	2
ENGR 360 Engineering Probability & Statistics	1	ENGR 352 Microelectronics II	2
Humanities Elective	1	ENGR 362 Digital Signal Processing I	2
		ENGR 378 Electromagnetics for Engineers	2
UBCO ELEC 4 th Year	Term	UBCO ELEC 4 th Year	Term
ENGR 499 Engineering Capstone Design Project	1	ENGR 499 Engineering Capstone Design Project	2
Electrical Design/Technical Elective	1	ENGR 413 Law and Ethics for Engineers	2
Electrical Design/Technical Elective	1	ENGR 305 Engineering Economic Analysis	2
Electrical Design/Technical Elective	1	Electrical Design/Technical Elective	2
Electrical Design/Technical Elective	1	Electrical Design/Technical Elective	2
Electrical Design/Technical Elective	1	Electrical Design/Technical Elective	2

Appendix 2 – Manufacturing Engineering

Courses required in Okanagan College Manufacturing Engineering Bridge Program effective September 2024.

Okanagan College Bridge Courses	Term	Okanagan College Bridge Courses	Term
CHEM 111 Principles of Chemistry I	1	MATH 222 Calculus IV	2
MATH 212 Calculus III	1	MATH 258 Numerical Methods	2
MATH 221 Linear Algebra	1	ENGL 100 University Writing	2
MATH 257 Mathematics for Electronic Engineering Tech III	1	Humanities Elective	2
COSC 111 Computer Programming I	1	COSC 121 Computer Programming II	3

Courses required at UBCO Bachelor of Applied Science in Manufacturing Engineering to complete the degree requirements for students entering UBCO School of Engineering Programs from the OC Manufacturing Engineering Bridge Program, effective September 2024.

UBCO MANF 3 rd Year	Term	UBCO MANF 3 rd Year	Term
APSC 254 Instrumentation and Data Analysis	1	ENGR 305 Engineering Economic Analysis	2
ENGR 376 Materials Science II	1	ENGR 315 Systems and Control	2
ENGR 387 Vibration of Mechanical Systems	1	ENGR 320 Electromagnetic Devices	2
MANF 330 Manufacturing Engineering Project	1	MANF 330 Manufacturing Engineering Project	2
MANF 370 Production Systems Management II	1	MANF 378 Advanced Manufacturing	2
MANF 386 Industrial Automation	1		
UBCO MANF 4 th Year	Term	UBCO MANF 4 th Year	Term
ENGR 499 Engineering Capstone Design Project	1	ENGR 499 Engineering Capstone Design Project	2
MANF 470 Production Systems Management III	1	ENGR 413 Law and Ethics for Engineers	2
MANF 455 Factory Planning	1	MANF 450 Life Cycle Analysis and Sustainability	2
MANF 460 Supply Chain Tactics and Strategies	1	MANF 465 Digital Enterprise	2
Manufacturing Elective	1	COSC 222 Data Structures	2
Manufacturing Elective	1	Manufacturing Elective	2

Appendix 3 – Mechanical Engineering

Courses required in Okanagan College Mechanical Engineering Bridge Program effective September 2024.

Okanagan College Bridge Courses	Term	Okanagan College Bridge Courses	Term
CHEM 111 Principles of Chemistry I	1	MATH 222 Calculus IV	2
MATH 212 Calculus III	1	MATH 258 Numerical Methods	2
MATH 221 Linear Algebra	1	ENGL 100 University Writing	2
MATH 257 Mathematics for Electronic Engineering Tech III	1	Humanities Elective	2
COSC 111 Computer Programming I	1		

Courses required at UBCO Bachelor of Applied Science in Mechanical Engineering to complete the degree requirements for students entering UBCO School of Engineering Programs from the OC Mechanical Engineering Bridge Program, effective September 2024.

UBCO MECH 3 rd Year	Term	UBCO MECH 3 rd Year	Term
APSC 254 Instrumentation and Data Analysis	1	APSC 258 Applications of Engineering Design	2
ENGR 310 Fluid Mechanics II	1	ENGR 315 Systems and Control	2
ENGR 376 Materials Science II	1	ENGR 320 Electromagnetic Devices	2
ENGR 381 Kinematics and Dynamics of Machinery	1	ENGR 375 Energy System Design	2
ENGR 387 Vibration of Mechanical Systems	1	ENGR 380 Design of Machine Elements	2
Mechanical Elective	1	ENGR 385 Heat Transfer	2
UBCO MECH 4 th Year	Term	UBCO MECH 4 th Year	Term
ENGR 499 Engineering Capstone Design Project	1	ENGR 499 Engineering Capstone Design Project	2
ENGR 476 Mechanics of Materials II	1	ENGR 305 Engineering Economic Analysis	2
Mechanical Elective**	1	ENGR 413 Law and Ethics for Engineers	2
Mechanical Elective	1	Mechanical Elective	2
Mechanical Elective	1	Mechanical Elective	2
Mechanical Elective	1	Mechanical Elective	2

** of these electives, one must be ENGR 491 Computational Fluid Dynamics or ENGR 492 Finite Element Methods



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

28 March 2024

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 revised calendar entry and new and revised courses as brought forward by the Faculties of Applied Science, Arts and Social Sciences, and Science.*

- a. Faculty of Applied Science
 - i. Revised Calendar Entry: Manufacturing Engineering Program Requirements

- b. Faculty of Arts and Social Sciences
 - i. New Courses: SOCI 370, 483

- c. Faculty of Science
 - i. New Courses: CHEM 474, 477, 481, 482, 484, 485, 519, 529, 574, 577, 581, 582, 584, 585, 591, 592
 - ii. New Courses: BIOC 406, 477
 - iii. Revised Courses: CHEM 429, BIOC 425

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form Change to Program – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science School Approval Date: 2023.12.12 Effective Session: 2024S	Date: 2023.11.28 Contact Person: Dr. Sabine Weyand Phone: 250.807.8068 Email: Sabine.Weyand@ubc.ca
Type of Action: Revision to Program Requirements	
Rationale: The proposed change will align the COSC courses required for students in the MANF and CMPE programs as well as the Computer Science Minor. Moreover, the topics covered in COSC 121/CMPE 301 are better aligned with the topics/software tools that students will encounter in the MANF program. Finally, the COSC department has requested to no longer offer COSC 210, necessitating a change to the MANF program.	
Proposed Academic Calendar Entry: Manufacturing Engineering Program Requirements Second Year Manufacturing Engineering APSC 201 Technical Communication APSC 246 System Dynamics APSC 248 Engineering Analysis III APSC 252 Thermodynamics APSC 253 Fluid Mechanics I APSC 254 Instrumentation and Data Analysis APSC 255 Electric Circuits and Power APSC 259 Materials Science I APSC 260 Mechanics of Materials I <u>COSC 121 Computer Programming II</u> 3 MANF 277 Fundamentals of Manufacturing Engineering MANF 270 Production Systems Management I Total Credits: 36 Third Year Manufacturing Engineering Credits ENGR 305 Engineering Economic Analysis 3 ENGR 320 Electromechanical Devices or ENGR 310 Fluid Mechanics II2 3	Draft Academic Calendar URL: https://okanagan.calendar.ubc.ca/faculties-schools-and-colleges/school-engineering/bachelor-applied-science-program/manufacturing-engineering Present Academic Calendar Entry: Manufacturing Engineering Program Requirements Second Year Manufacturing Engineering APSC 201 Technical Communication APSC 246 System Dynamics APSC 248 Engineering Analysis III APSC 252 Thermodynamics APSC 253 Fluid Mechanics I APSC 254 Instrumentation and Data Analysis APSC 255 Electric Circuits and Power APSC 259 Materials Science I APSC 260 Mechanics of Materials I COSC 210 Software Construction or COSC 222 Data Structures I 4 MANF 277 Fundamentals of Manufacturing Engineering MANF 270 Production Systems Management I Total Credits: 37 Third Year Manufacturing Engineering ENGR 305 Engineering Economic Analysis ENGR 320 Electromechanical Devices or ENGR 310 Fluid Mechanics II



<p>ENGR 315 Systems and Control ENGR 376 Materials Science II ENGR 387 Vibration of Mechanical Systems MANF 330 Manufacturing Engineering Project I MANF 370 Production Systems Management II MANF 377 Manufacturing Processes MANF 378 Advanced Manufacturing MANF 386 Industrial Automation <u>CMPE 301 Software System and Design for Engineers</u> 3 Total Credits:</p> <p>Fourth Year Manufacturing Engineering</p> <p>ENGR 413 Law and Ethics for Engineers ENGR 499 Engineering Capstone Design Project MANF 450 Life Cycle Analysis and Sustainability MANF 455 Factory Planning MANF 460 Supply Chain Tactics and Strategies</p> <p>MANF 465 Digital Enterprise MANF 470 Production Systems Management III <u>Humanities/Social Sciences Elective</u>1 Electives23 12 Total Credits: 36</p> <p><u>To be chosen from a list of approved courses provided by the School of Engineering. See Complementary Studies Courses under Degree Requirements (hyperlinked)</u></p> <p>2To be chosen from a list of Manufacturing Engineering elective courses provided by the School of Engineering.</p> <p>3Students with transfer credits from other institutions (e.g. transfer programs, Go Global/CIE or Bridge programs) should consult the Manufacturing Engineering Advising sheet and check with an Engineering Advisor prior to their 4th year registration date.</p>	<p>ENGR 315 Systems and Control ENGR 376 Materials Science II ENGR 387 Vibration of Mechanical Systems MANF 330 Manufacturing Engineering Project I MANF 370 Production Systems Management II MANF 377 Manufacturing Processes MANF 378 Advanced Manufacturing MANF 386 Industrial Automation Humanities/Social Sciences Elective3 Total Credits:</p> <p>Fourth Year Manufacturing Engineering COSC 310 Software Engineering ENGR 413 Law and Ethics for Engineers ENGR 499 Engineering Capstone Design Project MANF 450 Life Cycle Analysis and Sustainability MANF 455 Factory Planning MANF 460 Supply Chain Tactics and Strategies MANF 465 Digital Enterprise MANF 470 Production Systems Management III Electives345 9 Total Credits: 36</p> <p>1 COSC 222 is accepted in lieu of COSC 210 but requires other prerequisites.</p> <p>2 Manufacturing Engineering students in the Aerospace option will take ENGR 310 instead of ENGR 320.</p> <p>3 In general, scientific geography courses, statistical courses, and studio/performance courses in fine arts, music, and theatre will not satisfy this requirement. Courses that teach language skills are not acceptable. See Complementary Studies Courses</p> <p>4 To be chosen from a list of Manufacturing Engineering elective courses provided by the School of Engineering.</p> <p>5 Students with transfer credits from other institutions (e.g. transfer programs, Go Global/CIE or Bridge programs) should consult the Manufacturing Engineering Advising sheet and check with an Engineering Advisor prior to their 4th year registration date.</p>
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Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: HISO Faculty Approval Date: 2024-02-05 Effective Session: 2024W	Date: 2023-11-24 Contact Person: Dr. Agnieszka Doll Email: Agnieszka.doll@ubc.ca
Type of Action: New Course and Course Revision	
Rationale: <ol style="list-style-type: none"> 1. The instructor would like to offer an advanced undergraduate course within their research interests to share their expertise with upper-level students interested in the sociology of drugs and drug policy. There is no course focused on drugs from a socio-legal perspective offered in FASS. UBC Vancouver's Sociology Department offers a 300-level Drugs and Society course similar to the course proposed for FASS. This course was previously taught as a special topic in SOCI 496A (Drugs and Society) and has been adapted to a 300-level course. 2. The new SOCI 370 <i>Drugs and Society</i> course could interest both HIST and SOCI students in our department and attract students from anthropology, psychology, nursing, and other health sciences programs as well as from political science and international relations. 3. This course meets a need in the Sociology program for a wider selection of 300-level courses. 	



<p>Proposed Academic Calendar Entry:</p> <p><u>SOCI 370 (3) Drugs and Society</u> <u>Socio-legal analysis of drugs, addiction, and drug regulation. Drugs as social and historical phenomena. Medical and legal understanding of drugs. Drugs and social inequalities. Credit will be granted for only one of SOCI 370 or SOCI 496A. [3-0-0]</u> <u>Prerequisite: One of SOCI 111, HIST 118, HIST 218 or ANTH 227. Third-year standing.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>
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<p>Proposed Academic Calendar Entry:</p> <p><u>SOCI 483 (3) Technoscience, Law, and Medicine</u></p> <p><u>This course canvasses and critically explores topics at the nexus of science, technology, medicine, and law. Topics include biobanking, genetic engineering, AI in healthcare, technopsychiatry, and more. It assesses social and legal challenges and implications of scientific innovation. Credit will be granted for only one of SOCI 483, SOCI 295V, or SOCI 496X. [3-0-0]</u></p> <p><u>Prerequisite: SOCI 111 and third-year standing.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>
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Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Science Dept./Unit: Chemistry Faculty Approval Date: 2023-11-20 Effective Session: 2024W	Date: 2023-11-06 Contact Person: Kevin Smith Phone: 250-807-9933 Email: kevin.m.smith@ubc.ca
Type of Action: New Course	
<p>Rationale: With this proposal we would like to formalize several former Special Topics courses that have been consistently taught. Three of these courses (CHEM 519, CHEM 529, CHEM 591) are cross-listed with existing undergraduate courses – CHEM 319, CHEM 429, BIOC 425.</p> <p>Additionally, two of these new courses are being cross-listed under BIOC to attract students from other disciplines and therefore increase enrolment.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>CHEM 529 Main Group Chemistry Principles, patterns, and trends of the characteristic structures, bonding, and reactivity of compounds of the s- and p-block elements, including aspects relevant to polymer chemistry, materials chemistry, industrial chemistry, and advanced main group synthesis. Credit will be granted for only one of CHEM 529 or CHEM 429. [3-0-0]</p> <p>CHEM 429 (3) Main Group Chemistry Principles, patterns, and trends of the characteristic structures, bonding, and reactivity of compounds of the s- and p-</p>	<p>Draft Academic Calendar URL: https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/chem</p> <p>Present Academic Calendar Entry:</p> <p>CHEM 429 (3) Main Group Chemistry Principles, patterns, and trends of the characteristic structures, bonding, and</p>



<p>block elements, including aspects relevant to polymer chemistry, materials chemistry, industrial chemistry, and advanced main group synthesis. Credit will be granted for only one of CHEM 429 or CHEM 529. [3-0-0]</p> <p>Prerequisite: CHEM 220 and one of CHEM 204, CHEM 214.</p> <p>CHEM 474 Solar Energy Solar energy conversion approaches from the three main types: photosynthesis, photovoltaics, and solar thermal. Semiconductor properties; molecular and semiconductor photophysical processes; power conversion efficiencies. Literature discussions on recent topics in solar energy conversion. Credit will be granted for only one of CHEM 474 or CHEM 574. [3-0-0] Pre-requisite: CHEM 201. CHEM 304 is recommended.</p> <p>CHEM 574 Solar Energy Solar energy conversion approaches from the three main types: photosynthesis, photovoltaics, and solar thermal. Semiconductor properties; molecular and semiconductor photophysical processes; power conversion efficiencies. Literature discussions on recent topics in solar energy conversion. Credit will be granted for only one of CHEM 574 or CHEM 474. [3-0-0]</p> <p>CHEM 477 Molecular and Cellular Biophysics Biophysical principles underpinning various molecular and cellular processes. Statistical mechanics, biophysics of macromolecules, DNA mechanics. Single-molecule fluorescence, super-resolution microscopy, and DNA sequencing. Credit will be granted for only one of BIOC 477, CHEM 477 or CHEM 577. [3-0-0]</p>	<p>reactivity of compounds of the s- and p-block elements, including aspects relevant to polymer chemistry, materials chemistry, industrial chemistry, and advanced main group synthesis. [3-0-0]</p> <p>Prerequisite: CHEM 220 and one of CHEM 204, CHEM 214.</p>
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**CHEM 577 Molecular and Cellular Biophysics**

Biophysical principles underpinning various molecular and cellular processes. Statistical mechanics, biophysics of macromolecules, DNA mechanics. Single-molecule fluorescence, super-resolution microscopy, and DNA sequencing. Credit will be granted for only one of CHEM 577, CHEM 477 or BIOC 477. [3-0-0]

BIOC 477 Molecular and Cellular Biophysics

Examination of the biophysical principles underpinning various molecular and cellular processes. Statistical mechanics, biophysics of macromolecules, DNA mechanics, and more. Tools and techniques at the vanguard of nanoscience and nanobiotechnology, such as single-molecule fluorescence, super-resolution microscopy, and DNA sequencing. Credit will be granted for only one of BIOC 477, CHEM 477 or CHEM 577. [3-0-0]

CHEM 481 Organic Synthesis

Total syntheses of complex natural products. Analysis of chemical reactions according to fundamental principles of reactivity and selectivity. Frontier molecular orbitals, molecular rearrangements, radical reactions, metal-catalyzed reactions, and synthetic strategies. Credit will be granted for only one of CHEM 481 or CHEM 581. [3-0-0]

Prerequisite: CHEM 330.

