



Okanagan Senate

 THE FIFTH MEETING OF THE OKANAGAN SENATE
 FOR THE 2025/2026 ACADEMIC YEAR

THURSDAY, 29 JANUARY 2026

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

1. **Call to Order** – Dr Peter Arthur
2. **Minutes of the Meeting of 18 December 2025** – Dr Peter Arthur (approval) (docket pages 3-19)
3. **Business Arising from the Minutes** – Dr Peter Arthur (information)
4. **Remarks from the Deputy Vice-Chancellor** – Dr Lesley Cormack (information)
5. **Remarks from the Provost** – Dr Marie Tarrant (information)
6. **From the Board of Governors** – Dr Peter Arthur (information) (docket pages 20-21)

Confirmation that materials from the following meetings, as approved by Senate, were subsequently approved by the Board of Governors, as required under the *University Act*:

25 September 2025

Awards: New and revised awards

23 October 2025

Awards: New and revised awards

Curriculum: Curriculum proposals

New Programs: New Doctor of Philosophy in Health Sciences and Master of Science in Health Sciences and related curriculum

7. **Academic Policy Committee** – Dr Jannik Haruo Eikenaar
 - a. Revised Policy O-300.2: *Academic Standing* (approval) (docket pages 22-27)



- b. Revised Policy O-304.1: *Advancement Regulations* (approval) (docket pages 28-33)

8. Admissions and Awards Committee – Prof Rob Johnson

- a. New Awards (approval) (docket pages 34-35)
- b. New Affiliation Agreement: UBC and College of New Caledonia (approval) (docket pages 36-43)

9. Curriculum Committee – Dr Yves Lucet

Curriculum Proposal (approval) (docket pages 44-45)

10. Joint Report of the Admissions and Awards, and Curriculum Committees – Prof Rob Johnson and Dr Yves Lucet

New Program: Undergraduate Certificate in Business English and Professional Communications (approval) (docket pages 46-72)

11. Report from the Registrar – Dr Rella Ng

2026-2029 Triennial Election Results (information) (docket page 73)

12. Other Business

Senate Meeting Modality – with Dr Jan Cioe (discussion)

Regrets: Telephone 604.822.5239 or email: facsec@mail.ubc.ca



OKANAGAN SENATE

MINUTES OF 18 DECEMBER 2025

DRAFT

Attendance

Present: L. Cormack (Vice-Chair), R. Ng (Secretary), A. Alnaar, A. Ardestani-Jaafari, P. Arthur, O. Ayodele-Makun, K. Buschert, R. Campbell, S. Currie, J. Denison, E. Ebl, T. Ebl, J. Eikenaar, S. Epp, M. Evans, T. Forneris, R. Frost, S. Hafeez, J. Hare, S. Hilton, K. Hodges, P. Howard, W. Hughes, R. Janke, D. Keyes, P. Lasserre, Y. Lucet, B. Marcolin, J. Olson, L. Parrott, J. Picault, B. Ramos, S. Roy-Bois, M. Salazar, P. Samra, L. Sanborn, C. Schreyer, H. Shaba, P. Simpson, S. Stewart, M. Tarrant, S. Tomášková, P. Verholen, J. Wang

Regrets: B.-A. Bacon, B. Bates, J. Cioe, E. Cunningham, B. D Souza, J. Goel, G. Jacoby, R. Johnson, A. Kalra, M. Libben, S. O'Leary, S. Pakpour, T. Quewezance, M. Rheault, J. Rogers, R. Taheri, B. Traister, B. Visscher, C. Yan

Clerk: C. Eaton

Call to Order

The Vice-Chair of Senate, Dr Lesley Cormack, called the fourth meeting of the Senate for the 2025/2026 Academic Year to order at 3:31 pm and she provided an acknowledgement of the land.

Minutes of Previous Meeting

Julien Picault
Peter Arthur

That the minutes of the meeting of 27 November 2025 be approved.

Approved

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor, Dr Lesley Cormack, provided an update on the ongoing work related to the Academic Priorities and Planning Initiative, including discussions concerning a new academic structure. She described the work as the first opportunity for UBC Okanagan to



intentionally design an academic structure that strengthened collaboration, reduced barriers, and aligned the campus around its shared academic focus on resilient people, communities, economies, and environments in support of a sustainable future.

She reflected on the campus's development over the past twenty years and noted that the original structure reflected earlier needs. She indicated that the current process allowed the University to consider what structure best suited the campus at present and into the future. She observed that the campus had grown significantly, with new program areas and opportunities across the Faculties, and remarked that a refreshed academic structure would better reflect institutional size, aspirations, and academic strengths while supporting commitments to student experience, research impact, and community engagement.

She noted that the process was ongoing and that no decisions had been made. She indicated that the work remained at an early stage of exploring different models and that Senate would receive updates throughout the process. She described the approach as collaborative and transparent and referred to the importance of respecting disciplinary strengths and identities.

She noted the importance of faculty and staff input and advised that engagement opportunities were already underway. She referred to focus groups that had taken place earlier in the month and advised that a faculty and staff survey remained open until December 31. She confirmed that the initiative continued to progress.

She referred to the previous meeting, where an update had been provided regarding the creation of the Design Working Group, and reviewed its role in analyzing potential academic structures. She explained that the group would consider academic opportunities and policy, student experience, human resources, and financial implications. She advised that further information about the group and its membership was now available.

She reported that the Design Working Group included representation from all Faculties and key academic support units. She noted that the membership had been confirmed by the Okanagan Leadership Council on December 3 and included faculty members, instructors, and academic leaders from across the campus, bringing a range of disciplinary perspectives and experience.

She advised that the Design Working Group had held its first meeting earlier in the week and had begun its work. She indicated that the group would begin detailed analysis of structural models in January, using survey results, engagement feedback, and academic planning principles to guide the work. She added that the terms of reference were available on the Provost website, which would serve as the central source of information for the initiative.

She identified the co-chairs of the Design Working Group as Jackie Denison, Associate Provost, Teaching and Learning and Ed Hornibrook, Associate Vice-Principal, Research and Innovation



and named Nikki Reiter as the assigned project manager. She listed faculty members in the group as Diana Carter from Creative and Critical Studies, Michael Deyholos from Science, Scott Douglas and Sabine Weyand from Engineering, Manfred Elfstrom from Arts and Social Sciences, Lindsay Kennedy from Health and Social Development, and Sandy Hilton from Management. She also identified staff members supporting the work, including Valerie Nichol, Director, Integrated Planning & Chief Budget Officer, Leah Terai, Senior Manager, Faculty and Employee Relations, Michelle Lowton, Director, Office of the AVP Students, Alice Miller, Deputy Registrar, Lindsey Kovacevic, Academic Governance Officer, Senate & Curriculum Services, and Stephanie McKeown, Chief Institutional Research Officer.

She indicated that the Design Working Group would begin exploring structural models in January and would provide monthly updates to the Okanagan Leadership Council and to Senate.

She shared information regarding recent research funding and noted that the provincial government had announced \$1.68 million in infrastructure funding for researchers at UBC Okanagan. She explained that the funding formed part of the provincial allocation of the BC Knowledge Development Fund grants and represented matching funds to federal support previously received from the Canada Foundation for Innovation. She acknowledged eight faculty members across multiple Faculties and schools who had been successful in securing the original and matching funding and referred members to the VPRI Okanagan website for additional information on the projects.

She offered congratulations to Dr Shahria Alam, Professor of Civil Engineering, who had been named a 2026 Fellow of the Engineering Institute of Canada. She noted that this recognition represented Dr Alam's third major fellowship in the past two years and referred to the national and international impact of his work in resilient and sustainable infrastructure.

She concluded her comments by expressing appreciation for the work of Senate members and Senate staff.

Senator Yves Lucet asked how the Design Working Group would be informed about artificial intelligence and how best to integrate it into its work, noting the significant impact of AI on society and its implications for the campus. He inquired whether the working group included expertise in AI and, if not, how such expertise would be accessed to inform its deliberations.