CHEM 581 Organic Synthesis

Total syntheses of complex natural products. Analysis of chemical reactions according to fundamental principles of reactivity and selectivity. Frontier molecular orbitals, molecular rearrangements, radical reactions, metal-



catalyzed reactions, and synthetic strategies. Credit will be granted for only one of CHEM 581 or CHEM 481. [3-0-0]

CHEM 482 Advanced Organic Chemistry: Reactions, Mechanisms, and Synthesis

Reactivity, thermodynamics, and kinetics. Nucleophile categories, oxidation, and controlling stereoselectivity using modern reagents and predictive models. Credit will be granted for only one of CHEM 482 or CHEM 582. [3-0-0]

Prerequisites: All of CHEM 203, CHEM 204, CHEM 330, and CHEM 333.

CHEM 582 Advanced Organic Chemistry: Reactions, Mechanisms, and Synthesis

Reactivity, thermodynamics, and kinetics. Nucleophile categories, oxidation, and controlling stereoselectivity using modern reagents and predictive models. Credit will be granted for only one of CHEM 582 or CHEM 482. [3-0-0]

Prerequisite: Must be enrolled in a graduate program in Chemistry or Biochemistry & Molecular Biology.

CHEM 484 Chemical Biology

Using molecules to study and control biological systems. Chemical probes design, chemical genetics, bioorthogonal chemistry, protein dynamics, fluorescence techniques, protein-protein interactions, unnatural amino acids. Credit will be granted for only one of CHEM 484 or CHEM 584. [3-0-0]

Prerequisite: Third-year standing in the B.Sc. and permission of the department head.

CHEM 584, Chemical Biology



Using molecules to study and control biological systems. Chemical probes design, chemical genetics, bioorthogonal chemistry, protein dynamics, fluorescence techniques, protein-protein interactions, unnatural amino acids. Credit will be granted for only one of CHEM 484 or CHEM 584. [3-0-0]

CHEM 485 Natural Product Biosynthesis and Synthetic Biology

Origin and Biosynthesis of natural products used as flavors, commodities, and medicines. New approaches to identification, elucidation, characterization, and production of natural products, including: biological chemistry, omics, metabolic engineering, and synthetic biology Credit will be granted for only one of BIOC 406, CHEM 485 or CHEM 585. [3-0-0]

Prerequisites: CHEM 204 or 214, and all of BIOC 310, CHEM 304, BIOL 319, BIOC305.

CHEM 585 Natural Product Biosynthesis and Synthetic Biology

Origin and Biosynthesis of natural products used as flavors, commodities, and medicines. New approaches to identification, elucidation, characterization, and production of natural products, including: biological chemistry, omics, metabolic engineering, and synthetic biology Credit will be granted for only one of BIOC 406, CHEM 485 or CHEM 585. [3-0-0]

BIOC 406 Natural Product Biosynthesis and Synthetic Biology

Origin and Biosynthesis of natural products used as flavours, commodities, and medicines. New approaches to identification, elucidation, characterization,



<p>and production of natural products, including: biological chemistry, omics, metabolic engineering, and synthetic biology Credit will be granted for only one of BIOC 406, CHEM 485 or CHEM 585. [3-0-0]</p> <p>Prerequisites: CHEM 204 or 214, and all of BIOC 310, CHEM 304, BIOL 319, BIOC305.</p> <p>CHEM 519 Building Scientific Instrumentation</p> <p>Constructionist course using off-the-shelf basic components. Data acquisition and analysis in scientific instrumentation. Design of electrical circuits, code graphical user interfaces, set up hardware and/or optical systems as part of an instrument. Credit will be granted for only one of CHEM 519 or CHEM 319. [3-0-0]</p> <p>BIOC 425 (3) Biocatalysis</p> <p>Biotechnological application of enzymes and whole cell catalysts for the synthesis of biofuels, pharmaceuticals, and other fine chemicals. Emphasis on enzymes used for organic synthesis, protein and metabolic engineering, and immobilization strategies. Credit will be granted for only one of BIOC 425 or CHEM 591. [3-0-0]</p> <p>Prerequisite: One of BIOC 304, BIOL 311.</p> <p>CHEM 591 Biocatalysis</p> <p>Biotechnological application of enzymes and whole cell catalysts for the synthesis of biofuels, pharmaceuticals, and other fine chemicals. Emphasis on enzymes used for organic synthesis, protein and metabolic engineering, and immobilization strategies. Credit will be granted for only one of CHEM 591 or BIOC 425. [3-0-0]</p>	<p>Draft Academic Calendar URL:</p> <p>https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/bioc</p> <p>Present Academic Calendar Entry:</p> <p>BIOC 425 (3) Biocatalysis</p> <p>Biotechnological application of enzymes and whole cell catalysts for the synthesis of biofuels, pharmaceuticals, and other fine chemicals. Emphasis on enzymes used for organic synthesis, protein and metabolic engineering, and immobilization strategies. [3-0-0]</p> <p>Prerequisite: Either (a) BIOC 304 or (b) BIOL 311.</p>
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**CHEM 592 Nucleic Acids - Structure and Function**

Biochemical and biophysical properties, applications in modern biotechnology and nanotechnology. DNA/RNA structure and function, physical chemistry, techniques to study structure and function, and DNA bio-nano-technology such as molecular machines, biosensors, DNA origami, and next-gen sequencing. [3-0-0]

STUDENT EXPERIENCE OF INSTRUCTION

2021W REPORT TO UBC OKANAGAN SENATE

Abdel Azim Zumrawi, PhD, P.Stat.
Planning & Institutional Research (PAIR)

August 26, 2022

EXECUTIVE SUMMARY

With the approval of the Okanagan and Vancouver Senates, the following new six UMI questions were implemented in the Student Experience of Instruction (SEI) surveys across both UBC campuses starting in the Fall of 2021:

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
3. The instructor presented the course material in a way that I could understand.
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
5. The instructor showed genuine interest in supporting my learning throughout this course.
6. Overall, I learned a great deal from this instructor.

This report summarizes the results for 1,487 SEI surveys, for 1,433 UBCO course sections, that were conducted during the 2021 Winter sessions.

45% of the surveys in term 1 (2021W1) met or exceeded the university's recommended minimum response rate. However, in term 2, only 36% of the surveys met or exceeded the university's recommended minimum response rates. The majority of surveys, that did not meet the minimum recommended response rate, were in sections with less than 50 students.

Overall, in about half of the 2021 SEI surveys, 3 out of 4 students rated their experience of instruction favourably. For example, for UMI question 5 (The instructor showed genuine interest in supporting my learning throughout this course), 58% of the SEI surveys had an interpolated median of 4.5 or higher, with favourable ratings (sum of 'agree' and 'strongly agree' responses) greater than 75%. Furthermore, in three-quarters of all evaluations in both Winter terms, 75% or more student respondents 'agreed' or 'strongly agreed' that the instructor showed genuine interest in supporting their learning. On the other hand, less than 10% of the ratings had an interpolated median below 3.5 and with favourable rating not exceeding 50%. This shows evidence of the care and attention devoted to supporting students learning.

1. SCOPE OF IMPLEMENTATION

1,487 Student Experience of Instruction (SEI) reports, for 1,433 UBCO course sections taught in 2021 Winter sessions were submitted to the university. 714 of these evaluations (48%) were in term 1 and 750 (52%) in term 2. Sections with less than 5 enrollments and those with a single response were not included in this report.

A summary of the scope of implementation, by Faculty and year level, is shown in Table 1.

Table 1. Scope of 2021W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ¹					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	41	36	37	69	23	206
Arts and Social Sciences²	58	55	121	61	20	315
Creative & Critical Studies	196	69	75	32	8	380
Education	14	0	2	29	8	53
Health & Social Development	37	40	52	23	36	188
Management	4	14	7	24	0	49
Science²	60	57	119	57	3	296
TOTAL	410	271	413	295	98	1,487

¹ Unique course section/instructor combination.

² Department and course subject codes were used to identify Faculty of Science and Faculty of Arts courses.

2. RESPONSE RATES

Percentage of SEI reports with response rates that met or exceeded the recommended minimum response rates are shown in Tables 2 and 3, for 2021 Terms 1 and 2, respectively. In Term 1 of this year (2021 W1), 45% of surveys met or exceeded the recommended minimum response rates, compared to 52% in the term 1 of the previous year (2020W1).

Table 2. Sections Meeting or Exceeding the Recommended Response Rate in 2021 Term 1

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended Minimum Response Rate ¹	% meeting minimum recommended	
					2021W1	2020W1
≤ 10	38	40	301	75%	33%	31%
11 -19	89	91	1,413	65%	14%	15%
20 -34	230	240	6,200	55%	18%	22%
35 - 49	86	88	3,470	40%	45%	55%
50 -74	52	53	3,285	35%	49%	41%
75 -99	52	53	4,390	25%	85%	87%
100 -149	55	68	6,851	20%	94%	98%
150 - 299	70	70	14,757	15%	100%	97%
300 - 499	11	11	3,718	10%	100%	100%
Overall	683	714	44,385		45%	52%

¹ Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563

In term 1, more than two thirds of evaluations in sections with less than 35 students, did not meet the recommended minimum response rate (table 2). These sections accounted for 18% of the total enrollment in the term.

In term 2 (Table 3), 36% of SEI reports met or exceeded the minimum recommended response rates, compared to 38% of term 2 in the previous year (2020W2). More than two thirds of sections in term 2, with less than 50 students, did not meet the minimum recommended response rate. These sections accounted for 27% of the total enrollment in the term.

Table 3. Sections Meeting or Exceeding the Recommended Response Rate in 2021 Term 2

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended Minimum Response Rate	% meeting minimum recommended	
					2021W2	2020W2
≤ 10	71	71	549	75%	23%	16%
11 -19	122	124	1,832	65%	10%	9%
20 -34	235	239	6,253	55%	18%	13%
35 – 49	72	79	2,907	40%	32%	36%
50 -74	73	77	4,455	35%	49%	29%
75 -99	40	42	3,349	25%	64%	68%
100 -149	60	64	7,284	20%	70%	87%
150 - 299	72	72	15,188	15%	92%	100%
300 - 499	5	5	1,729	10%	100%	100%
Overall	750	773	43,546		36%	38%

Based on the results in Tables 2 and 3, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on smaller sections, and in particular sections with under 35 students.

3. RESULTS

Statistics reported and used to summarize instructor ratings in this section include: The Interpolated Median (IM), Dispersion Index (DI), and Percent Favorable Rating (PFR).

The interpolated median (adjusted median) is an appropriate measure for the center of the data, and is computed by adjusting the customary median (50% percentile). The extent of the adjustment depends on the distribution of SEI ratings relative to the customary median i.e., how many of the students' scores are greater than, equal to, or less than the customary median.

The dispersion index is a measure of variability in student scores. It ranges in value from zero to 1.0. A value of zero is obtained when all student respondents agree on the same rating. A value of 1.0, on the other hand, occurs when respondents split 50/50 between scores of strongly disagree and strongly agree. (This rarely happens in practice; for example, in 2021W, and for all UMIs, dispersion was higher than 0.8 in only 10 of the 603 SEI surveys that met the minimum recommended response rates).

Percent favourable rating reflects the ratio of students who responded with 'Agree' or 'Strongly Agree' as a percentage of all respondents.

The IM scores for the 6 UMIs by year level, are shown in Tables 4 and 5 for 2021 Winter term 1 and term 2, respectively. Average percent favourable rating (agree and strongly agree) is given in parenthesis. The percentiles of the distributions are shown, by academic Term, in Appendix A.

Table 4. 2021 Term 1 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels					
	100 Level	200 Level	300 Level	400 Level	Grad	Overall
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3 (80%)	4.4 (82%)	4.4 (81%)	4.5 (82%)	4.6 (86%)	4.4 (81%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.0 (65%)	4.1 (68%)	4.2 (71%)	4.4 (75%)	4.6 (81%)	4.1 (69%)
3. The instructor presented the course material in a way that I could understand.	4.1 (72%)	4.2 (75%)	4.2 (76%)	4.5 (81%)	4.6 (86%)	4.2 (75%)
4. Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.0 (66%)	4.0 (68%)	4.1 (70%)	4.4 (75%)	4.5 (79%)	4.1 (69%)
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.3 (75%)	4.4 (79%)	4.5 (81%)	4.7 (85%)	4.7 (88%)	4.5 (79%)
6. Overall, I learned a great deal from this instructor.	4.2 (72%)	4.3 (76%)	4.4 (77%)	4.5 (79%)	4.6 (83%)	4.3 (76%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

² Interpolated Median

³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

Table 5. 2021 Term 2 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels					
	100 Level	200 Level	300 Level	400 Level	Grad	Overall
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3 (81%)	4.4 (79%)	4.4 (83%)	4.5 (81%)	4.6 (84%)	4.4 (81%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.0 (68%)	4.0 (67%)	4.2 (72%)	4.3 (75%)	4.6 (80%)	4.1 (70%)
3. The instructor presented the course material in a way that I could understand.	4.2 (77%)	4.2 (71%)	4.4 (79%)	4.4 (79%)	4.6 (85%)	4.3 (77%)
4. Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.0 (68%)	4.1 (68%)	4.2 (73%)	4.3 (75%)	4.6 (79%)	4.1 (70%)
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.3 (78%)	4.4 (77%)	4.5 (81%)	4.6 (84%)	4.8 (85%)	4.5 (80%)
6. Overall, I learned a great deal from this instructor.	4.2 (75%)	4.3 (73%)	4.4 (78%)	4.5 (79%)	4.7 (79%)	4.3 (76%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

² Interpolated Median

³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

4. MAGNITUDE AND VARIABILITY OF RATINGS

In this section we consider all 3 key statistics (IM, DI and PFR) in summarizing SEI ratings. Table 6 provides an analysis of UMI question 5 in Term 1 ('The instructor showed genuine interest in supporting my learning throughout this course.'). Average percent favourable rating, within each cell in the Table, is given in parenthesis.

As an example of how to interpret the data in Table 6, consider the middle row in the Table. There are 68 SEI reports within this rating band of UMI 5 score between 3.5 and 4.0. Of these, 25 have a dispersion index between 0.4 and 0.55, and within these 25 reports, there is (on average) 62% of respondents who rated their experience of instruction favourably (the sum of 'agree' and 'strongly agree' categories on UMI 5). Thus, it would be plausible, within this subset of the dataset, to find a median UMI score of e.g. 3.8, where more than two thirds of the student respondents rated their experience favourably. This illustrates the additional insight gained from considering the interpolated median of the UMI score, percent favourable rating, and the variability in instructor rating that this measure of dispersion provides, rather than relying on a single metric alone.

Table 6: 2021 Winter Term 1 - Distribution of Instructor Ratings for UMI 5: The instructor showed genuine interest in supporting my learning throughout this course.

	Variability in SEI Rating (dispersion)							Total	
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55 - 0.70	0.7 - 0.85		> 0.85
IMedian	Number of Evaluations (% Favourable Rating in Parenthesis)								
< 5.0	40 (100%)	112 (99%)	123 (97%)	84 (89%)	60 (80%)	15 (75%)	1 (67%)	435	
< 4.5	3 (100%)	2 (100%)	10 (96%)	30 (84%)	88 (77%)	35 (72%)	4 (67%)	172	
< 4.0		2 (82%)	2 (63%)	2 (73%)	25 (62%)	32 (58%)	5 (56%)	68	
< 3.5					6 (38%)	11 (41%)	4 (43%)	1 (45%)	22
< 3.0				1 (13%)		11 (21%)	5 (35%)	17	
								714	

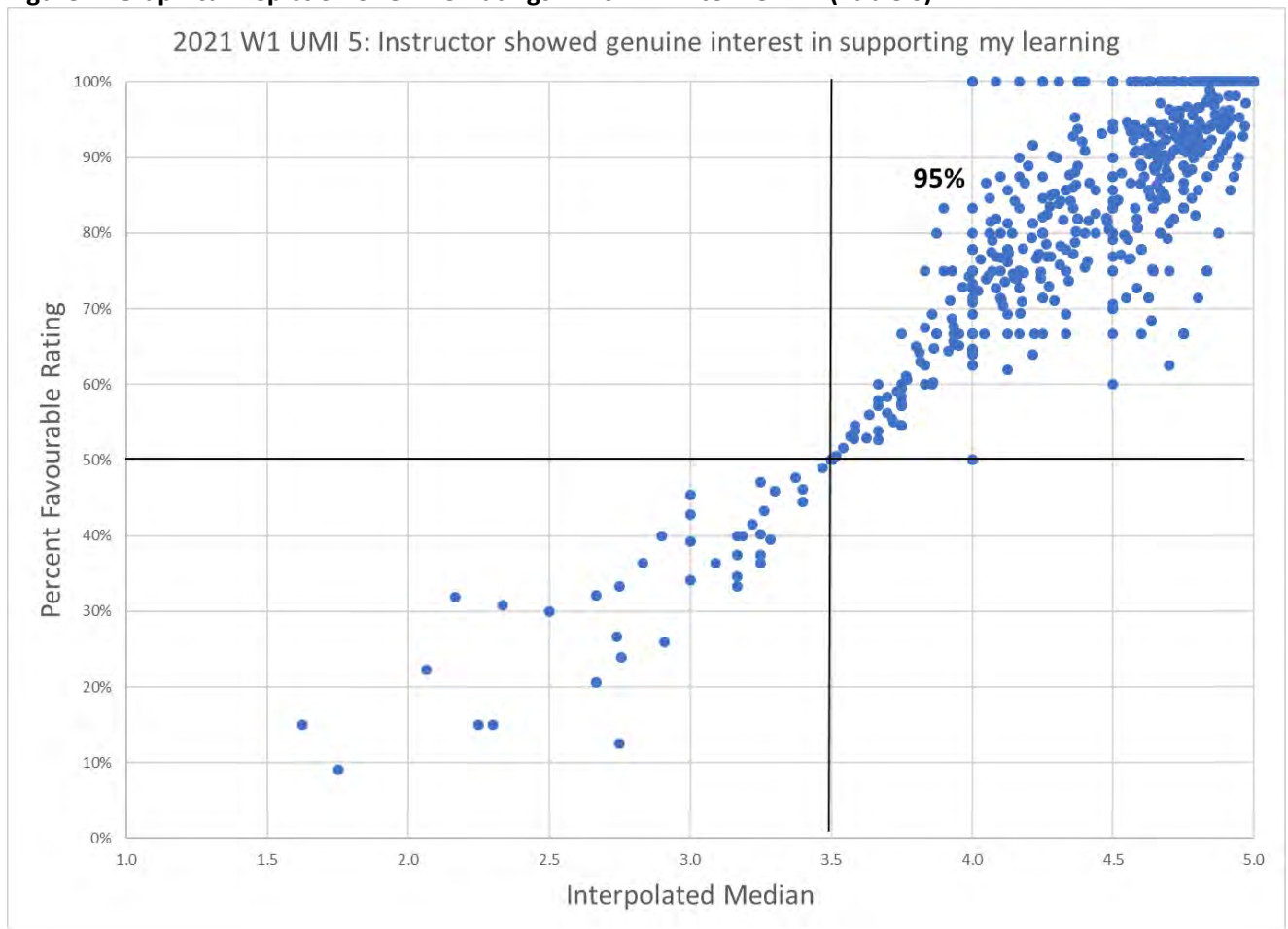
As would be expected, favourable rating decreases – on average - as dispersion increases in the first three rows (IM of 3.5 or more), but increases with dispersion in the lower two rows (IM less than 3.5). Thus, evaluations in the upper left cells have high ratings, with low variability, resulting in higher percentages of favourable ratings. Whereas the lower left cells show low

ratings, with low variability in students’ scores, resulting in low percentages of favourable ratings. Furthermore, SEI ratings in the bottom two rows, corresponding to an IM of less than 3.5, have percent favourable ratings not exceeding 50%.

Low ratings with high dispersion should be interpreted within context, considering factors such as response rate, class size and the magnitude of the dispersion. Often, SEI ratings with extreme dispersion are from SEI surveys that don’t meet the minimum expected response rate.. It is worth noting that such extreme distributions, indicative of polarized ratings, are not common and mostly occur in smaller sections; often where the minimum recommended response rate is not met.

The data in table 6 is shown graphically in figure 1, plotting two of the key statistics – IM against PFR.

Figure 1: Graphical Depiction of UMI 5 Ratings in 2021 Winter Term 1 (Table 6).



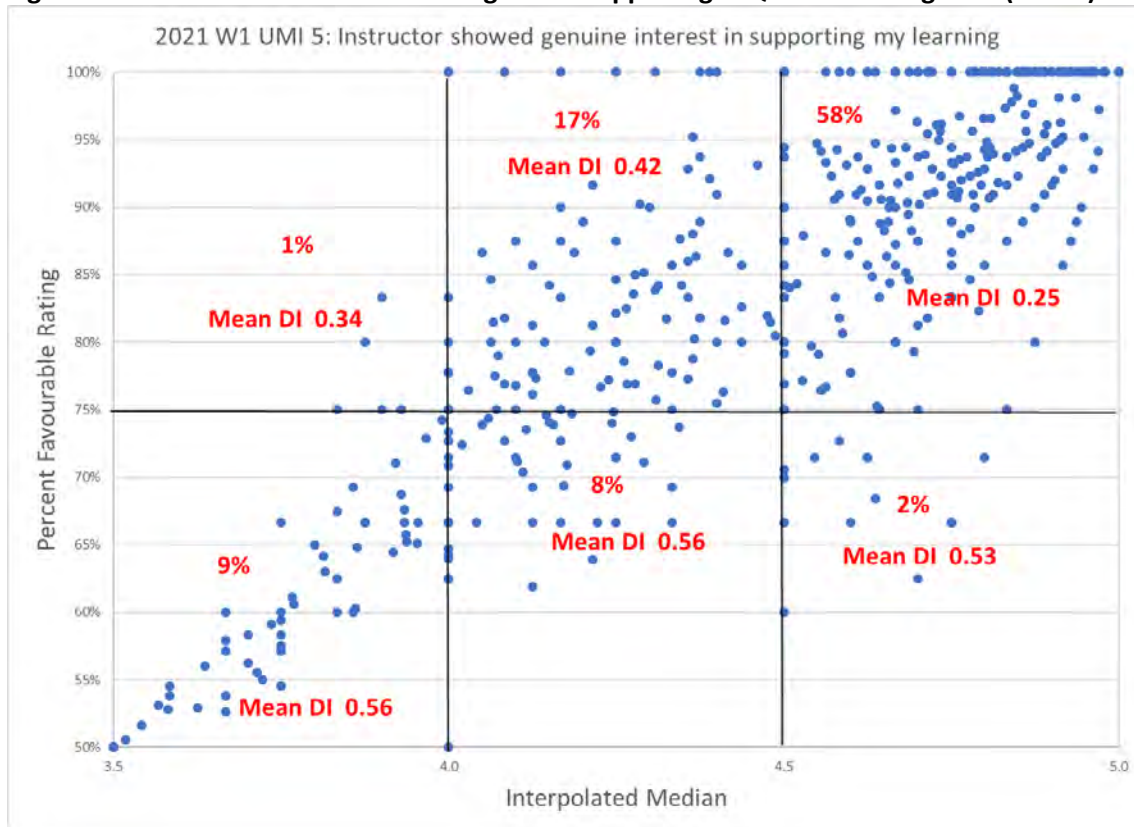
As evident in Figure 1, the pivot point in the relationship between IM and PFR, on a 5-point scale, is an IM of 3.5 and 50% favourable rating. The relationship between the two metrics is

such that, no ratings with an IM below 3.5 would have favourable ratings above 50%, nor would ratings with an IM above 3.5 ever have favourable ratings below 50%.

As such, the upper right quadrant in Figure 1 corresponds to the first three rows in Table 6. For UMI question 5, 95% of SEI surveys in term 1 were in this quadrant. Likewise, the lower left quadrant (with 5% of the surveys) corresponds to the bottom two rows in table 6, and includes surveys with percent favourable not exceeding 50%.

Figure 2 is a closer look at the SEI surveys in the upper right quadrant of Figure 1. 58% of UMI question 5 ratings in term 1 were in the upper rightmost sub-quadrant of Figure 2; with low dispersion (average DI of 0.25), IMs above 4.5 and percent favourable above 75%. Furthermore, three-quarters of the UMI 5 ratings in term 1 were in the two upper right sub-quadrants, with IM above 4.0 and over 75% favourable rating. This visualization illustrates a remarkable feature that is often obscured in tables of data: in three-quarters of all evaluations in 2021 Winter term 1 (sum of the two upper right quadrants of figure 2)), 75% or more student respondents ‘agreed’ or ‘strongly agreed’ that the instructor showed genuine interest in supporting their learning.

Figure 2: 2021 Winter Term 1- SEI Ratings in the Upper Right Quadrant of Figure 1 (UMI 5).



Term 2 data for UMI question 5 is qualitatively equivalent; a summary and a graphical representation is shown in Appendix B. Also, graphical representation of SEI ratings for UMI 1, 2, 3, 4, and 6 are shown in Appendix C for both terms combined.

5. LOOKING FORWARDS

Data from term 1 (2021 W1) were used to test the newly implemented UMI questions. Item Response Theory (IRT) and Differential Item Functioning (DIF) were used to evaluate the performance of the questions in the first term of full implementation. The results from the quantitative analysis suggest that the new UMIs are functioning better than the previous ones in that each of the questions seems to be contributing more equally to the overall survey information. Also, most of the new UMI questions showed no DIF among different grouping by student, instructor or class attributes. However, some questions exhibited slight/moderate DIF by class size (favoring large class sizes) or gender (favoring female instructors), but the results were either inconclusive or have small effect size.

Due to the lack of sufficient Employment Equity Survey data, we were not able to test how the new UMI questions function across other variables of interest, e.g. ethnicity, disability, and more. Thus, and based on these results, PAIR will continue to conduct further analysis on the new UMI questions.

For more information on these changes see

<https://seoi.ubc.ca/files/2021/09/One-Page-SEI-Changes-Faculty.pdf>

Information about Student Experience of Instruction at UBC is available at

<https://seoi.ubc.ca/>.

APPENDIX A

Table A.1: 2021W UMI Interpolated Median Percentiles by academic term

Item	Term	5 th Percentile	25 th Percentile	50 th Percentile	75 th Percentile	95 th Percentile	Interquartile Range
1	2021W1	3.3	4.0	4.5	4.8	4.9	0.8
	2021W2	3.0	4.0	4.5	4.8	5.0	0.8
2	2021W1	2.6	3.8	4.3	4.7	4.9	0.9
	2021W2	2.5	3.8	4.3	4.7	4.9	1.0
3	2021W1	3.0	4.0	4.4	4.7	4.9	0.7
	2021W2	3.0	4.0	4.4	4.8	4.9	0.8
4	2021W1	2.9	3.9	4.3	4.7	4.9	0.8
	2021W2	2.6	3.8	4.3	4.7	5.0	0.9
5	2021W1	3.4	4.1	4.6	4.8	5.0	0.7
	2021W2	3.0	4.1	4.6	4.9	5.0	0.7
6	2021W1	3.0	4.0	4.5	4.8	4.9	0.8
	2021W2	3.0	4.0	4.5	4.8	5.0	0.8

Figure B.1: 2021 Winter Term 2: Graphical depiction of the UMI 5 data in table B.1.

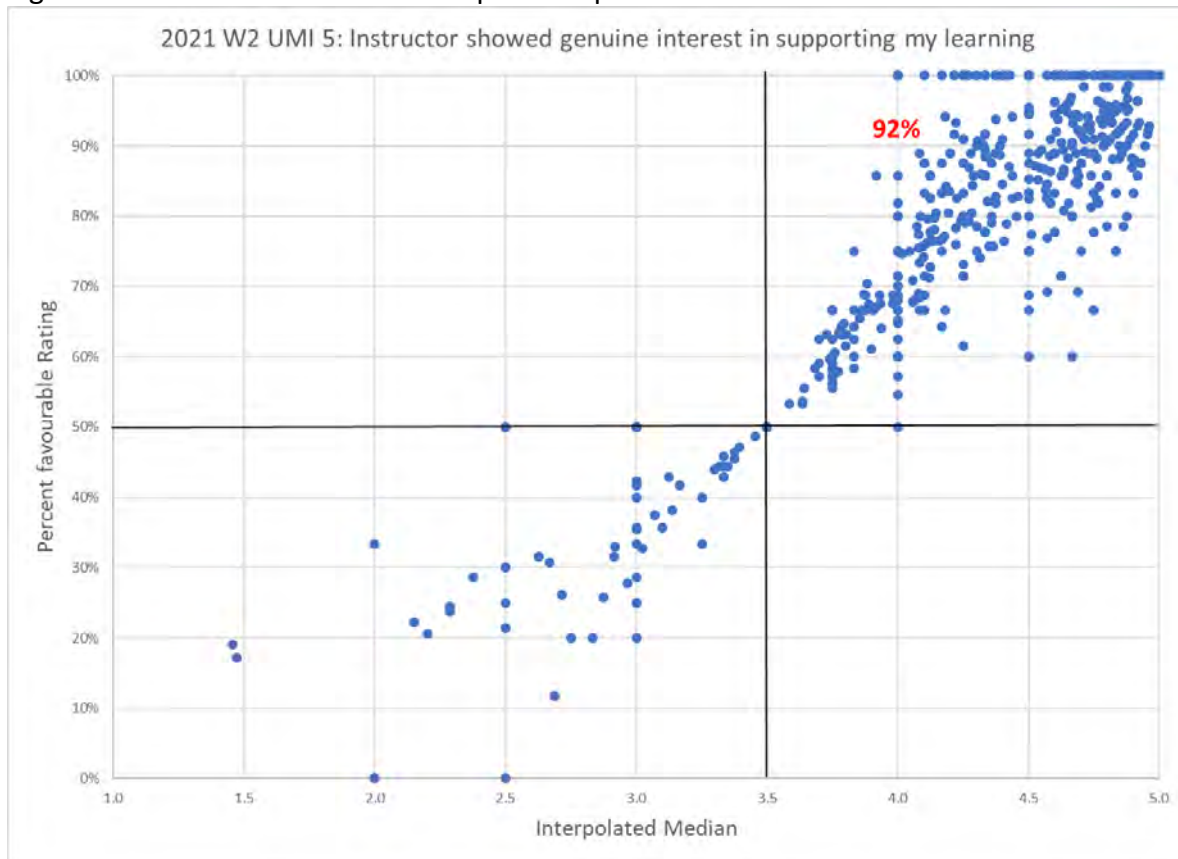
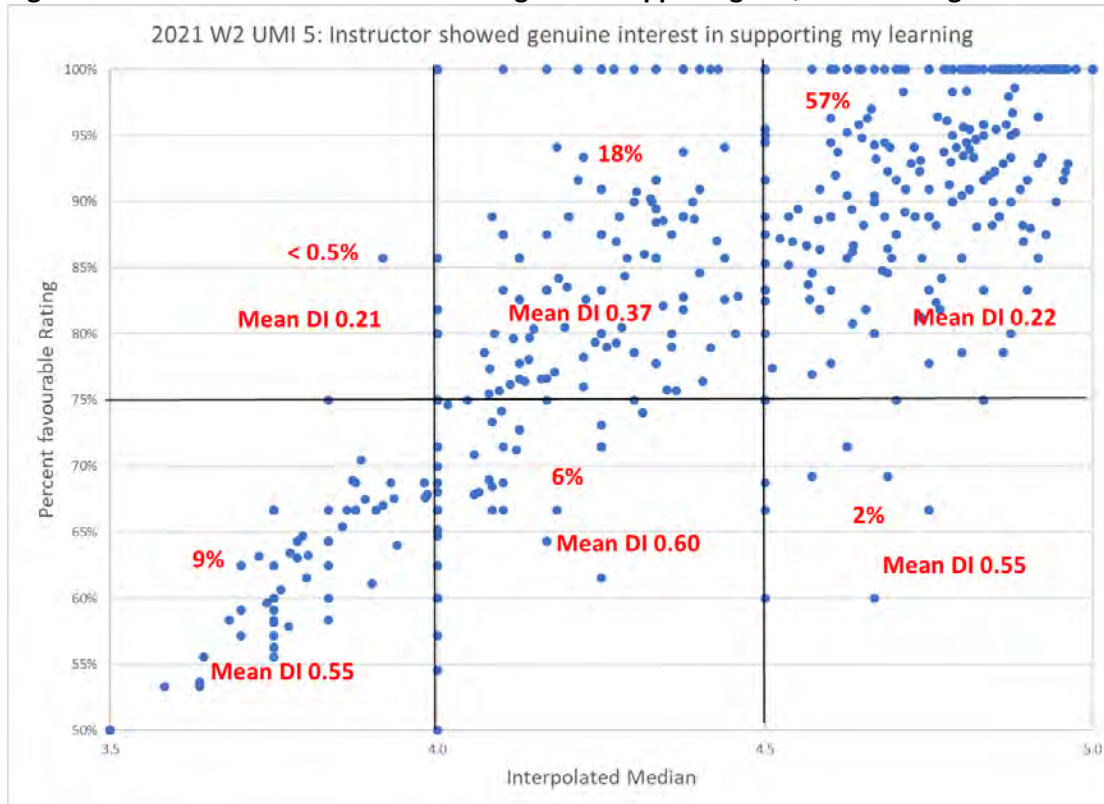
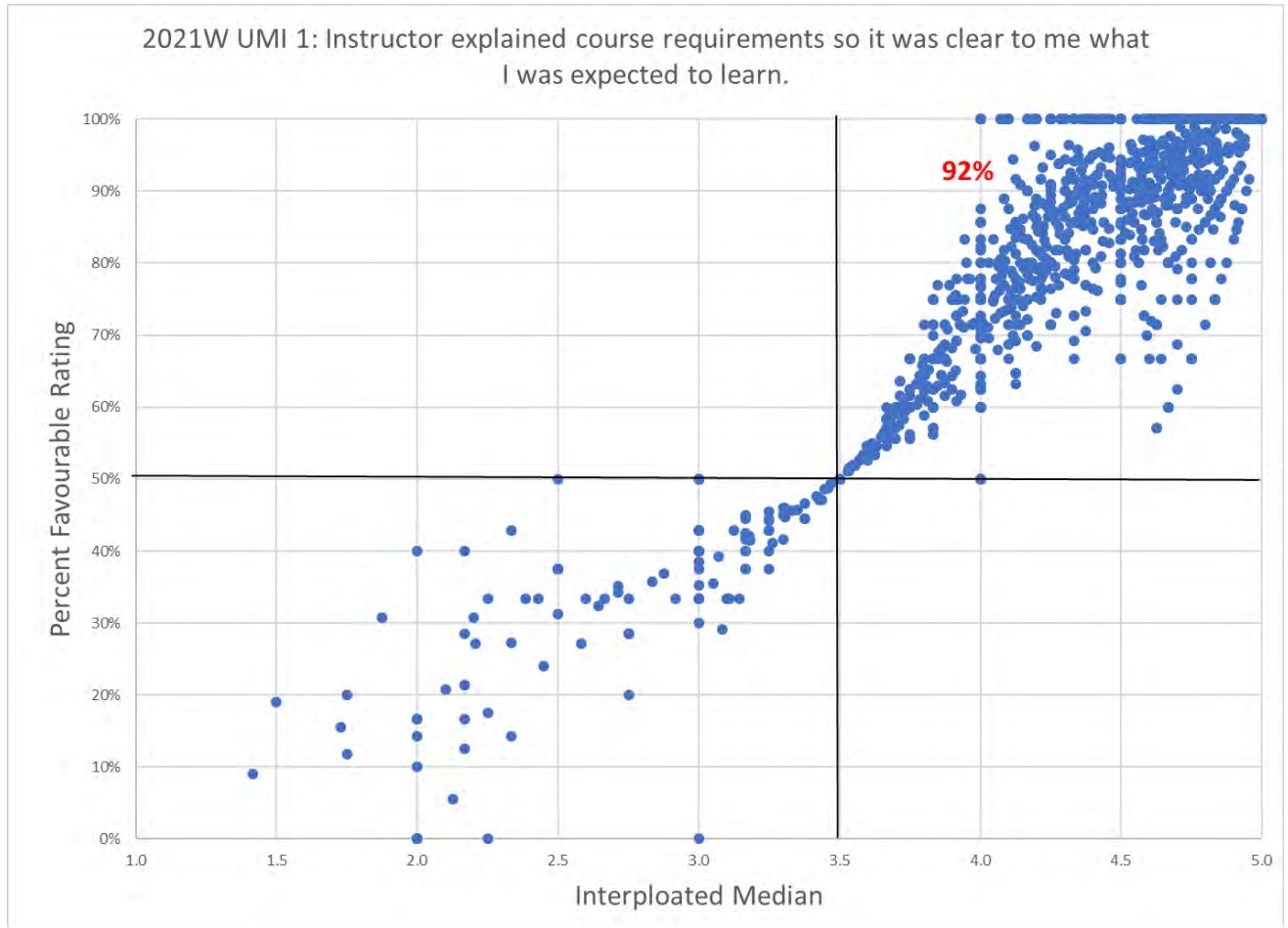