Senator Jackie Denison responded that artificial intelligence had been part of ongoing discussions, particularly in relation to the strategic plan refresh and broader institutional considerations. She indicated that while she could not provide a detailed answer regarding specific AI expertise within the working group, there had been discussion about ensuring that the academic structure allowed space for AI and other emerging technologies. She added that work planned for the new year would include a review of



curriculum, within which AI would be an important area of discussion, and noted that curriculum considerations could inform decisions about academic structure.

The Deputy Vice-Chancellor added that the relationship between curriculum development and the academic structure was an important consideration, particularly if new or revised curriculum presented challenges within existing or proposed structures. She indicated that the question would be taken back for further consideration as part of the ongoing work.

Senator Julien Picault noted that staff had been invited to complete a survey but had not been included in the Design Working Group, and he asked whether this would occur in the future. He explained that staff were instrumental in supporting faculty members and possessed significant knowledge of day-to-day operations that faculty members might not have. He suggested that dedicated sessions be held specifically for staff.

The Deputy Vice-Chancellor responded that the suggestion was valuable and explained that the Design Working Group had initially focused on faculty members as a starting point while the work was getting underway. She acknowledged that staff often had critical operational knowledge that others did not and agreed that their perspectives were important.

Senator Denison supported the points raised and noted that the importance of hearing from staff had already emerged during faculty engagement sessions. She explained that the Design Working Group had needed an initial focus and that it would be necessary to distinguish issues related to faculty members from staff and administrative matters. She confirmed that the working group would consult with and engage staff as the process continued.

Senator Saami Hafeez inquired whether there were any updates regarding the budget for the next year. He explained that he had heard concerns from students about the impacts of recent cuts and anxiety about potential further reductions. He noted that students were particularly worried about cuts and he asked whether there were any updates on the budget and what areas might be subject to further reductions.

The Deputy Vice-Chancellor replied that the budget for Fiscal Year 2026/27 would be brought to Senate and clarified that the institution was currently in Fiscal Year 2025/26. She explained that the budget would first go to the Academic Building and Resources Committee, which duly served as the Council of Senate's Okanagan Budget Subcommittee, and that the budget was still under development. She noted that for the current year, enrolment of international students matched what had been budgeted, meaning the institution remained on budget compared to what had been presented the



previous year. She explained that each Faculty was reviewing its own budget, adding that more information would be available in the new year.

Senator Hafeez posed a further question related to addressing broader challenges arising from budget pressures. He observed that the COVID-19 pandemic had demonstrated the feasibility of online, remote, and hybrid delivery. He asked whether consideration had been given to expanding cross-campus teaching and collaboration, including leveraging courses offered at Vancouver for Okanagan students with in-person examinations where appropriate.

The Deputy Vice-Chancellor responded.*

Senator Hafeez thanked the Deputy Vice-Chancellor for her response.

Remarks from the Provost

The Provost, Dr Marie Tarrant, reported that StEAR applications for student funding had been submitted. She announced that six Okanagan student projects had been funded for a total of \$17,854, contributing to approximately \$100,000 awarded across both campuses. She noted that there was only one round for student funding, but a second round for faculty and staff applications would open on January 12th. She added that twelve applications had been received for the ALT-2040 Fund, with adjudication scheduled to occur in January.

The Provost also provided an update on her recent travel to Hong Kong and China with the President, a delegation from Development and Alumni Engagement, and the Office of Global Engagement. She explained that the trip had been jointly organized by Development and Alumni Engagement in Hong Kong, the Faculty of Education in Vancouver, and the Office of Global Engagement.

She described attending an alumni event in Hong Kong, noting that Hong Kong hosted one of the largest and most active UBC alumni groups outside North America, with several hundred participants. The delegation visited Guangzhou, where they met with the Provincial Department of Education, and traveled to Beijing to meet with the Canadian Ambassador, the China Ministry of Education, and the Chinese Scholarship Council. University visits included the South China University of Technology in Guangzhou and Beijing Forestry University, both of which maintained partnerships with the Vancouver campus's Faculty of Education and Faculty of Forestry. The Provost explained that these engagements also explored opportunities for the Okanagan campus and allowed her to represent the campus, make introductions, and strengthen partnerships in China.

The Provost provided an update on enrolment, reporting that strategic enrollment management numbers from a recent meeting showed increases of 15% to 20% for both domestic and

*Following the adjournment of the meeting, it was clarified by the Registrar that there were present challenges with courses from one campus being used to meet program and prerequisite requirements on the other campus. Conversations were to commence shortly with the Senate Curriculum Committees on how this may be addressed.



international students compared to the previous year. She cautioned that these early numbers might plateau but described the trend as encouraging and consistent with patterns observed at other Canadian and international universities.

Academic Policy Committee

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

REVISED ACADEMIC REGULATIONS FOR THE FACULTY OF MANAGEMENT: MASTER OF MANAGEMENT

Tamara Ebl
 Barb Marcolin

That Senate approve the amendments to the academic regulations for the Faculty of Management Master of Management, effective 2026S and thereafter, as set out in the attached proposal.

Approved

NEW JOINT SENATE POLICY J-136: DEFINITION OF FULL-TIME STATUS FOR UNDERGRADUATE STUDENTS

Jackie Denison
 Julien Picault

That Senate approve Policy J-136: Definition of Full-Time Status for Undergraduate Students, effective September 1, 2026 and thereafter, as attached.

Senator Tamara Ebl requested clarification regarding the calculation of undergraduate full-time equivalent enrolment. She asked whether the guideline that 30 credits should apply was intended solely for reporting purposes and not for any matters directly affecting students.

The Deputy Vice-Chancellor confirmed the clarification and noted that the 30-credit calculation applied only for reporting purposes.

Senator Sandy Hilton asked about equity for students who were unable to complete the standard credit load commonly used for awards and other distinctions. He inquired whether the Committee had discussed whether formalizing the definition of full-time status could be useful in these contexts.

Senator Eikenaar confirmed that the Committee had discussed the matter as part of an ongoing conversation about equity in recognitions and awards. He noted that Faculties



were encouraged to consider policies and practices to ensure the equitable distribution of such recognitions and indicated that the topic had indeed arisen in committee discussions.

Senator Hilton suggested that, now that a consistent, formal definition of full-time status existed, it might be possible to adjust award and distinction requirements, including GPA calculations based on full-time status, to create a more equitable system.

The Clerk responded that requirements for merit-based awards were governed by a separate Senate policy, which set higher credit limits, and that government policy also established requirements for student loan eligibility. He suggested that the matter be discussed by the Admissions and Awards Committee.

Approved

Admissions and Awards Committee

See Appendix A: Awards Report

A member of Senate, Dr Yves Lucet, presented.

NEW AWARD AND CHANGES TO EXISTING AWARDS

Yves Lucet
Sandy Hilton

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

Approved

NEW AWARDS FOR INTERNATIONAL STUDENTS

Yves Lucet
Sandy Hilton

That Senate approve the terms of the Go Global Learning Programs Award, the Go Global International Seminar Programs Award, the Bachelor of Commerce International Launch Award and the Bachelor of Commerce International Entrance Award, as presented.

Approved

**NEW AFFILIATION AGREEMENT: UBC AND JIANGNAN UNIVERSITY**

Yves Lucet
Tanya Forneris

That Senate approve the terms of the affiliation between the University of British Columbia Okanagan Faculty of Science and Jiangnan University, as outlined in the “Cooperation Agreement Between Jiangnan University, The People’s Republic of China and University of British Columbia, Canada.”

Senator Picault noted that it appears that the University would send instructors to provide teaching at another location but that no tuition revenue appeared to flow back for that instruction. He asked whether this meant that the University was investing teaching resources without receiving tuition for those students until they arrived at the University.

Senator Denison confirmed that the University would not be collecting tuition in that context. She explained that the teaching support represented an investment.

Approved

Curriculum Committee

See Appendix B: Curriculum Report

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

CURRICULUM PROPOSALS

Yves Lucet
Peter Arthur

That Senate approve and recommend to the Board of Governors for approval the new courses and revised course, as brought forward by the Faculties of Creative and Critical Studies and Education.

Approved

Learning and Research Committee

The Chair of the Senate Learning and Research Committee, Dr Sally Stewart, presented.

**EMERITUS APPOINTMENT**

Sally Stewart
Christine Schreyer

That Senate confer upon Jeanette Vinek the title of Associate Professor of Teaching Emeritus in Nursing, and that pursuant to section 9(2) of the University Act, they be added to the Role of Convocation, effective 10 June 2025.

Approved

Report from the Provost

The Provost, Dr Tarrant, introduced the agenda item.

STUDENT EXPERIENCE OF INSTRUCTION REPORT FOR 2023W AND 2024W

Associate Provost, Ms Jackie Denison, presented the 2023-2024 Annual Student Experience of Instruction (SEI) report in accordance with the existing Student Evaluation of Teaching policy. She noted that the policy required the Office of the Provost and Vice-President, Academic to report to Senate annually on SEI data. Since the COVID-19 pandemic, the reports had been presented every two years to both Senates to allow Planning, Analytics, & Institutional Research (PAIR) Office to focus on other teaching and evaluation projects, including the analysis of demographic data discussed at the previous meeting. She explained that the report summarized findings from SEI surveys administered across Winters Term 1 and 2 of 2023 and 2024 at UBC Okanagan.

Senator Denison described that the report focused on students' instructional experiences using a five-point Likert scale. A total of 1,612 surveys were collected in 2023 and 1,460 in 2024, including courses with five or more students with at least one valid response. She observed low response rates, noting that roughly one-third of students did not respond to any surveys, approximately 12% completed all invitations, and the remaining 55% responded to some. She reported that 35-38% of surveys at the course section level met the University's recommended minimum response rate, with higher participation in Term 1, in larger class sizes, and in lower-level undergraduate courses. Response rates varied across Faculties and course types, and she added that modest increases in participation would significantly improve the proportion of surveys meeting minimum response thresholds.

Senator Denison indicated that overall SEI scores remained high, with median percent favourable scores ranging from 80-90% in Winter 2024 and median interpolated mean scores ranging from 4.3-4.7. She explained that results were consistent with previous years, with UMI 5 rated highest, while UMI 2 and UMI 4 received comparatively lower, though still strong, scores.



She introduced the PAIR SEI dashboards, including an instructor dashboard and academic dashboard, and a Senate Academic Committee (SAC) summary dashboard. She noted that these dashboards supported units in reporting SEI results in alignment with SAC guidelines and provided a standardized view of survey results.

Senator Denison noted that the 2023 and 2024 SEI results demonstrated that UBC Okanagan continued to uphold a strong culture of teaching excellence, with student feedback reflecting high satisfaction with instructors' commitment and support for learning. She noted that continued efforts to increase student participation would further strengthen instructional evaluation quality and fairness and contribute to a more comprehensive understanding of the student learning experience across the University.

Senator Lucet asked about the validity of reporting on courses with only five students where one responded. He expressed concern that such a low response rate could compromise the privacy of respondents. He also questioned how comparisons could be made between very small classes and classes of 200 students.

Senator Denison responded that only courses with five or more students were included and that a minimum of one response was required. She noted that PAIR was reviewing the recommended minimum response rates and clarified that only a small number of courses would have had just five students with one response.

With the permission of Senate, Senior Statistician Dr Caren Rose, explained that to be entered as a course section in the analysis, a course section required at least five students and at least one respondent. She indicated that very few course sections had only five students with only one response. She added that the data were summarized across all course sections. Regarding anonymity, she stated that it could sometimes be possible to identify respondents based on prior interactions in a class, but she noted that the broader issue of anonymity might be outside her area of responsibility.

Senator Lucet returned to his previous comment regarding student anonymity. He explained that students were informed the surveys were anonymous, but instructors might sometimes deduce the identity of respondents. He noted that his concern did not relate to administration investigating legal matters, but rather to instructors receiving responses and potentially identifying students. He suggested that there should be a filter for outlier responses, such as particularly negative reviews, to prevent amplification of conflicts between instructors and students. He emphasized that protecting the anonymity of students was a primary concern.

Dr Rose acknowledged the concern and indicated that she could raise the question with Associate Vice-President, Teaching and Learning, Dr Simon Bates. She noted that she did not have a direct answer but understood the issue. She added that there might also be



a need to educate students about the visibility of their responses to professors. She explained that very personal or specific comments might not be appropriate for the survey format and emphasized that the surveys were intended as a constructive means of providing feedback. She further noted that the surveys had been moved to the end of the term to ensure they did not influence grading or other academic evaluations during the term.

Senator Karen Hodges expressed concern regarding equity and the use of SEI reports in decisions related to tenure, promotion, and merit pay. She indicated that she was concerned about reports showing that a large number of courses did not meet the minimum recommended number of student responses. She expressed concern that lowering the required number of respondents might not support the intended purpose of the evaluations.

Senator Hodges noted that the University aimed to be an evidence-based institution and valued accuracy in its processes. She referred to evidence presented at the previous Senate indicating instances of bias in SEI data. She suggested that using smaller amounts of data for evaluation could limit the effectiveness and fairness of the process.

Senator Denison clarified that, in general, there was no intention to make major changes to the recommended minimum response rate. She explained that a small increase in response rates could have a significant impact, particularly in smaller classes. She noted that the recommended minimum response rates were relatively high and suggested that exploring ways to improve participation could be beneficial. Senator Denison explained that the focus was on increasing response rates, supporting students in providing constructive feedback, and engaging with them in the evaluation process.

Senator Tamara Ebl referred to the discussion at the previous Senate meeting. She noted that while the quantitative components of the SEI report were important, the qualitative input provided by students should not be overlooked. She explained that both aspects contributed to a full understanding of the student experience.

Senator Ebl highlighted the importance of training and guidance discussed in the previous meeting, noting that these measures could help in addressing the qualitative component. She explained that for instructors using SEI results to reflect on and improve their teaching, it could be challenging to connect comments across responses while maintaining anonymity.

She noted the usefulness of quantitative data and, as an accountant, appreciated the clarity that numerical analysis provided, but observed that the quantitative results did not capture the full context. Senator Ebl highlighted concerns about the low response rate and acknowledged that survey fatigue affected students and others. She suggested that alternative approaches to



gathering feedback could be explored, while recognizing that a complete solution to the response rate issue had not yet been identified.

Senator Denison acknowledged the feedback.

Report from the Registrar

The Registrar, Dr Ng, presented.

2026-2029 TRIENNIAL ELECTIONS RESULTS

The Registrar advised Senate that pursuant to Section 16 of the *University Act*, that Sandy Hilton was elected as the Faculty Representative on the Board of Governors for terms beginning on September 1, 2026 and ending August 31, 2029 and thereafter until a successor is elected:

The Registrar also advised Senate that pursuant to Section 16 of the *University Act*, that Philipp Reichert was elected as the Staff Representative on the Board of Governors for a term beginning on September 1, 2026 and ending August 31, 2029 and thereafter until a successor is elected.

The Registrar further advised Senate that, pursuant to the second call for nominations issued on November 13, 2025, for faculty members of the Okanagan campus to fill the eight remaining positions for representatives of the Joint Faculties on the Okanagan Senate, nine valid nominations were received by the deadline of November 27, 2025 at 4:00 pm. The Registrar noted that as the number of candidates exceeded the number of vacancies, polls were scheduled to be conducted in January 2026.

Adjournment

The Deputy Vice-Chancellor wished senators and Senate staff a restful holiday season. She encouraged all to spend time with family and friends.

Seeing no other business, the meeting was adjourned at 4:18 pm.