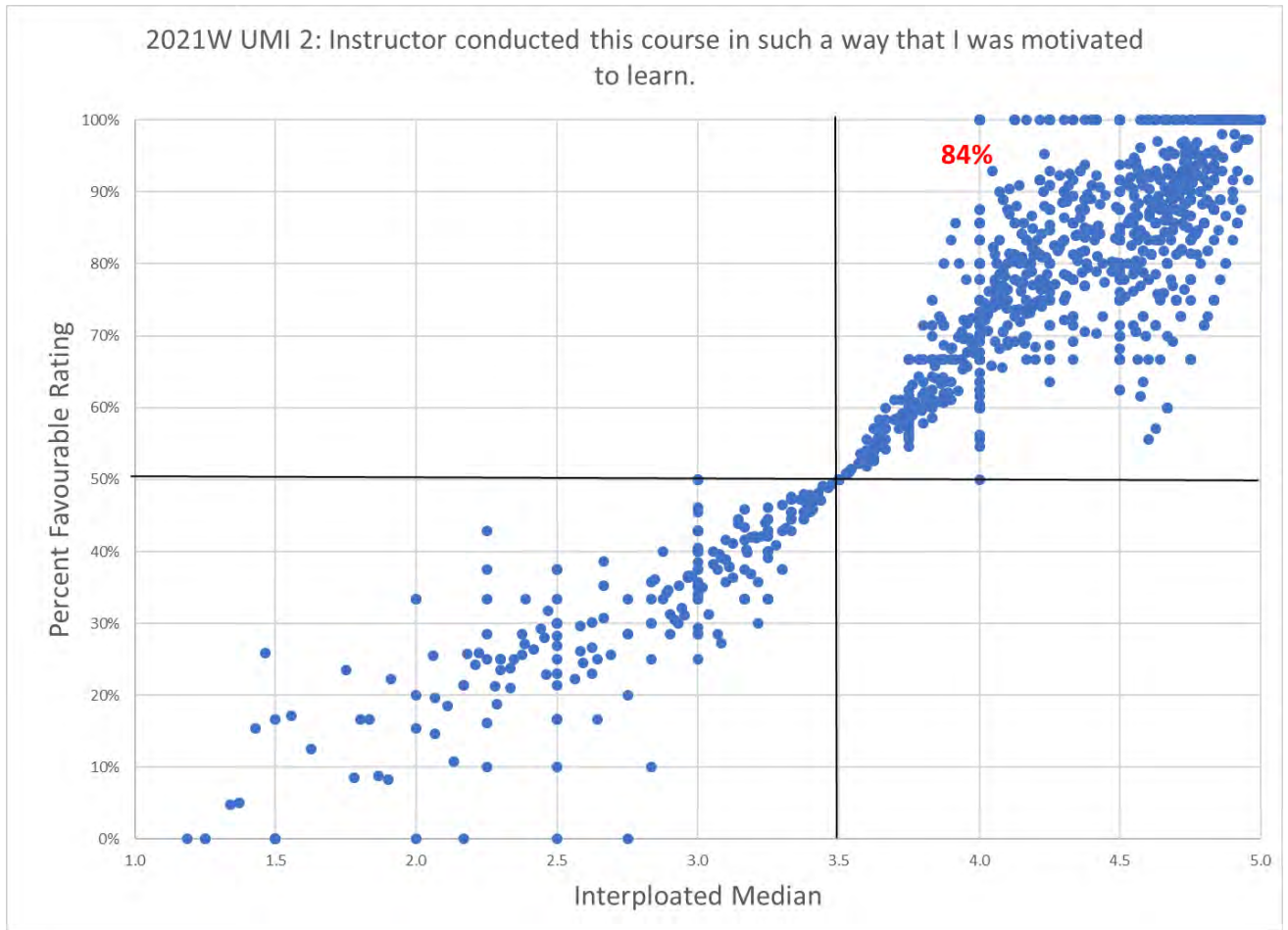
Figure B.2: 2021 Winter Term 2 - SEI Ratings in the Upper Right Quadrant of figure B.1.