Appendix A: Awards Report

New Award - Endowed:

Ross and Linda Fitzpatrick Entrance Award in Commerce

Renewable entrance awards totalling \$11,000 have been made available through an endowment established by The Honourable D. Ross Fitzpatrick, O.C., O.B.C. (B.Com. 1959, Hon. LL.D. 2012) and Linda Fitzpatrick for outstanding domestic students entering the Bachelor of Commerce program in the Faculty of Management at the University of British Columbia, Okanagan campus directly from secondary school or transferring from another post-secondary institution. Ordinarily, each award will be valued at not less than \$5,000 per year. Subject to continued outstanding academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The awards are made in recognition of Ross Fitzpatrick and his significant contributions to the Canadian wine industry, aerospace, and natural resources. He also served in the Canadian Senate from 1998 to 2008. The awards are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

Revised Awards (Previously Approved Awards with Changes in Terms or Funding Source):

Endowed:

22520 - The Colin & Lois Pritchard Foundation Award in Nursing

Current Award Description:

Five \$4,000 awards have been made available through an endowment established by The Colin & Lois Pritchard Foundation, along with matching funds from The University of British Columbia, for undergraduate nursing students in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. These awards are established in recognition of Lois Pritchard and her training as a registered nurse. Preference will be given to students ~~entering the program in first-year or, third-year students directly transferring into the Bachelor of Science in Nursing program from Okanagan College and~~ who have graduated from a British Columbia secondary school in School Districts 5, 8, 20, 22, 23, 51, 53, 58, 67, 73 or 83. The awards are made on the recommendation of the School of Nursing.

Proposed Award Description:

Five \$4,000 awards have been made available through an endowment established by The Colin & Lois Pritchard Foundation, along with matching funds from The University of British Columbia, for undergraduate nursing students in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. These awards are established in recognition of Lois Pritchard and her training as a registered nurse. Preference will be given to students who have graduated from a British Columbia secondary school in



School Districts 5, 8, 20, 22, 23, 51, 53, 58, 67, 73 or 83. The awards are made on the recommendation of the School of Nursing.

Rationale for Proposed Changes:

Faculty recommended change. There is no longer a nursing program at Okanagan College.

21483 – Students’ Union of UBC Okanagan Diversity and Inclusion Scholarship

Current Award Description:

A \$4,050 scholarship has been made available through an endowment established by the Students’ Union of UBC Okanagan, along with matching funds from The University of British Columbia, to an outstanding UBC Okanagan **domestic** student who identifies as Black, Indigenous, or a Person of Colour. The scholarship is made on the recommendation of Enrolment Services; undergraduate students for even-numbered years and graduate students for odd-numbered years in consultation with the College of Graduate Studies.

Proposed Award Description:

A \$4,050 scholarship has been made available through an endowment established by the Students’ Union of UBC Okanagan, along with matching funds from The University of British Columbia, to an outstanding UBC Okanagan student who identifies as Black, Indigenous, or a Person of Colour. The scholarship is made on the recommendation of Enrolment Services; undergraduate students for even-numbered years and graduate students for odd-numbered years in consultation with the College of Graduate Studies.

Rationale for Proposed Changes:

Following review with the donor, we are removing the domestic criteria to make this award available to all students.

New International Student Initiative and Go Global Awards

Go Global International Learning Programs Award

Awards valued up to \$5,000 each are offered to international undergraduate UBC students participating in recognized student activities through Go Global such as study abroad, international internships/practica, international service learning, cooperative education or research placements. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Rationale: Until recently, international undergraduate students wishing to embark on a Go Global program have been supported through a general award for all UBCO students funded by the central finance operating budget. Due to an increase in the number of international undergraduate students undertaking Go Global opportunities it has been deemed necessary to align the Okanagan Campus Go Global program with the Vancouver campus, and establish funding and awards from the ISI SFA Okanagan budget. This new award will uniquely support



international undergraduate students in accessing session based international experiences through the Go Global Office as part of their undergraduate degree program.

Go Global International Seminar Programs Award

Awards valued up to \$5,000 each are offered to international undergraduate UBC students participating in recognized seminar programs through Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Rationale: This award is the same as the “International Learning Programs” award, however, for students undertaking a seminar program through the Go Global Office. Separation of these two awards is necessary to recognize the programmatic and administrative differences between session based Go Global programs and seminar programs, and also to support relevant budget and administrative management.

Bachelor of Commerce International Launch Award

Renewable awards, totaling up to \$10,000 per year over four years, are available to international students entering the Bachelor of Commerce undergraduate degree at the University of British Columbia's Okanagan campus. The awards are renewable for up to three years or until the Bachelor of Commerce degree is completed (whichever is the shorter period), provided the student continues to meet award standing, maintains enrolment in the Bachelor of Commerce degree, and maintains their status as an international student in Canada. The awards are made on the recommendation of the International Student Initiative Office, in conjunction with the UBC Okanagan Faculty of Management.

Rationale: The UBC Okanagan Bachelor of Commerce International Launch Award has been created to celebrate the new Bachelor of Commerce by the Faculty of Management. As one initiative as part of a broader undergraduate recruitment strategy for the new degree, this award offering is a multi-year pilot program aimed to encourage international students to choose the Bachelor of Commerce at UBC's Okanagan campus as their first choice of study at UBC. In addition, this award will contribute towards addressing international student affordability, and expand access for international undergraduate students to a high quality UBC education.

The proposed award will help maintain UBC's competitive market positioning and work towards addressing the impact of the transition to the new, more expensive, Bachelor of Commerce program; in conjunction with other award offerings, this award will successfully position UBC Okanagan Bachelor of Commerce competitively amongst key competitor institutions, provide an incentive for students to enroll in a UBC Okanagan program, and support the work of our recruitment partners, teams and faculties in advertising and promoting UBC Okanagan.

Senate Policy O-200: *Student Awards* determines award renewability criteria and adjudication. As these awards are not merit based, there has been detailed consultation with the Registrar and Enrolment Services to ensure renewability criteria are applied fairly. Awards will only be



renewed for students who maintain full-time international student status, enrolment in the Bachelor of Commerce at UBC Okanagan, and who are in good academic standing.

The value of the award has been set as \$6,000 per year for students entering in 2026W, and will be reassessed on an annual basis to ensure continued compliance with the Senate-approved award terms. Funding for 2026W and 2027W awards will be provided by the ISI SFA budget, and thereafter by the Faculty of Management. It is anticipated that these awards will be reduced in value and phased out as the Bachelor of Commerce program is established, with an aim to no longer offer the awards from the 2030W cohort onwards.

Bachelor of Commerce International Entrance Award

Renewable awards, totaling up to the full cost of tuition per year over four years, are available to international students entering the Bachelor of Commerce undergraduate degree at the University of British Columbia's Okanagan campus. The awards are renewable for up to three years or until the Bachelor of Commerce degree is completed (whichever is the shorter period), provided the student continues to meet award standing, maintains enrolment in the Bachelor of Commerce degree, and maintains their status as an international student in Canada. The awards are made on the recommendation of the International Student Initiative Office, in conjunction with the UBC Okanagan Faculty of Management.

Rationale: With a transition to the Bachelor of Commerce degree at the UBC Okanagan Campus, the new degree will generate additional “differential” tuition fee revenue, part of which will be provided through the Tuition Allocation Model to the ISI SFA budget. As this ISI SFA revenue has uniquely been generated by the Bachelor of Commerce, it will only be able to be used to support international undergraduate students in this program. This is similar to the “Above the Base” specific awards for the Bachelor of Commerce and the Bachelor of International Economics programs at the UBC Vancouver Campus that also charge differential tuition fees.

This award will be a merit-based entrance award, supporting only the number of students that can be funded by the specific ISI SFA revenue each year. The award value will be positioned in line with the other ISI SFA merit-based entrance awards (such as the International Major Entrance Scholarship) and could range from \$10,000 per year up to \$25,000 per year, or even higher depending on the quality of the candidates.

The goal of this award is to attract and retain the most meritorious international undergraduate students to the Bachelor of Commerce program, and requires a large renewable award value to compete with other top ranked business schools in Canada and around the world.

The first awards will be offered for the 2028W session once ISI SFA revenue is no longer being used for the International Launch Award, and is available to fund these new merit-based entrance awards.



Appendix B: Curriculum Report

Faculty of Creative and Critical Studies

New Course: WRLD_O 391

Revised Course: ENGL_O 391

Faculty of Education

New Courses: ECED_O 401, EPSE_O 408, LLED_O 565



DATE: November 24, 2025

TO: Senate Secretariat

FROM: Juliana Laing, Board Secretary

A handwritten signature in blue ink, appearing to read 'Juliana Laing'.

RE: RECOMMENDATIONS FROM UBC OKANAGAN SENATE

COMMITTEE/BOARD: Learning & Research Committee

MEETING DATE: November 20, 2025

CLASSIFICATION: OPEN

The Learning & Research Committee on November 20, 2025 approved the following resolution:

IT IS HEREBY RESOLVED THAT, with authority delegated by the Board of Governors, the Learning & Research Committee concurs with the approvals from the September 25, 2025 meeting of the UBC Okanagan Senate as set out below, which the Senate recommends to the Board of Governors for approval:

Awards New and revised awards, as recommended by the Okanagan Senate
Admissions and Awards Committee.



DATE: November 24, 2025

TO: Senate Secretariat

FROM: Juliana Laing, Board Secretary

RE: RECOMMENDATIONS FROM UBC OKANAGAN SENATE

COMMITTEE/BOARD: Learning & Research Committee

MEETING DATE: November 20, 2025

CLASSIFICATION: OPEN

The Learning & Research Committee on November 20, 2025 approved the following resolution:

IT IS HEREBY RESOLVED THAT, with authority delegated by the Board of Governors, the Learning & Research Committee concurs with the approvals from the 23 October 2025 meeting of the UBC Okanagan Senate as set out below, which the Senate recommends to the Board of Governors for approval:

- | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Awards | New and revised awards, as recommended by the Okanagan Senate Admissions and Awards Committee. |
| Curriculum | Curriculum proposals, as recommended by the Okanagan Senate Curriculum Committee. |
| New Programs | New Doctor of Philosophy in Health Sciences and Master of Science in Health Sciences and related curriculum, as jointly recommended by the Okanagan Senate Admissions and Awards Committee and Okanagan Senate Curriculum Committee. |



29 January 2026

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: **Policy O-300.1: *Academic Standing*** (approval)

As part of the regular policy review process, the Academic Policy Committee has reviewed Policy O-300.1: *Academic Standing* and determined that no major revisions are required. Minor grammatical changes and updates to reflect gender-inclusive language are recommended and indicated in the attached proposal.

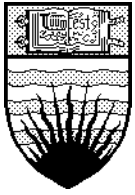
The Academic Policy Committee is pleased to recommend the following to Senate:

Motion: *That Senate approve the amendments to Policy O-300.1: Academic Standing, effective 01 May 2026 and thereafter, as set out in the attached proposal.*

Respectfully submitted,

Dr. Jannik Haruo Eikenaar, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY:
O-300.21

OKANAGAN SENATE

3333 University Way
Kelowna, BC V1V 1V7

Number & Title:

O-300.21: *Academic Standing*

Effective Date:

~~1 September 2013~~ 1 May 2026

Approval Date:

~~28 April 2010~~ 29 January 2026

Amendment Date:

~~December 2013~~

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Academic Policy

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or to any faculty, and to determine in which faculty the students pursuing a course of study must register;

(d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;”

S. 40

“A faculty has the following powers and duties:

(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;

(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;

(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;”

Purpose and Goals:

This policy is designed to:

- 1) Define the possible academic standings that may be assigned to students as a result of academic performance evaluations; and,
- 2) Provide a mechanism to have ~~f~~faculties set rules for the adjustment of academic standings.

Applicability:

This policy is applicable for all degree programs offered by the University through ~~f~~faculties at its Okanagan campus.

Exclusions:

None.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Discontinue* shall mean the case where a student is required to cease to be registered in ~~his or her~~their course of study for an indefinite period of time.
- *Withdraw* shall mean the case where a student is required to *discontinue* and may not normally enter into any course of study at the University.

Policy:

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

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

Academic Calendar Statement:

[Homepage](#) > [Policies and Regulations](#) > [Academic Assessment](#) > Academic Standing

In this section, *Discontinue* shall mean the case where a student is required to cease to be registered in ~~his or her~~course of study for an indefinite period of time and *withdraw* shall mean the case where a student is required to *discontinue* and may not normally enter into any course of study at the University.

There are three levels of academic standing:

- In Good Standing;
- On Academic Probation; and
- Failed.

All students on initial entry to the University are In Good Standing. The academic standing of a student may change to On Academic Probation or Failed as the result of academic performance evaluations, as described in each program's academic regulations.

The purpose of On Academic Probation standing is to raise awareness with the student that ~~he or she is~~they are at risk academically so that the student can take corrective action that will improve the likelihood of ~~his or her~~eventual success. On Academic Probation is noted in the ~~S~~student ~~I~~information ~~S~~system but not on official Transcripts of Academic Record. Students will be notified of being placed On Academic Probation as quickly as possible after the end of each term. Placements of students On Academic Probation standing are evaluated at the end of each academic term (December, April, and August). It is important to note that a student may be assigned Failed standing directly, and that On Academic Probation is not necessary for a Failed standing to result from unsatisfactory academic performance.

A student On Academic Probation may have restrictions placed on ~~his or her~~their registration as described in each ~~f~~Faculty's section on academic regulations (see Faculties, Schools, and Colleges). The academic regulations of the program into which ~~he/she~~the student is readmitted notwithstanding, a student who had been required to discontinue studies, and later successfully appeals for readmission, may be placed On Academic

Probation for their first session of studies upon return and may have restrictions placed on ~~his or her~~their registration by the dean of the ~~F~~faculty concerned.

A student who receives a first academic standing of Failed will be required to discontinue studies for either a set period of time, or until certain requirements set by their Faculty are met. A student who receives a second academic standing of Failed will be required to withdraw from the university permanently, based upon the academic regulations of the student's ~~F~~faculty.

Normally, the student will be required to discontinue studies at the University starting immediately. However, a student enrolled in and attending one or more courses will be permitted to complete those courses if the determination of an academic standing of Failed is only made after the last date for withdrawal without a W being recorded on the transcript.

A student appealing to be permitted to continue ~~his or her~~their studies immediately, despite having received an academic standing of Failed, may not register for or attend courses while awaiting the results of their appeal, except as noted above. Therefore, a student On Academic Probation should maintain contact with ~~his or her~~their faculty advisor in case circumstances arise that might adversely affect academic performance.

Consultations:

The following groups ~~have been~~were consulted during the initial development of this policy: UBCSUO, Enrolment Services, Deans, VP Academic & Provost.

History:

January 2026 – Minor grammatical changes; updates to reflect gender-inclusive language.

December 2013 - This policy was first approved in April 2010 after having long been a section of the Academic Calendar under the section “Academic Regulations”. The revisions focus on adding clarification around the definitions of the terms *discontinuation* and *withdrawal*. In addition, the revisions the circumstances under which a student who successfully appeals for readmission might be placed On Academic Standing despite the fact that this standing is usually the result of a sessional evaluation.

Related Policies: Advancement Regulations; Readmission; Appeals on Admission Decisions

Appendix: There is no appendix to this policy.

Procedures: There are no procedures under this policy.



29 January 2026

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: **Policy O-304: *Advancement Regulations*** (approval)

As part of the regular policy review process, the Academic Policy Committee has reviewed Policy O-304: *Advancement Regulations* and determined that no major revisions are required. Minor grammatical changes and updates to gender-inclusive language are recommended and indicated in the attached proposal.