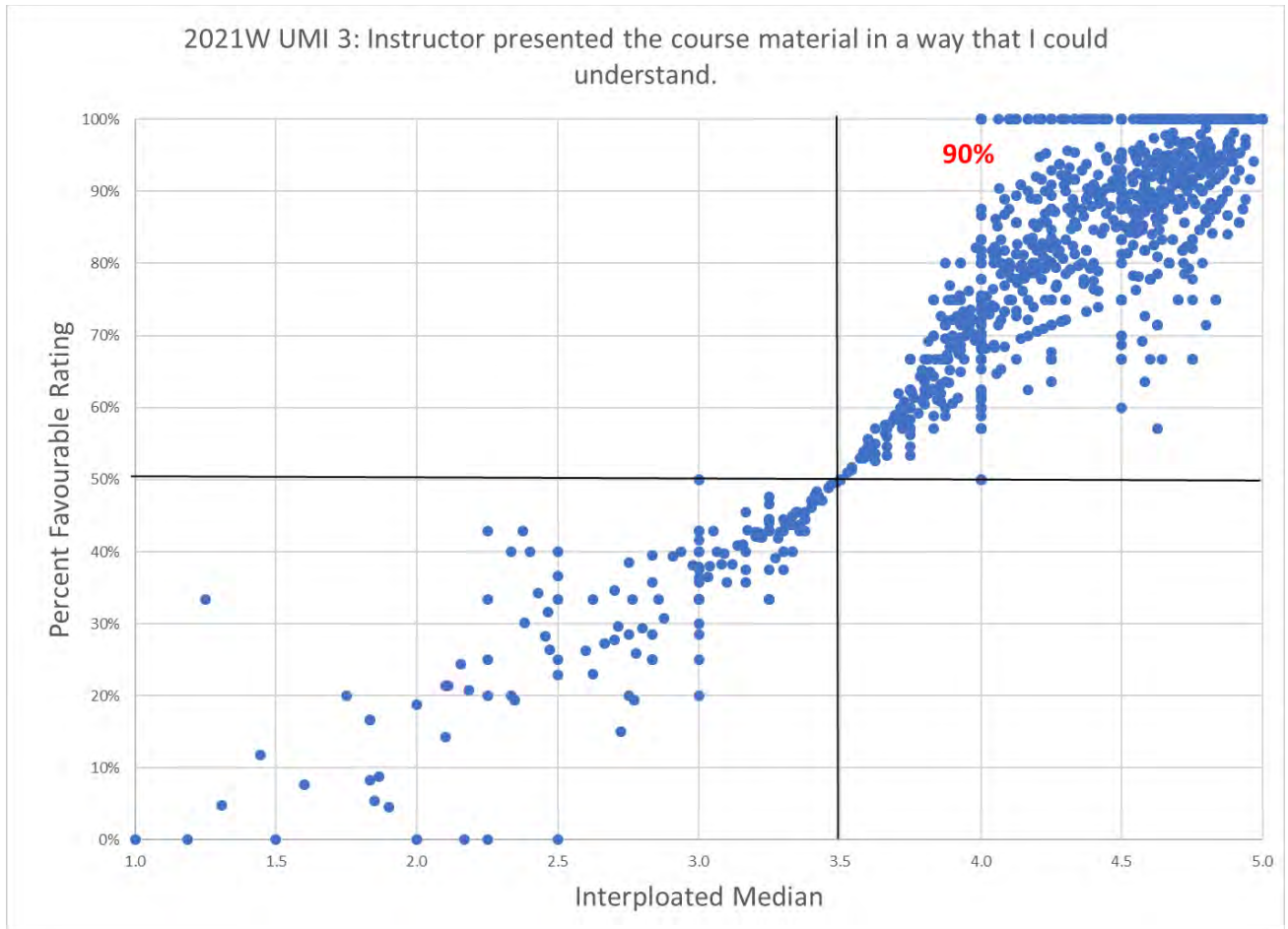


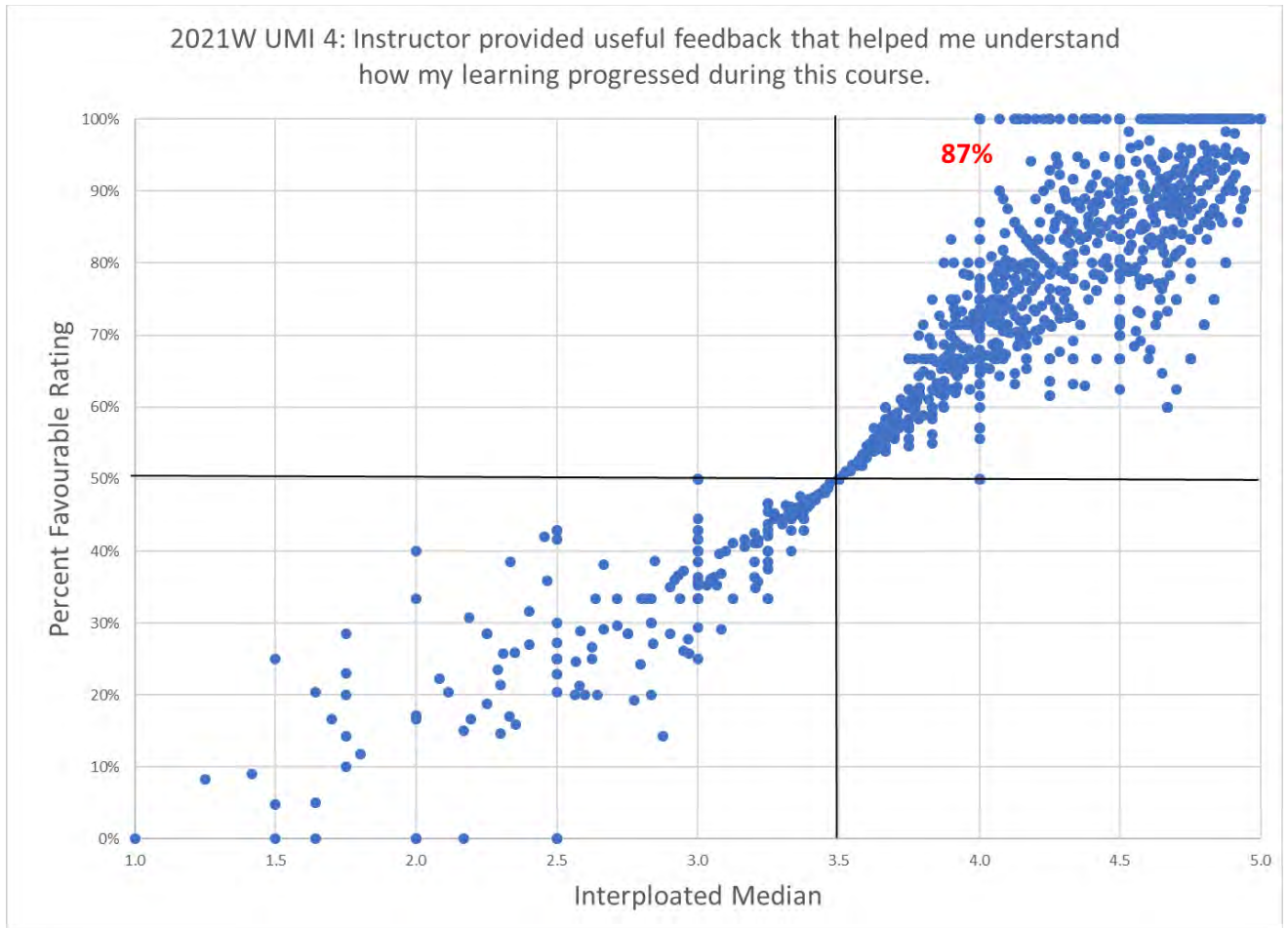
APPENDIX C

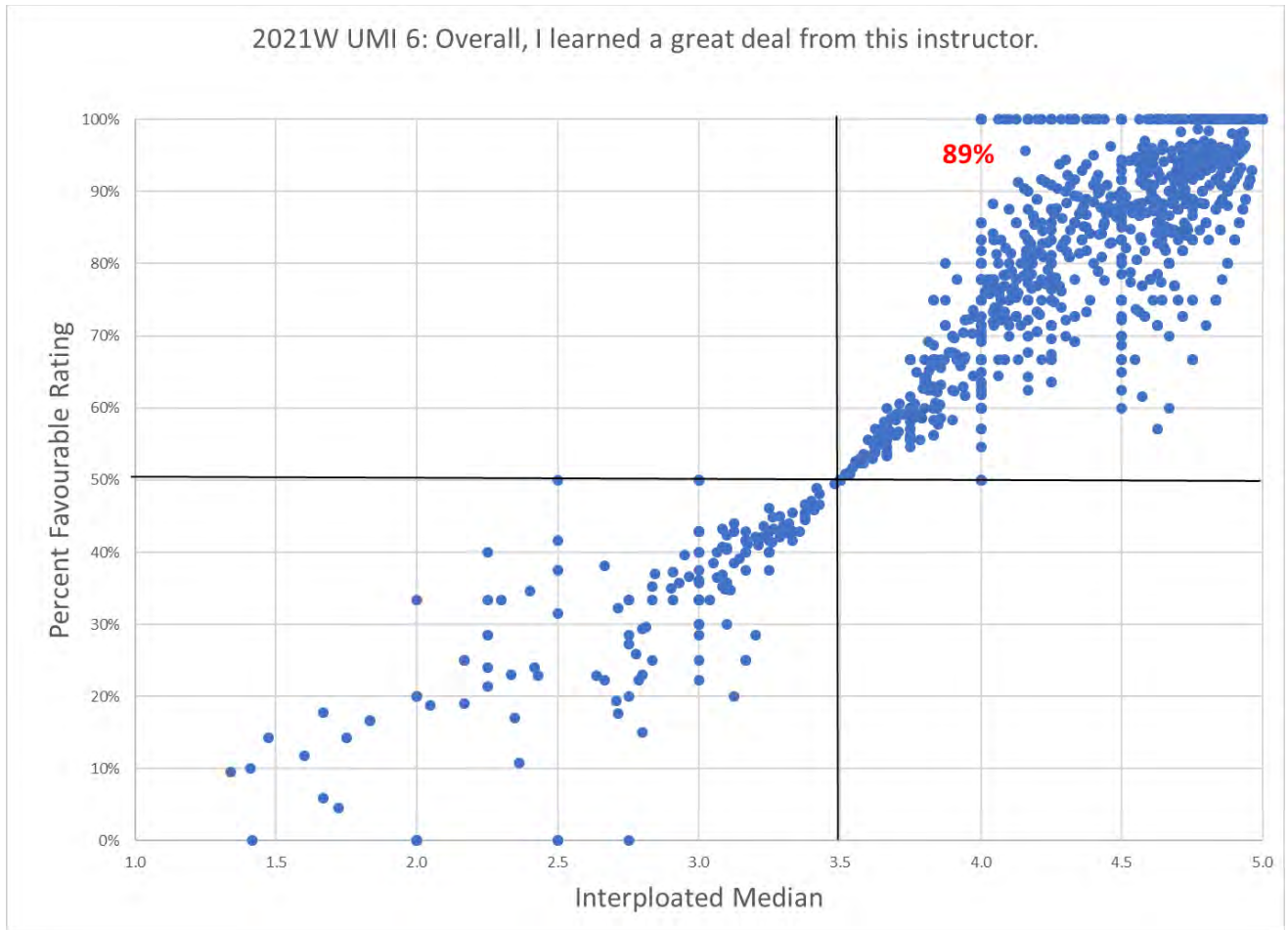
Graphical depiction of the distribution of the 2021W (both winter terms) SEI ratings for UMI Questions 1, 2, 3, 4, and 6.











STUDENT EXPERIENCE OF INSTRUCTION

2022W REPORT TO UBC OKANAGAN SENATE

Abdel Azim Zumrawi, PhD, P.Stat.
Planning & Institutional Research (PAIR)

July 20, 2023

EXECUTIVE SUMMARY

The following six University Module Items (UMI) were implemented in the Student Experience of Instruction (SEI) surveys across both UBC campuses starting in the Fall of 2021:

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
3. The instructor presented the course material in a way that I could understand.
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
5. The instructor showed genuine interest in supporting my learning throughout this course.
6. Overall, I learned a great deal from this instructor.

This report summarizes the results for 1,595 SEI surveys, for 1,548 UBCO course sections, that were conducted during the 2022 winter sessions.

43% of the surveys in term 1 and 35% in term 2 met or exceeded the university's recommended minimum response rate. The 2022 response rates were comparable to those of 2021 (45% and 36% in term 1 and 2, respectively). The majority of surveys, that did not meet the minimum recommended response rate, were in sections with less than 50 students.

Overall, the 2022 results were similar to those of 2021. In about two-thirds of the 2022 SEI surveys, 3 out of 4 students rated their experience of instruction favourably. For example, for UMI question 5 (The instructor showed genuine interest in supporting my learning throughout this course), 61% of the SEI surveys had an interpolated median of 4.5 or higher, with favourable ratings (sum of 'agree' and 'strongly agree' responses) greater than 75%.

Furthermore, in three-quarters of all evaluations in both Winter terms, 75% or more student respondents 'agreed' or 'strongly agreed' that the instructor showed genuine interest in supporting their learning. On the other hand, for all UMI questions, less than 15% of the ratings had an interpolated median below 3.5 and with favourable rating not exceeding 50%.

1. SCOPE OF IMPLEMENTATION

1,595 Student Experience of Instruction (SEI) reports, for 1,548 UBCO course sections taught in 2022 Winter sessions were submitted to the university. 781 of these evaluations (49%) were in term 1 and 814 (51%) in term 2. Sections with less than 5 enrollments and those with a single response were not included in this report.

A summary of the scope of implementation, by Faculty and year level, is shown in Table 1.

Table 1. Scope of 2022W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ¹					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	36	37	36	68	30	207
Arts and Social Sciences ²	65	67	122	67	16	337
Creative & Critical Studies	162	74	74	33	8	351
Education	16	0	2	28	9	55
Health & Social Development	49	80	93	37	37	296
Management	7	11	8	32	0	58
Science ²	70	58	102	58	3	291
TOTAL	405	327	437	323	103	1,595

¹ Unique course section/instructor combination.

² Department and course subject codes were used to identify Faculty of Science and Faculty of Arts courses.

2. RESPONSE RATES

Percentage of SEI reports with response rates that met or exceeded the recommended minimum response rates (Zumrawi *et.al.*, 2014) are shown in Tables 2 and 3, for 2022 Terms 1 and 2, respectively.

In Term 1 of this year (2022 W1), 43% of surveys met or exceeded the recommended minimum response rates, compared to 45% in the term 1 of the previous year (2021W1).

Table 2. Sections Meeting or Exceeding the Recommended Response Rate in 2022 Term 1

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended Minimum Response Rate ¹	% meeting minimum recommended	
					2022W1	2021W1
≤ 10	68	71	574	75%	27%	33%
11 -19	136	136	2,020	65%	21%	14%
20 -34	225	226	6,069	55%	21%	18%
35 - 49	71	75	2,832	40%	40%	45%
50 -74	65	66	3,955	35%	50%	49%
75 -99	54	57	4,543	25%	79%	85%
100 -149	65	68	8,136	20%	79%	94%
150 - 299	75	75	15,468	15%	99%	100%
300 - 499	7	7	2,356	10%	100%	100%
Overall	766	781	45,953		43%	45%

¹ Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563

In term 1, about four fifths of evaluations in sections with less than 35 students, did not meet the recommended minimum response rate (table 2). These sections accounted for 20% of the total enrollment in the term.

In term 2 (Table 3), 35% of SEI reports met or exceeded the minimum recommended response rates. More than three fourths of sections in term 2, with less than 50 students, did not meet the minimum recommended response rate. These sections accounted for 28% of the total enrollment in the term. These response rates are almost identical to winter term 2 of the previous year (2021).

Table 3. Sections Meeting or Exceeding the Recommended Response Rate in 2022 Term 2

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended Minimum Response Rate	% meeting minimum recommended	
					2022W2	2021W2
≤ 10	65	66	528	75%	14%	23%
11 -19	150	151	2,252	65%	19%	10%
20 -34	234	242	6,239	55%	17%	18%
35 – 49	86	93	3,516	40%	25%	32%
50 -74	52	55	3,251	35%	36%	49%
75 -99	56	61	4,753	25%	67%	64%
100 -149	56	60	6,960	20%	67%	70%
150 - 299	79	80	15,611	15%	96%	92%
300 - 499	4	6	1,292	10%	83%	100%
Overall	782	814	44,402		35%	36%

Based on the results in Tables 2 and 3, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on smaller sections, and in particular sections with under 35 students.

3. RESULTS

Statistics reported and used to summarize instructor ratings in this section include: The Interpolated Median (IM), Dispersion Index (DI), and Percent Favorable Rating (PFR).

The interpolated median (adjusted median) is an appropriate measure for the center of the data, and is computed by adjusting the customary median (50% percentile). The extent of the adjustment depends on the distribution of SEI ratings relative to the customary median i.e., how many of the students' scores are greater than, equal to, or less than the customary median.

The dispersion index is a measure of variability in student scores. It ranges in value from zero to 1.0. A value of zero is obtained when all student respondents agree on the same rating. A value of 1.0, on the other hand, occurs when respondents split 50/50 between scores of strongly disagree and strongly agree.

Percent favourable rating reflects the ratio of students who responded with 'Agree' or 'Strongly Agree' as a percentage of all respondents.

The IM scores for the 6 UMIs by year level, are shown in Tables 4 and 5 for 2022 Winter term 1 and term 2, respectively. Average percent favourable rating (agree and strongly agree) is given in parenthesis. The percentiles of the distributions are shown, by academic Term, in Appendix A.

Table 4. 2022 Term 1 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels						
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	2021W1
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3 (78%)	4.3 (77%)	4.4 (82%)	4.6 (85%)	4.7 (88%)	4.4 (80%)	4.4 (81%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.0 (65%)	4.0 (65%)	4.2 (71%)	4.6 (81%)	4.6 (82%)	4.1 (69%)	4.1 (69%)
3. The instructor presented the course material in a way that I could understand.	4.1 (72%)	4.2 (73%)	4.3 (77%)	4.6 (84%)	4.6 (85%)	4.2 (75%)	4.2 (75%)
4. Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.0 (65%)	4.0 (65%)	4.2 (72%)	4.5 (79%)	4.6 (80%)	4.1 (69%)	4.1 (69%)
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.3 (75%)	4.4 (75%)	4.5 (81%)	4.7 (90%)	4.8 (88%)	4.5 (79%)	4.5 (79%)
6. Overall, I learned a great deal from this instructor.	4.1 (71%)	4.2 (72%)	4.4 (77%)	4.6 (84%)	4.6 (83%)	4.3 (75%)	4.3 (76%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

² Interpolated Median

³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

Table 5. 2022 Term 2 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels						2021W2
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3 (80%)	4.3 (80%)	4.3 (76%)	4.6 (86%)	4.6 (86%)	4.4 (80%)	4.4 (81%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.0 (66%)	4.1 (70%)	4.0 (65%)	4.6 (82%)	4.6 (80%)	4.2 (69%)	4.1 (70%)
3. The instructor presented the course material in a way that I could understand.	4.2 (74%)	4.2 (74%)	4.2 (73%)	4.6 (85%)	4.6 (85%)	4.3 (76%)	4.3 (77%)
4. Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.0 (67%)	4.1 (69%)	4.0 (66%)	4.6 (81%)	4.6 (83%)	4.1 (69%)	4.1 (70%)
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.3 (76%)	4.4 (79%)	4.4 (74%)	4.8 (88%)	4.8 (90%)	4.5 (78%)	4.5 (80%)
6. Overall, I learned a great deal from this instructor.	4.2 (72%)	4.3 (74%)	4.2 (70%)	4.7 (84%)	4.6 (82%)	4.3 (74%)	4.3 (76%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

² Interpolated Median

³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

4. MAGNITUDE AND VARIABILITY OF RATINGS

In this section we consider all 3 key statistics (IM, DI and PFR) in summarizing SEI ratings. Table 6 provides an analysis of UMI question 5 in Term 1 ('The instructor showed genuine interest in supporting my learning throughout this course.'). Average percent favourable rating, within each cell in the Table, is given in parenthesis.

As an example of how to interpret the data in Table 6, consider the middle row in the Table. There are 76 SEI reports within this rating band of UMI 5 score between 3.5 and 4.0. Of these, 27 have a dispersion index between 0.4 and 0.55, and within these 27 reports, there is (on average) 64% of respondents who rated their experience of instruction favourably (the sum of 'agree' and 'strongly agree' categories on UMI 5). Thus, it would be plausible, within this subset of the dataset, to find a median UMI score of e.g., 3.8, where more than two thirds of the student respondents rated their experience favourably. This illustrates the additional insight gained from considering the interpolated median of the UMI score, percent favourable rating, and the variability in instructor rating that this measure of dispersion provides, rather than relying on a single metric alone.

Table 6: 2022 Winter Term 1 - Distribution of SEI Ratings for UMI 5: The instructor showed genuine interest in supporting my learning throughout this course.

	Variability in SEI Rating (dispersion)								Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55 - 0.70	0.7 - 0.85	> 0.85	
IMedian	Number of Evaluations (% Favourable Rating in Parenthesis)								
< 5.0	85 (100%)	141 (99%)	106 (97%)	75 (89%)	63 (81%)	18 (78%)	4 (75%)	1 (67%)	493
< 4.5	3 (100%)	3 (100%)	22 (97%)	26 (86%)	80 (76%)	26 (73%)	7 (68%)	3 (68)	170
< 4.0			1 (50%)	2 (67%)	27 (64%)	36 (59%)	10 (53%)		76
< 3.5				1 (25%)	4 (39%)	13 (43%)	10 (41%)	2 (44%)	30
< 3.0					1 (10%)	7 (21%)	2 (30%)	2 (34%)	12
									781

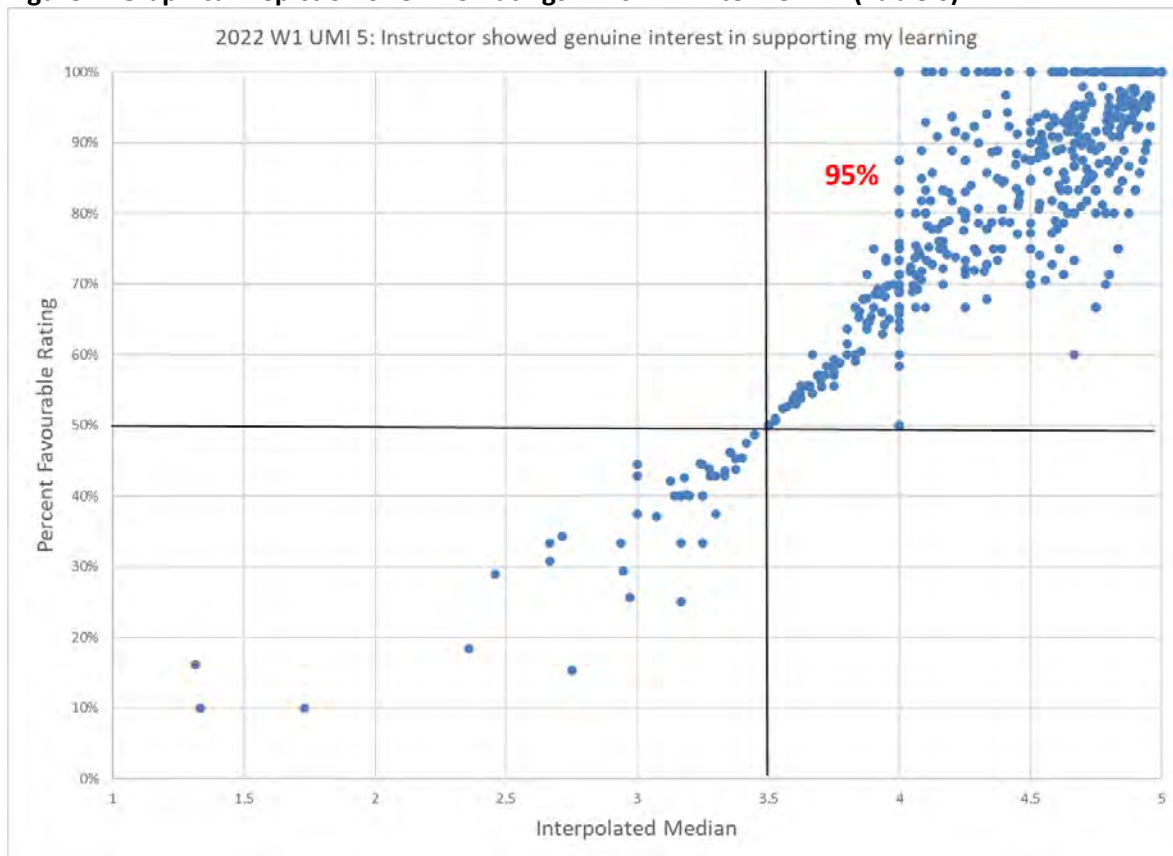
As would be expected, favourable rating decreases – on average - as dispersion increases in the first three rows (IM of 3.5 or more), but increases with dispersion in the lower two rows (IM less than 3.5). Thus, evaluations in the upper left cells have high ratings, with low variability, resulting in higher percentages of favourable ratings. Whereas the lower left cells show low

ratings, with low variability in students' scores, resulting in low percentages of favourable ratings. Furthermore, SEI ratings in the bottom two rows, corresponding to an IM of less than 3.5, have percent favourable ratings not exceeding 50%.