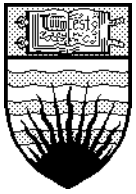
The Academic Policy Committee is pleased to recommend the following to Senate:

Motion: *That Senate approve the amendments to Policy O-304: Advancement Regulations, effective 01 May 2026 and thereafter, as set out in the attached proposal.*

Respectfully submitted,

Dr. Jannik Haruo Eikenaar, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
O-304.1

OKANAGAN SENATE

3333 University Way
Kelowna, BC V1V 1V7**Number & Title:**O-304.1: *Advancement Regulations***Effective Date:**~~September 2014~~ 1 May 2026**Approval Date:**~~December 2013~~ 29 January 2026**Review Date:**

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Academic Policy

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or to any faculty, and to determine in which faculty the students pursuing a course of study must register;

(d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;”

S. 40

“A faculty has the following powers and duties:

(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;

(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;

(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;”

Purpose and Goals:

This policy is designed to:

- 1) Define the general regulations for students’ advancement in programs ; and,
- 2) Provide a mechanism to have ~~f~~Faculties, colleges, and schools to set advancement regulations for their programs.

Applicability:

This policy is applicable for all degree programs offered by the University through ~~f~~Faculties at its Okanagan campus.

Exclusions:

None.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Discontinue* shall mean the case where a student is required to cease to be registered in ~~his or her~~their course of study for an indefinite period of time.
- *Withdraw* shall mean the case where a student is required to *discontinue* and may not normally enter into any course of study at the University.

Policy:

General regulations applicable to all ~~f~~Faculties include the following:

- 1) Except with permission of the dean of the ~~f~~Faculty providing the course of study or where the ~~f~~Faculty provides otherwise in its advancement regulations,

no student may repeat a course more than once. In the case of a graduate student, such permission may be granted by the dean of the ~~f~~Faculty providing the course of study in consultation with the Dean of the College of Graduate Studies.

- 2) Each ~~f~~Faculty shall have regulations on advancement. Students who do not meet the required standard in any session will be assigned Failed standing and may be required to discontinue or withdraw and, unless granted permission by the dean of the ~~f~~Faculty to continue in ~~his or her~~their course of study. In the case of a graduate student, such permission may be granted by the dean of the ~~f~~Faculty providing the course of study in consultation with the Dean of the College of Graduate Studies.
- 3) A student in a year of study which may normally be taken in the first or second year following secondary school graduation who is assigned Failed standing will be required to either *discontinue* for at least 12 months or to *withdraw*.
- 4) Students who are assigned Failed standing in one ~~f~~Faculty may only transfer to another ~~f~~Faculty if they meet the advancement and admission requirements of the second ~~f~~Faculty as specified in the ~~f~~Faculty advancement regulations.
- 5) Students who have been required to *discontinue* or *withdraw* may be readmitted subject to the regulations of the ~~f~~Faculty that they wish to enter.
- 6) A student at any level of university study who is assigned a standing of Failed for a second time (which need not be consecutive or in the same course of study) will be required to *withdraw* from the University. After a period of at least 12 months, an appeal for permission to re-enrol will be considered. Such an appeal will be granted only after the appeal has been reviewed and approved by the dean of the ~~f~~Faculty concerned. A negative decision by the dean may be appealed to the Senate Admissions and Awards Committee.

Academic Calendar Statement:

[Homepage](#) > [Policies and Regulations](#) > [Academic Assessment](#) > Advancement Regulations

In this section, *Discontinue* shall mean the case where a student is required to cease to be registered in ~~his or her~~their course of study for an indefinite period of time and *withdraw* shall mean the case where a student is required to *discontinue* and may not normally enter into any course of study at the University.

Advancement practices vary among ~~f~~Faculties, colleges, and schools (collectively, "~~f~~Faculties") and are described in individual ~~f~~Faculty sections in the Calendar. General regulations applicable to all ~~f~~Faculties include the following:

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

an appeal will be granted only after the appeal has been reviewed and approved by the dean of the ~~f~~Faculty concerned. A negative decision by the dean may be appealed to the Senate Admissions and Awards Committee.

Consultations:

The following groups have been consulted during the development of this policy:

UBCSUO, Enrolment Services, Deans, VP Academic & Provost.

History:

January 2026 – Minor grammatical changes; updates to reflect gender-inclusive language.

December 2013 - This is ~~t~~The first version of this policy using the template defined in Policy *O-1 Format, Development, and Administration of Senate Policies* was approved. A section on Advancement Regulations hads been in the Academic Calendar since the establishment of the Okanagan Campus of the University in 2005, and was based on similar language in the Vancouver Campus' Academic Calendar.

Related Policies:

[Academic Standing](#)
[Readmission](#)
[Appeals on Admission Decisions](#)

Appendix:

There is no appendix to this policy.

Procedures:

There are no procedures under this policy.



29 January 2026

To: Okanagan Senate

From: Admissions and Awards Committee

Re: a. New Awards (approval)
b. Block Transfer and Admission Agreement – UBC Okanagan Faculty of Science and College of New Caledonia (approval)

a. New Awards (**approval**)(**circulated**)

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

Motion: That Senate approve the new 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. Affiliation Agreement – UBC Okanagan Faculty of Science and College of New Caledonia (**approval**) (**circulated**)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation between the UBC Okanagan Faculty of Science and the College of New Caledonia (CNU). As outlined in the agreement, students who have completed the Associate of Science Degree, Biology Concentration, at CNU, may be eligible for admission to Year 3 of the Bachelor of Science | Biology program at UBC Okanagan. Applicants from must satisfy all University and program specific admission criteria.

Motion: That Senate approve the terms of the affiliation between the University of British Columbia Okanagan Faculty of Science and the College of New Caledonia, as outlined in the “Block Transfer and Admission Agreement Between The University of British Columbia (“UBC”) and College of New Caledonia (“CNC”).

Respectfully submitted,
Rob Johnson, Chair
Senate Admissions and Awards Committee



Date: January 12, 2026

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 – ANNUAL:

Canco Cares Award for Indigenous Students

Awards totalling \$15,000 have been made available annually through a gift from Canco Cares Foundation for continuing undergraduate First Nations, Inuit or Métis students of Canada at the University of British Columbia, Okanagan campus. Recipients will have financial need and demonstrate a commitment to the well-being of their communities. This award reflects Canco Cares' commitment to supporting Indigenous communities across Canada and to building stronger, more inclusive communities. The awards are made on the recommendation of Indigenous Programs & Services, in consultation with Enrolment Services. (First award available for 2026/2027 winter session).

Canco Cares Student Success Fund for Indigenous Students

Funds have been made available annually through a gift from Canco Cares Foundation for undergraduate or graduate First Nations, Inuit or Métis students of Canada at the University of British Columbia, Okanagan campus. Funding will support students who may require short-term financial assistance due to unforeseen or emerging needs. Individual awards will not exceed \$1,000. The fund is administered by Enrolment Services, in consultation with Indigenous Programs & Services. (First award available for the 2025/2026 winter session)

NEW AWARDS – ENDOWED:

Corbishley Family Global Seminar Award

Awards totalling \$7,000 have been made available through an endowment established by Diane Corbishley in memory of her husband, Douglas Corbishley (1936-2024), along with matching funds from the University of British Columbia, for undergraduate or graduate students accepted into the Global Seminars program at the University of British Columbia, Okanagan campus. Preference will be given to students who have demonstrated financial need. This award celebrates the friendships and joy that exploring the world brought to Doug (B.A.Sc. 1959) and Diane. The awards are made on the recommendation of Go Global, in consultation with Enrolment Services. (First award available for the 2026/2027 winter session).

BLOCK TRANSFER AND ADMISSION AGREEMENT

Between:
The University of British Columbia (“UBC”)
and:
College of New Caledonia (“CNC”)

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

This Block Transfer and Admission Agreement (the “**Agreement**”) is entered into between UBC, on behalf of its Irving K. Barber Faculty of Science at its Okanagan campus, and CNC on behalf of its Associate of Science Degree, Biology Concentration.

1. Objective of the Agreement:

The purpose of this Agreement is to provide a means by which students who have completed the Associate of Science Degree, Biology Concentration at CNC (the “**CNC Program**”) will be eligible to transfer into Year Three of the Bachelor of Science, Biology program at UBC (the “**BSc Program**”).

2. Requirements for Student Eligibility under this Agreement:

To be eligible for consideration for admission to Year Three of the BSc Program the CNC students must meet the following minimum academic requirements:

- i. Successful completion of the CNC Program within three academic years immediately preceding entry to the BSc Program under this Agreement; and
- ii. A minimum overall cumulative grade average of 70% in all CNC block transfer courses.

In addition to the above requirements, the CNC student admission to the BSc Program is subject to the applicable UBC general and program-specific admission requirements set out in UBC’s Academic Calendar entry, as amended from time to time, accessible at:

<https://okanagan.calendar.ubc.ca/admissions>

All students are required to meet UBC's Requirements to Receive a Degree as set out at <https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/requirements-receive-degree-diploma-or-academic-credit-certificate>, and as may be amended from time to time. To ensure that they plan a course of study which provides for sufficient UBC credits toward their BSc Program degree, all eligible students are expected to consult with a UBC advisor regarding transfer credits at the outset of their BSc Program.

3. Application Process

Students from CNC will apply directly to UBC as follows:

- a. Eligible CNC students will apply to UBC on an individual basis, following regular application and admission processes and timelines.
- b. The Institutions agree that decisions regarding the individual admission of a student to UBC will be made solely by UBC.
- c. CNC students who meet the applicable UBC general and program specific admission requirements will be guaranteed admission subject to the program limits set out below.

4. Program Limits:

- a) UBC will guarantee a maximum of ten seats per academic year for CNC students who satisfy the eligibility requirements set out in this Agreement in the academic year preceding admission. In the event there are more than ten students who satisfy the eligibility requirements, UBC will admit the most qualified students into the BSc Program. Any additional students will be considered general applicants and must compete with all other applicants to the BSc Program.
- b) The Institutions agree that decisions regarding the individual admission of an eligible student from CNC to the BSc Program will be made solely by UBC.
- c) Students must apply to UBC within three years of completing the courses set out in Appendix A.

5. Additional Obligations:

CNC will:

- a. deliver the CNC Program as set out in Appendix A;
- b. maintain current academic standards required by the BSc Program so as to ensure preparedness of the CNC students entering Year 3 of the BSc Program;
- c. provide UBC with a report regarding its delivery of the CNC Program, including: the number of students enrolled in Year 1 and any program related achievements and challenges upon request; and
- d. collaborate with UBC in advance, with as much lead time as possible, regarding any proposed changes to the delivery of the CNC Program; and

UBC will notify CNC in advance, with as much lead time as possible regarding any changes to the BSc Program that are anticipated or approved.

6. Tuition:

UBC tuition and other fees are subject to change from time to time at UBC's sole discretion. Current fees will be provided during the admission process.

7. Notices:

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

To UBC:

Dean, Faculty of Science
3187 University Way,
Kelowna, British Columbia, V1V 1V7
Email: lael.parrott@ubc.ca
and with a copy to: foscurriculum.ubco@ubc.ca

or to such other addresses as UBC may designate by written notice.

To CNC:

Transfer Credit Services
Office of the Registrar
3330 – 22nd Avenue
Prince George, BC
V2N 1P8
Email: transfercredit@cnc.bc.ca

8. Implementation and Review:

- a. UBC will cooperate with CNC to make applicants aware of this Agreement and the terms and conditions under which students may attend CNC for the CNC Program and then transfer into the BSc Program.
- b. The heads of the academic programs will conduct periodic reviews of this Agreement, such reviews to occur not less than every five years.

9. Term and Termination:

- a. Notwithstanding its date of execution, the terms of this Agreement will begin on January 1, 2026 and will continue until December 31, 2030, unless earlier terminated in accordance with this Section.
- b. Either Institution may terminate this Agreement upon six months' written notice to the other Institution and such termination shall take effect at the end of the following academic year.
- c. In the event of a termination or expiration of this Agreement, with respect to the CNC students registered in the CNC Program at the time of termination or expiration:
 - i. CNC will permit such students to continue in their studies until they have concluded the CNC Program (completion, withdrawal, academic dismissal or otherwise);
 - ii. upon successful completion of the CNC Program, UBC will admit those students who have satisfied the requirements for student eligibility of this Agreement up to the program limit of students per academic year.

10. Confidentiality

The Institutions agree that they will protect student information in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act* and will obtain such consents as are necessary to carry out their respective obligations in accordance with this Agreement.

11. Intellectual Property and Marketing Materials

The name, crests and logos of each Institution are the intellectual property of that Institution and may only be used by the other Institution in promotional material for the applicable academic program with that Institution's express written permission for each specific usage. Each Institution has the right to specify the form and manner in which its name, crests or logos are used pursuant to this Agreement. Should an Institution request in writing that the other Institution cease using its name, crests or logos in a particular manner, then the Institution so using such name, crests or logos shall cease such use immediately. Each Institution agrees that nothing in this Agreement shall transfer to an Institution any right, title, or interest in or to the other Institution's intellectual property.

The Institutions agree that all publications, presentations, news releases or any other promotional or public affairs materials produced in relation to the subject matter of this Agreement will require prior written approval by both Institutions.

12. General

- a. **Academic Independence.** Notwithstanding any other provision of this agreement each Institution acknowledges that the other Institution 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.
- b. **Entire Agreement.** This Agreement is the entire agreement between the Institutions and no amendment of this Agreement will be valid unless such amendment is in writing and signed by both Institutions.
- c. **Assignment.** No Institution will assign its rights and/or obligations under this Agreement without the prior written consent of the other Institution.
- d. **Relationship of the Parties.** Nothing in this Agreement will be considered to constitute a joint venture, partnership, or employment relationship between the Institution.

- e. **Severability.** If a provision of this Agreement is determined to be invalid or unenforceable by a court of competent jurisdiction, such provision will be severed, and all other provisions will remain in full force provided that the original intent of this Agreement is preserved in all material respects.
- f. **Waiver.** No waiver will be inferred or implied by anything done or omitted by the Institutions save only an express waiver in writing.
- g. **Time.** Time is of the essence of this Agreement.
- h. **Survival.** Section 10 (Confidentiality), Section 11 (Intellectual Property and Marketing Materials), and this Section 12 (General) shall survive the termination of this Agreement.
- i. **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 Vancouver, British Columbia, and the Institutions hereby consent and submit to the exclusive jurisdiction of such court.
- j. **Enuring Effect.** This Agreement will be binding upon and will enure to the benefit of the Institutions and each of their respective successors and permitted assigns.
- k. **Counterparts.** This Agreement may be executed in separate counterparts, each of which when so executed and delivered will be deemed to constitute an original, but all of which together will constitute one and the same document.

IN WITNESS WHEREOF, the Institutions have executed this Agreement as of _____, 20____.

**THE UNIVERSITY OF BRITISH
COLUMBIA** by its authorized
signatories:

COLLEGE OF NEW CALEDONIA by its
authorized signatory(ies):

Name:
Title:
Date:

Name:
Title:
Date:

Name:
Title:
Date:

Name:
Title:
Date:

APPENDIX A CURRICULUM OVERVIEW

As a means of satisfying all of the requirements outlined for a CNC Program suitable for direct entry in year 3 of the UBCO B.Sc. in Biology degree, students must successfully complete the specific courses as outlined below.