Low ratings with high dispersion should be interpreted within context, considering factors such as response rate, class size and the magnitude of the dispersion. Often, SEI ratings with extreme dispersion are from SEI surveys that don't meet the recommended minimum response rate. It is worth noting that such extreme distributions, indicative of polarized ratings, are not common and mostly occur in smaller sections; often where the recommended minimum response rate is not met.

The data in table 6 is shown graphically in figure 1, plotting two of the key statistics – IM against PFR.

Figure 1: Graphical Depiction of UMI 5 Ratings in 2022 Winter Term 1 (Table 6).

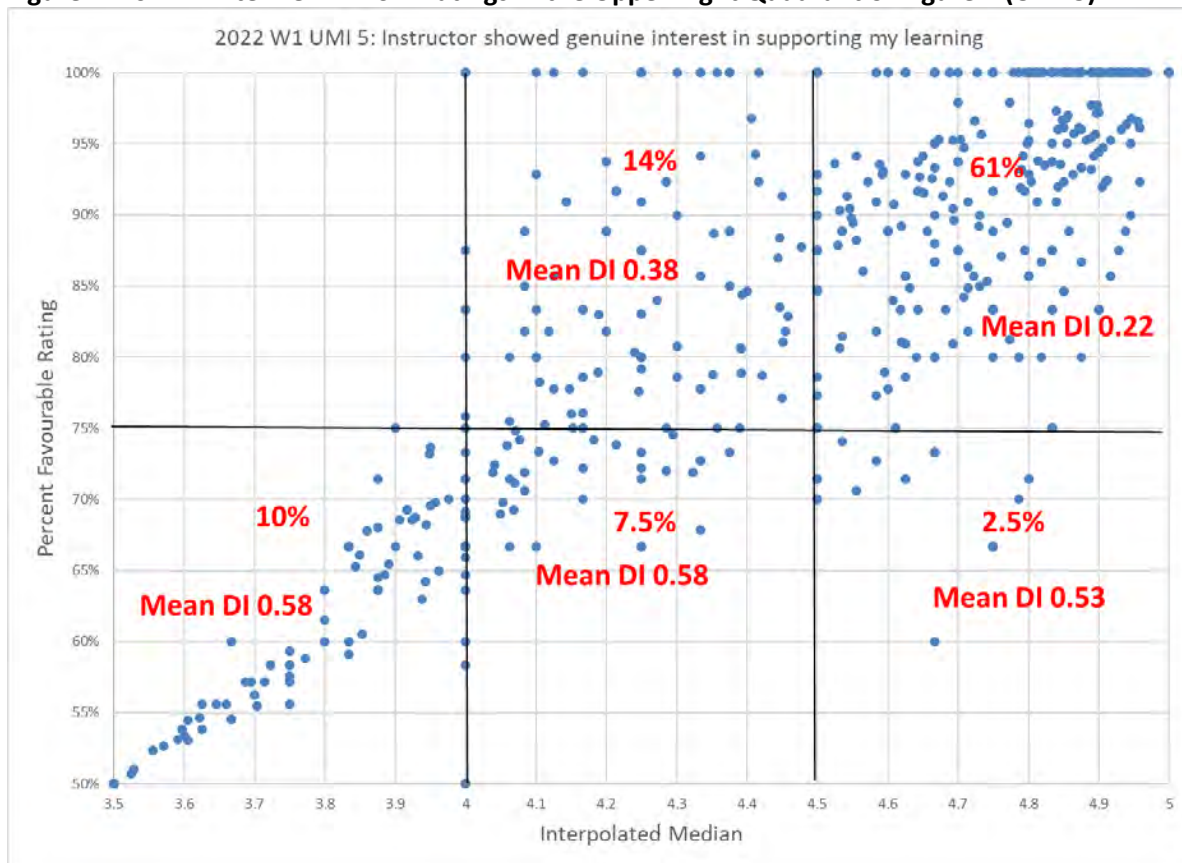


As evident in Figure 1, the pivot point in the relationship between IM and PFR, on a 5-point scale, is an IM of 3.5 and 50% favourable rating. The relationship between the two metrics is such that, no ratings with an IM below 3.5 would have favourable ratings above 50%, nor would ratings with an IM above 3.5 ever have favourable ratings below 50%.

As such, the upper right quadrant in Figure 1 corresponds to the first three rows in Table 6. For UMI question 5, 95% of SEI surveys in term 1 were in this quadrant. Likewise, the lower left quadrant (with 5% of the surveys) corresponds to the bottom two rows in table 6, and includes surveys with percent favourable not exceeding 50%.

Figure 2 is a closer look at the SEI surveys in the upper right quadrant of Figure 1. 61% of UMI question 5 ratings in term 1 were in the upper rightmost sub-quadrant of Figure 2; with low dispersion (average DI of 0.22), IMs above 4.5 and percent favourable above 75%. Furthermore, three-quarters of the UMI 5 ratings in term 1 were in the two upper right sub-quadrants, with IM above 4.0 and over 75% favourable rating. This visualization illustrates a feature that is often obscured in tables of data: in three-quarters of all evaluations in 2022 Winter term 1 (sum of the two upper right quadrants of figure 2)), 75% or more student respondents ‘agreed’ or ‘strongly agreed’ that the instructor showed genuine interest in supporting their learning.

Figure 2: 2022 Winter Term 1- SEI Ratings in the Upper Right Quadrant of Figure 1 (UMI 5).



Term 2 data for UMI question 5 is qualitatively equivalent; a summary and a graphical representation is shown in Appendix B. Also, graphical representation of SEI ratings for UMI 1, 2, 3, 4, and 6 are shown in Appendix C for both terms combined.

5. LOOKING FORWARDS

Low response rates continue to be of concern, particularly in winter term 2. PAIR will continue to engage with faculty and students in efforts to increase response rates. Based on the 2021 and 2022 survey results, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on sections with under 35 students.

Information about Student Experience of Instruction at UBC is available at <https://seoi.ubc.ca/>.

APPENDIX A

Table A.1: 2022W UMI Interpolated Median Percentiles by academic term

Item	Term	5 th Percentile	25 th Percentile	50 th Percentile	75 th Percentile	95 th Percentile	Interquartile Range
1	2022W1	3.2	4.1	4.5	4.8	5.0	0.7
	2022W2	3.0	4.0	4.5	4.8	5.0	0.8
2	2022W1	2.8	3.9	4.4	4.8	5.0	0.9
	2022W2	2.5	3.9	4.5	4.8	5.0	0.9
3	2022W1	3.0	4.0	4.5	4.8	5.0	0.8
	2022W2	3.0	4.0	4.5	4.8	5.0	0.8
4	2022W1	3.0	3.9	4.3	4.8	5.0	0.9
	2022W2	2.8	3.9	4.5	4.8	5.0	0.9
5	2022W1	3.4	4.2	4.7	4.9	5.0	0.7
	2022W2	3.3	4.1	4.6	4.9	5.0	0.7
6	2022W1	3.0	4.0	4.5	4.8	5.0	0.8
	2022W2	3.0	4.0	4.5	4.8	5.0	0.8

APPENDIX B

Table B.1: 2022 Winter Term 2 - Distribution of SEI ratings for UMI 5: The instructor showed genuine interest in supporting my learning throughout this course.

		Variability in Instructor Rating (dispersion)								
		0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55 - 0.70	0.7 - 0.85	> 0.85	Total
IMedian	Number of Evaluations (% Favourable Rating in Parenthesis)									
	< 5.0	95 (100%)	132 (99%)	131 (97%)	79 (89%)	52 (81%)	11 (81%)	3 (71%)	1 (57%)	504
	< 4.5	2 (100%)	1 (90%)	25 (98%)	21 (85%)	85 (77%)	25 (70%)	4 (75%)	2 (64%)	165
	< 4.0		3 (78%)	1 (57%)	4 (71%)	27 (63%)	33 (58%)	17 (57%)	1 (50%)	86
	< 3.5		2 (25%)	1 (33%)	2 (25%)	6 (39%)	13 (41%)	13 (43%)	4 (50%)	41
	< 3.0		1 (0%)	2 (0%)	1 (17%)	1 (0%)	8 (21%)	5 (28%)		18
									814	

Figure B.1: 2022 Winter Term 2: Graphical depiction of the UMI 5 data in table B.1.

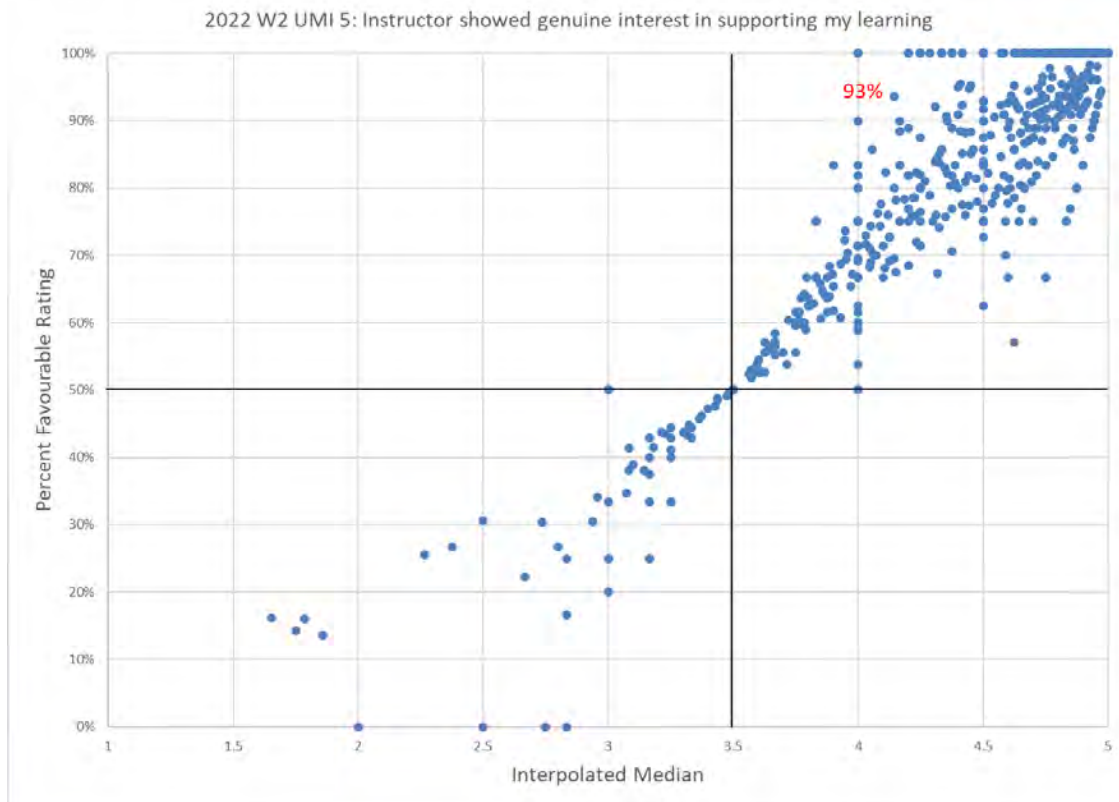
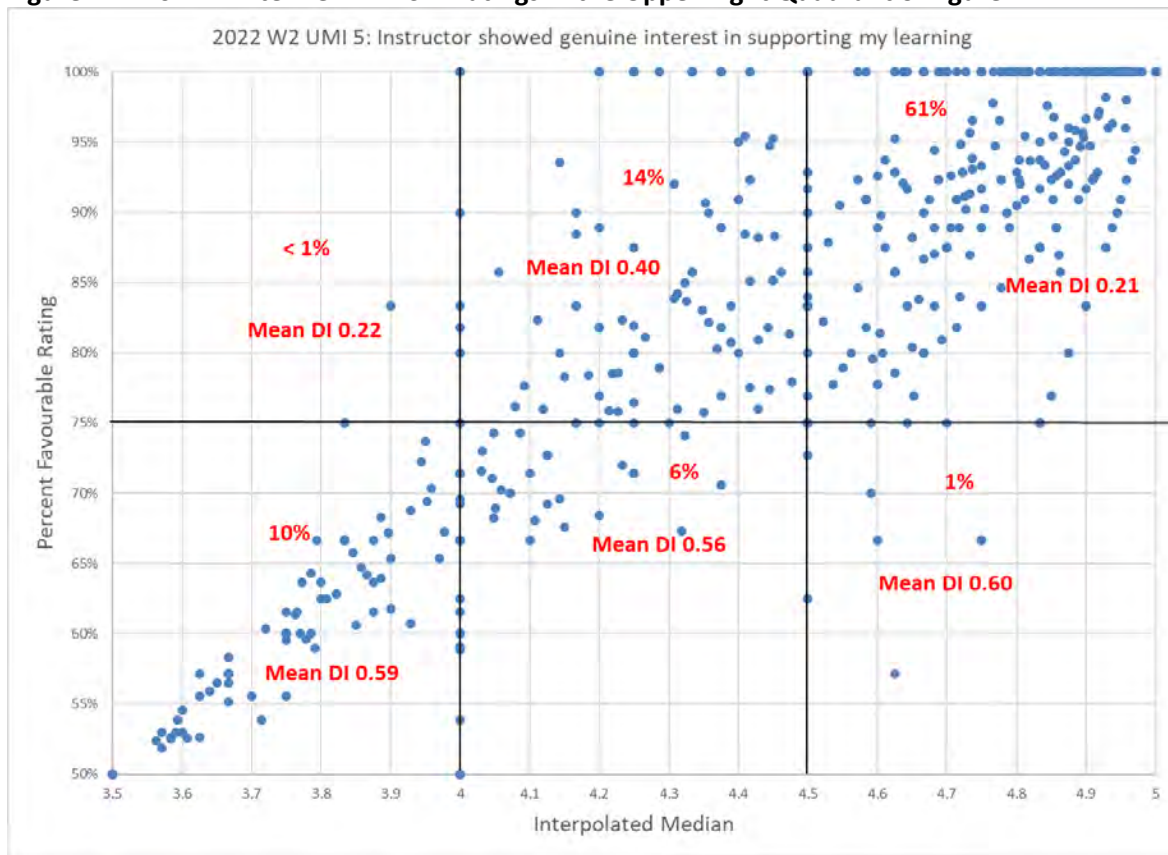
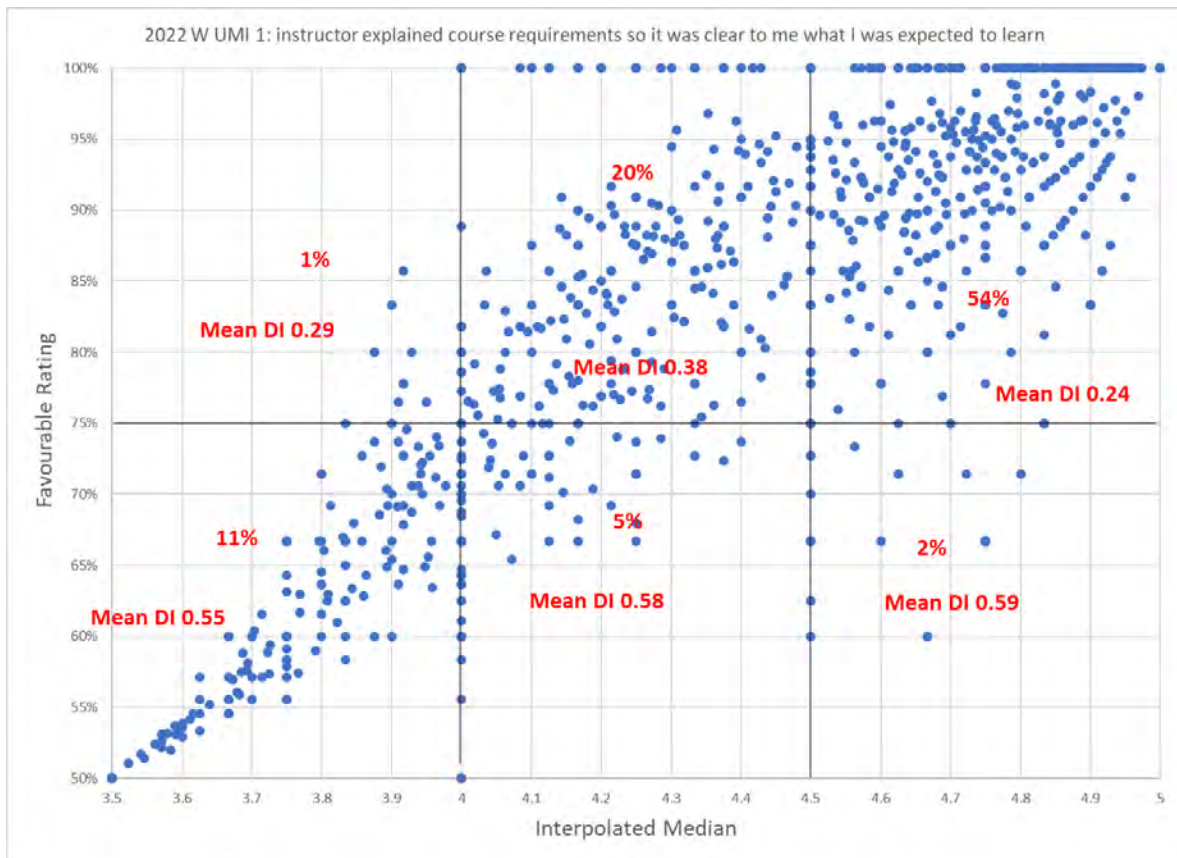
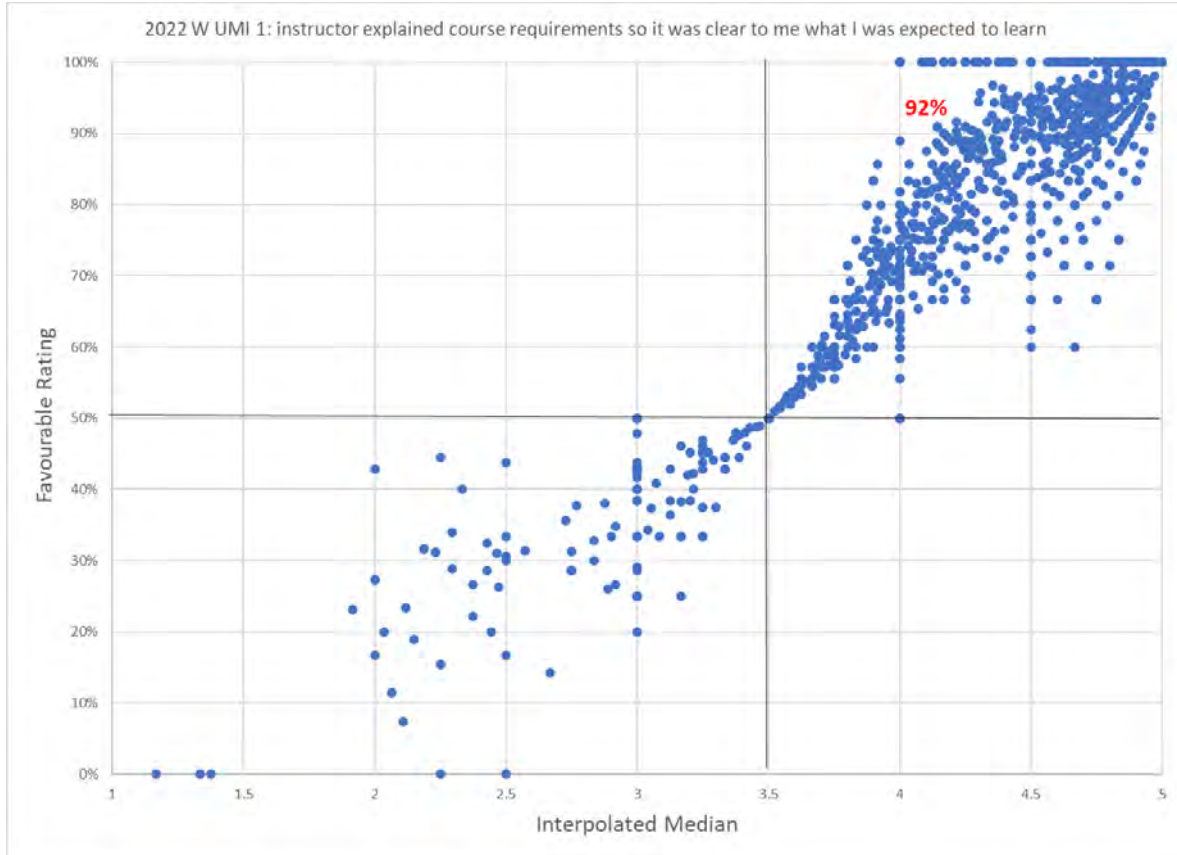


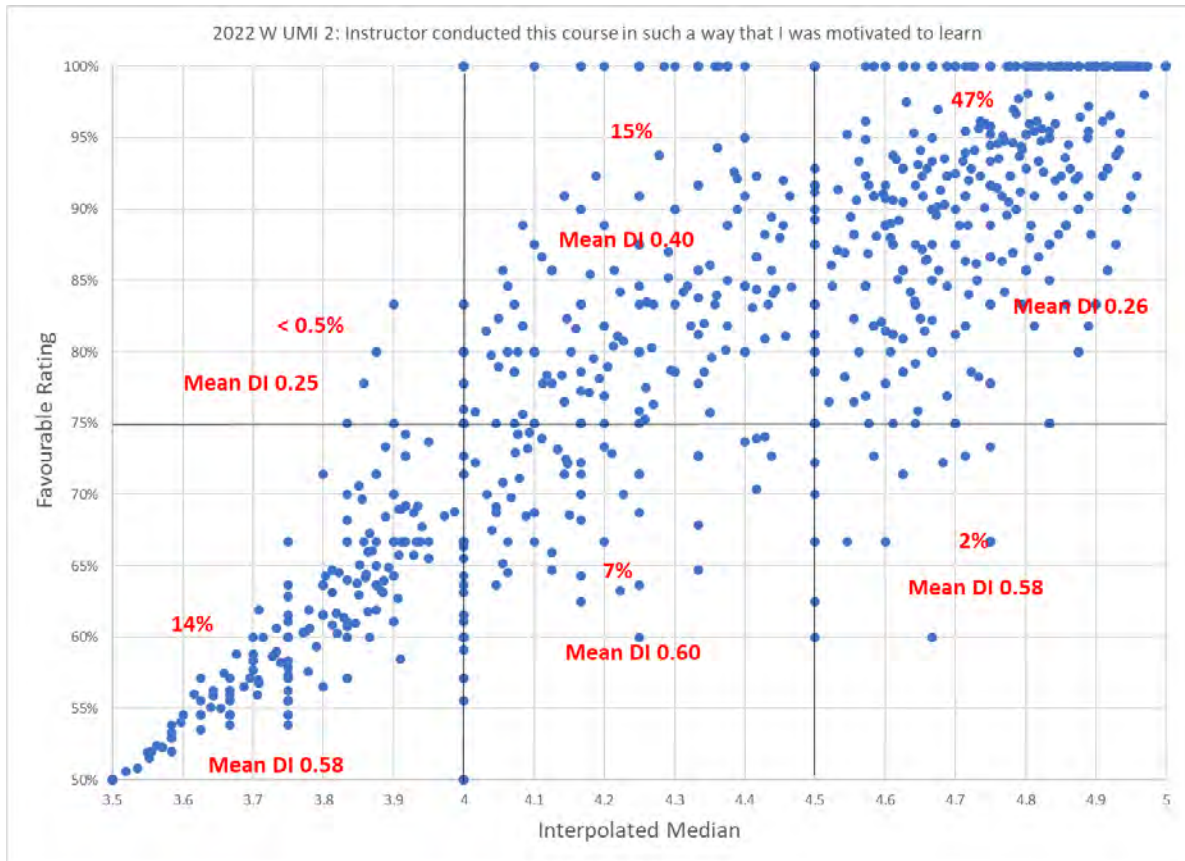
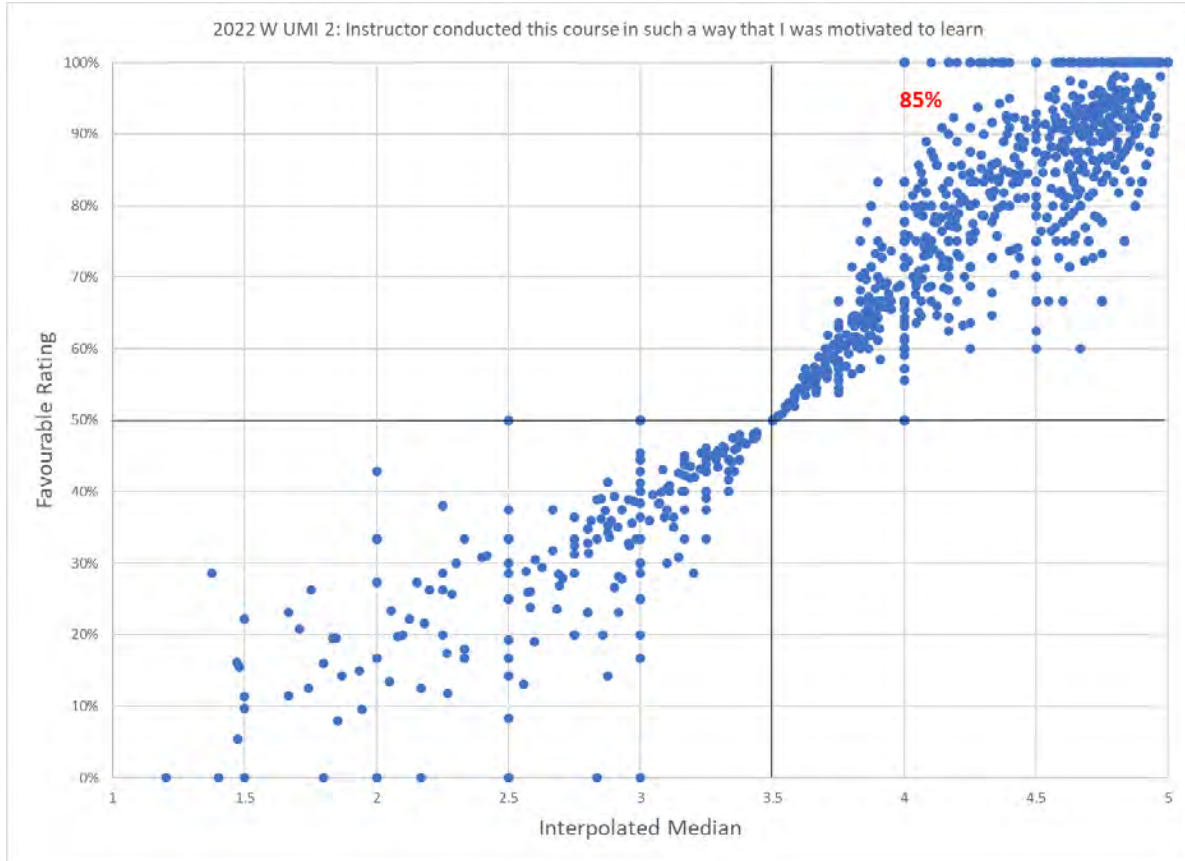
Figure B.2: 2022 Winter Term 2 - SEI Ratings in the Upper Right Quadrant of figure B.1.

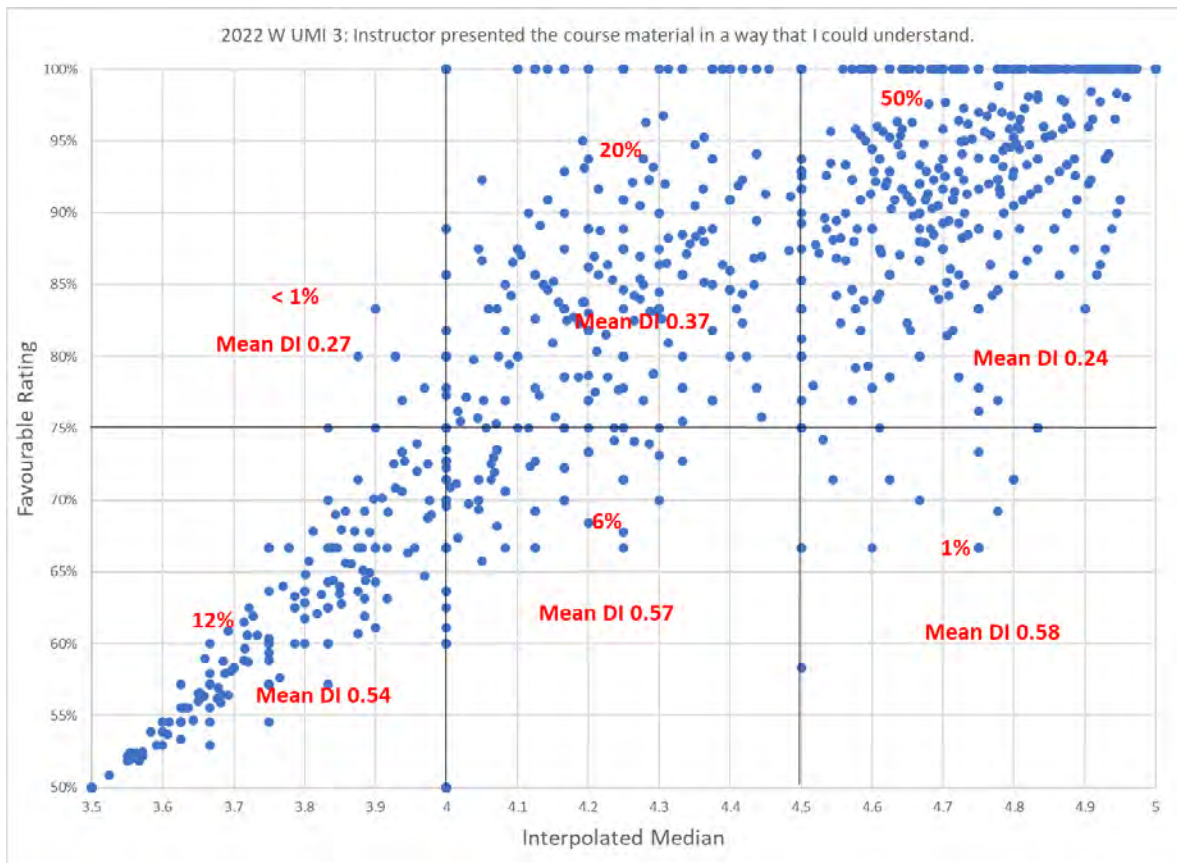
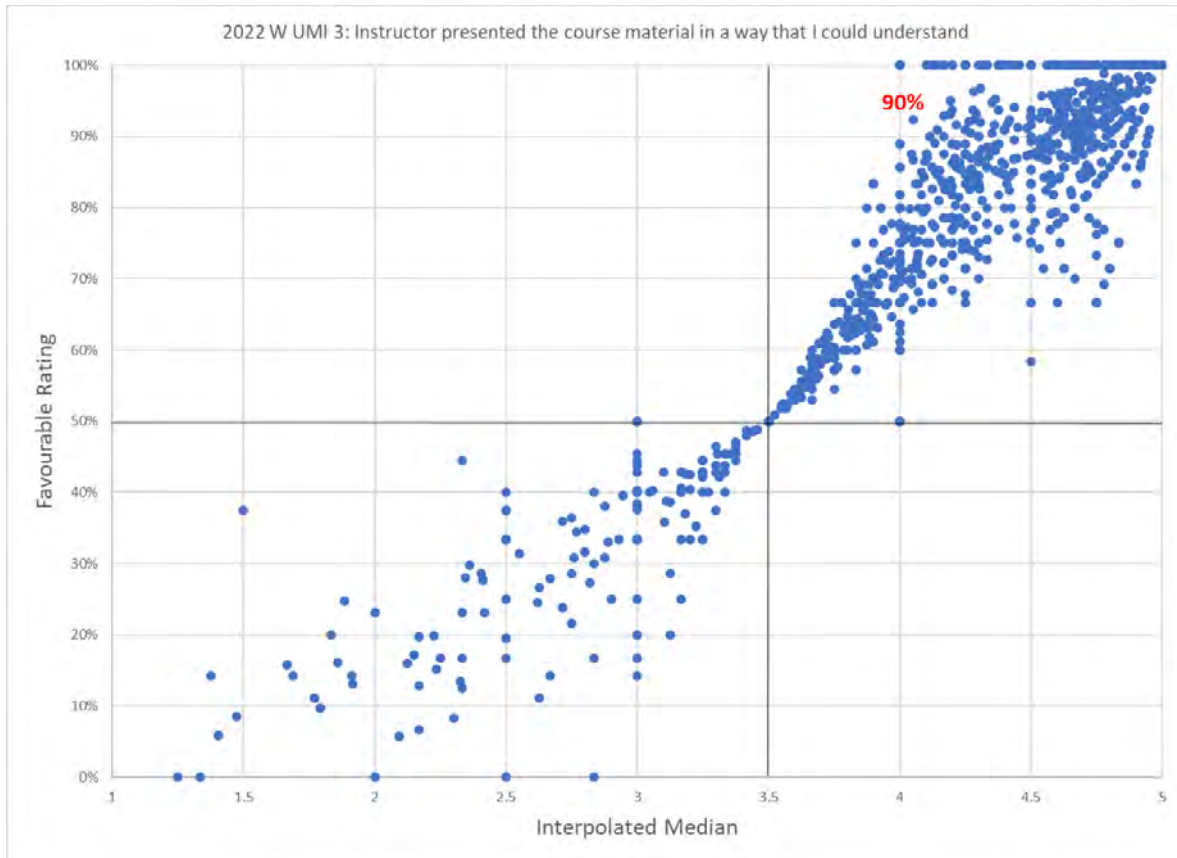


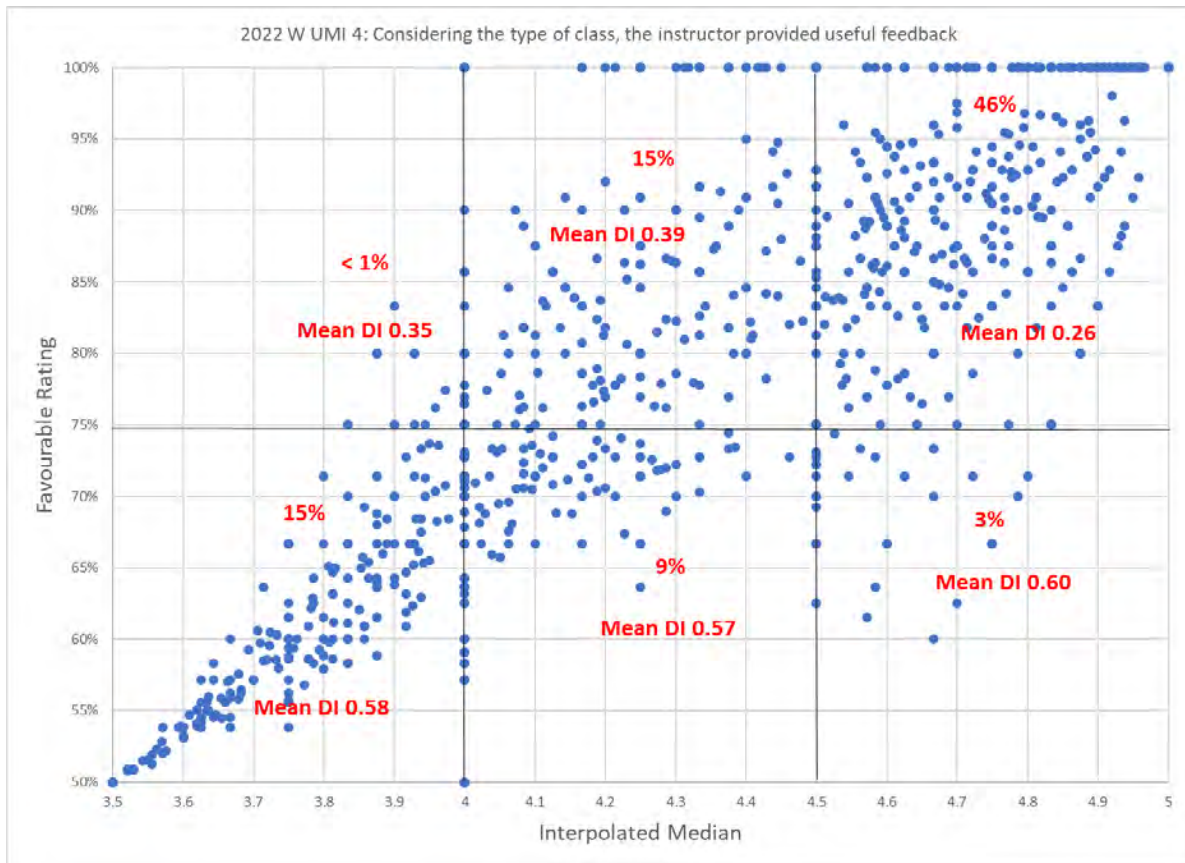
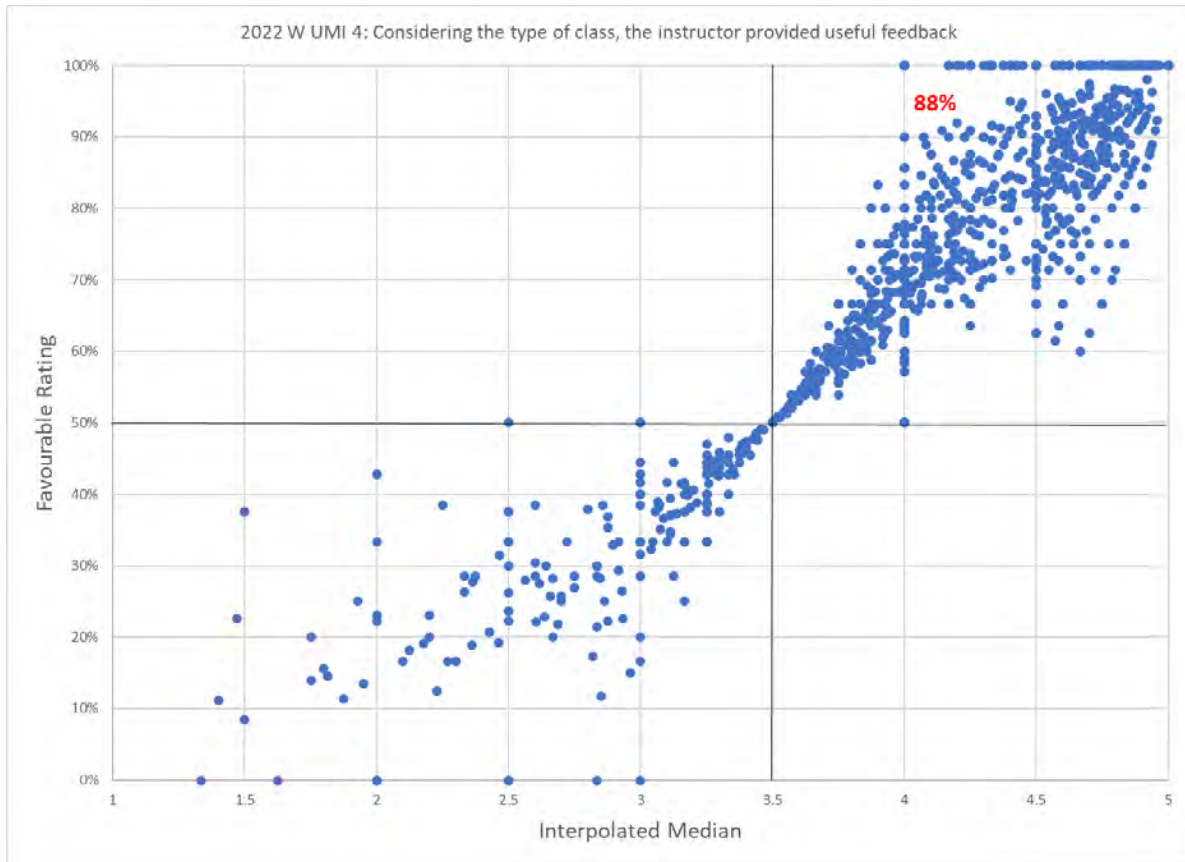
APPENDIX C

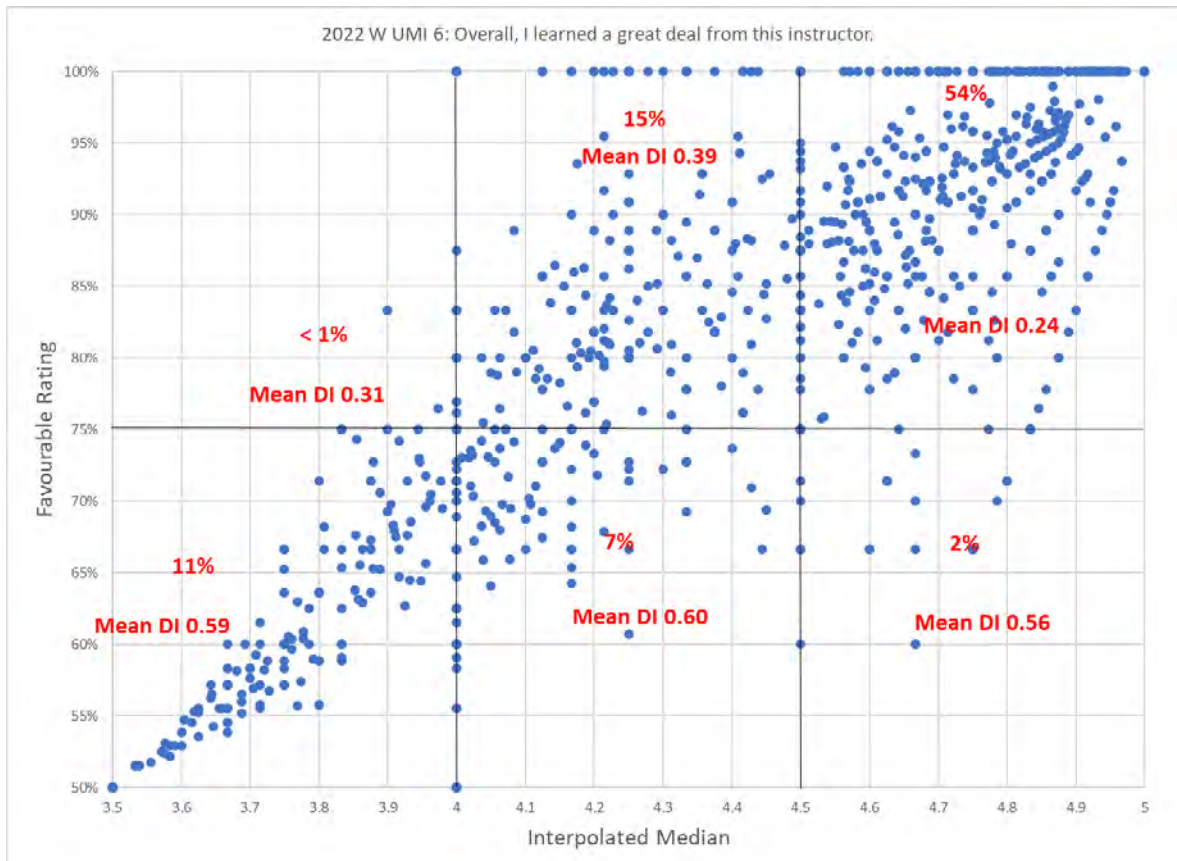
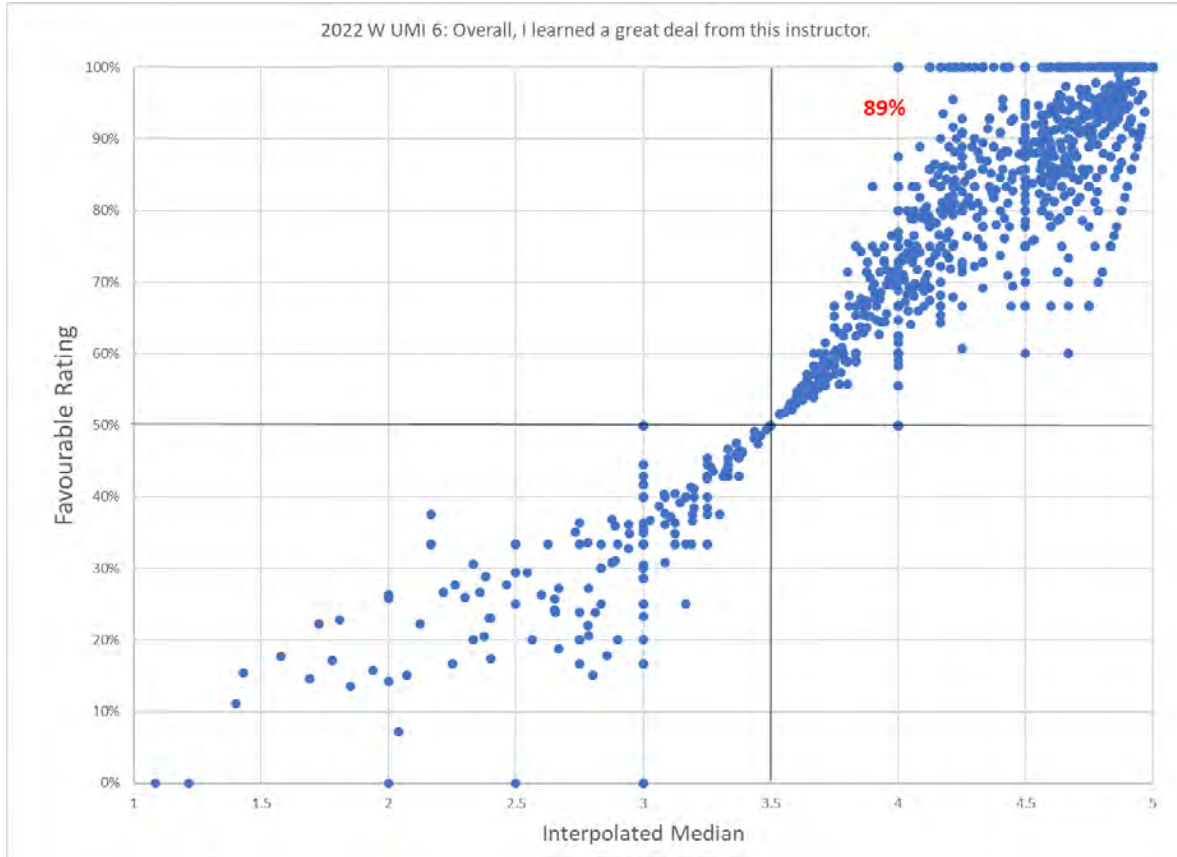
Graphical depiction of the distribution of the 2022W (both winter terms) SEI ratings for UMI Questions 1, 2, 3, 4, and 6.













28 March 2024

To: Okanagan Senate

From: Rella Ng, Registrar

Re: 2024 Okanagan Senate By-Election Results

Set out below are the by-election results.

Faculty-Specific (Applied Science) Representative to Senate

Further to the call for nominations for an Applied Science faculty member on the Okanagan Campus to fill one (1) vacancy on the Okanagan Senate for the remainder of the 2023-2026 triennium, first issued on 8 February 2024 and extended on 26 February 2024, two (2) valid nominations were received. One (1) candidate subsequently withdrew from the election. Therefore, pursuant to Section 15 of the *University Act*, the following faculty member is acclaimed as elected as representative of the Faculty on the Okanagan Campus on the Okanagan Senate for a term ending 31 August 2026 and thereafter until a successor is elected:

- **Sepideh Pakpour, Assistant Professor**

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All vacancies have been filled in this by-election.