UBC_O First and Second Years	Credits	CNC Courses
BIOL_O 116	3	CNC BIO 107 (3) & CNC BIO 120 (3) = UBCO BIOL 1st (3) & UBCO BIOL_O 116 (3)
BIOL_O 125		
CHEM_O 121 & 123	6	CNC CHEM 113 (3) & CNC CHEM 114 (3) = UBCO CHEM_O 121 (3) & UBCO CHEM_O 123 (3)
Communication Requirement	6	CNC ENGL 103 (3) = UBCO ENGL_O 112 (3) CNC ENGL XXX (3) = UBCO ENGL (3) As defined in the BC Transfer Guide
MATH_O 100	3	CNC MATH 101 (3) = UBCO MATH_O 100 (3)
MATH_O 101 OR 103	3	CNC MATH 102 (3) = UBCO MATH_O 101 (3)
PHYS 111 or 112	3	CNC PHYS 101 (3) = UBCO PHYS_O 111 (3) OR CNC PHYS 105 (3) = UBCO PHYS_O 112 (3) OR CNC PHYS 106 (3) = UBCO PHYS_O 112 (3)
PHYS 121 or 122	3	CNC PHYS 102 (3) = UBCO PHYS_O 121 (3)
BIOL_O 200	3	CNC BIOL 201 (3) = UBCO BIOL_O 200 (3)
BIOL_O 265	3	CNC BIOL 220 (3) = UBCO BIOL_O 265 (3)
Two of BIOL_O 204, 205, 209, 210, 228	3	CNC BIOL 215 (3) = UBCO BIOL_O 228 (3)
CHEM_O 203, 204; or CHEM_O 213, 214	6	CNC CHEM 203 (3) = UBCO CHEM_O 203 or 213 (3) AND CNC CHEM 204 (3) = UBCO CHEM_O 204 (3) or 214 (3)
Electives	9	CNC BIOL 202 (3) = UBCO BIOL_O 2nd (3) CNC BIO 107 (3) & CNC BIO 120 (3) = UBCO BIOL 1st (3) & UBCO BIOL_O 116 (3) CNC (3) = UBCO (3) As defined in the BC Transfer Guide
Non-Science Electives	9	As defined in the BC Transfer Guide
Total Credits	60	



29 January 2026

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

The Curriculum Committee has reviewed the material forwarded to it by the Faculty and encloses the proposal 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 course, as brought forward by the Faculty of Applied Science.*

- a. Faculty of Applied Science
 - i. Revised Course: ENGR_O 461

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form New Course – Okanagan Campus

Category: 1	
School of Engineering Faculty of Applied Science School Approval Date: 2025.11.07 Effective Session: 2026W	Date: 2025.10.31 Contact Person: Dr. Sabine Weyand Phone: 250.807.8068 Email: Sabine.Weyand@ubc.ca
Type of Action: Revised Course	
<p>Rationale: We propose regularizing a special topics course (ENGR 498Q) using a code (ENGR 461) for a course that is no longer offered. ENGR 498Q was offered in 2024-25 and ran successfully with 31 students; we expect similar (or more) registration in 2025-26 and beyond, based on positive feedback from students on the course, its offering as a lab-focused learning opportunity, and its value in the program as a fourth-year design elective. ENGR 461 ran in 2023-24 with low registration but was not offered in 2024-25 due to several years of steadily decreasing interest and enrolment. A large portion of its content is covered in the revised course.</p> <p>The course features a lab-lecture format (lectures alternate between theory and application). Students learn fundamental theories and implement them in software-defined radio (SDR) devices, which transmit/receive signals that students design on a computer.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>ENGR_O 461 (3) Digital Communications <u>Laboratory</u></p> <p><u>Digital modulation, pulse shaping, matched filtering, detection, phase estimation, symbol synchronization, pulse-amplitude modulation, phase-shift keying, quadrature amplitude modulation, implementation using software-defined radios. Credit will be granted for only one of ENGR O 461 or ENGR O 498Q when the subject matter is of the same nature. [3-0-0]</u></p> <p>Prerequisite: <u>APSC O 270</u></p>	<p>Draft Academic Calendar URL: https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/engro</p> <p>Present Academic Calendar Entry:</p> <p>ENGR_O 461 (3) Digital Communications</p> <p>Signal space concepts, baseband digital transmission on additive white Gaussian noise channel, optimum receiver design, transmission through bandlimited channels, coherent and non-coherent carrier modulations, elements of information theory, introduction to error control coding. [3-2*-0] Prerequisite: All of ENGR 360, ENGR 361.</p>



29 January 2026

To: Okanagan Senate

From: Admissions and Awards and Curriculum Committees

Re: New Undergraduate Certificate in Business English and Professional Communications and Courses

The Admissions and Awards and Curriculum Committees have reviewed the materials forwarded to them by the Faculty of Creative and Critical Studies 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 new undergraduate certificate and new courses as brought forward by the Faculty of Creative and Critical Studies.*

- a. Faculty of Creative and Critical Studies
 - i. New Undergraduate Certificate: Undergraduate Certificate in Business English and Professional Communications
 - ii. New Courses: CORH_O 100, CORH_O 200

For the Committees,

Prof. Rob Johnson
Chair, Admissions and Awards Committee

Dr. Yves Lucet
Chair, Curriculum Committee

Executive Summary

Undergraduate Certificate in Business English and Professional Communications

PROGRAM RATIONALE, VISION, AND GOALS

Overview of the Organization

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world.

The Faculty of Creative and Critical Studies (FCCS) on UBC's Okanagan campus was established in 2005. It includes the departments of Creative Studies, Languages and World Literatures, and English and Cultural Studies, and offers both undergraduate and graduate degree options. The proposed certificate is part of the faculty and campus's ongoing curriculum renewal process, designed to educate citizens for the 21st century.

1. PROPOSED CREDENTIAL TO BE AWARDED

Undergraduate Certificate in Business English and Professional Communications (BE)

LOCATION OF WHERE THE NEW DEGREE PROGRAM WILL BE OFFERED

The University of British Columbia – Okanagan Campus

FACULTY OFFERING THE PROPOSED NEW DEGREE PROGRAM

The Faculty of Creative and Critical Studies

ANTICIPATED PROGRAM START DATE

July 2026 (Summer Term 2 2026)

ANTICIPATED COMPLETION TIME IN YEARS

One year part time (with option for longer)

A SUMMARY OF THE PROPOSED PROGRAM:

The Undergraduate Certificate in Business English and Professional Communications offers students value-added professional credentials to their academic degree that will enhance university success, post-university success, and employability. The Undergraduate Certificate in Business English and Professional Communications will enable students to navigate the Canadian professional landscape, gain experience with commonly-used business communications genres and public speaking, embrace the intercultural communication competencies vital for our increasingly globalized society and economy, and communicate—in writing, orally, and multimodally—with professionalism. Students will apply their knowledge to diverse “real world” contexts and challenges, engage in hands-on, collaborative projects, and develop a professional portfolio as they get ready to embark upon their careers.

The Undergraduate Certificate in Business English and Professional Communications draws on disciplinary and interdisciplinary expertise in multiple departments at FCCS as well as the Faculty of Management, and develops the academic, professional, and cross-cultural communication skills crucial to active citizenship in our increasingly interconnected world. The 15-credit Business English Certificate includes:

1. CORH_O 100 Introduction to Business English and Communications¹;
2. WRLD_O 150 Introduction to Intercultural Communications;
3. CORH_O 200 Professional Communications²;
4. WRLD_O 305 Intercultural Communication, Context, and Business: East Asia
OR
CORH 304_O Persuasive Rhetoric, Public Speaking, and Advocacy
OR
CULT 230_O / ENGL_O 224 Foundations: Reading Across Borders
5. CORH_O 400 Special Topics in Communication: Business English Capstone

PROGRAM AIMS AND OBJECTIVES

In developing the proposed program, we aligned interdisciplinary expertise in FCCS that reflects the contemporary global workforce and economy with the needs of Canadian businesses and organizations, while also encompassing place-based knowledges about Canada and the Okanagan—as Kelowna is one of Canada’s fastest growing cities and increasingly vital economic centre (City of Kelowna, 2025).

The proposed Undergraduate Certificate in Business English and Professional Communications is designed to attract international students wishing to gain knowledge of—and experience in—the Canadian business and organizational landscape while honing their Business English skills and professionalism, as well as domestic students seeking ways to further professionalize their degrees, become career-ready, and attain a marketable credential valuable in the current

¹ Any 100-level ENGL course may be counted towards the Certificate instead of CORH_O 100.

² MGMT 240_O or COMM_O 396 may be counted towards the Certificate instead of CORH_O 200.

employment marketplace. The Certificate may also be attractive to workers already in industries seeking to gain further professional skills.

The Undergraduate Certificate in Business English and Professional Communications enables students to collaborate and build upon each other's strengths and insights, while internationalizing their learning experiences, collaborations, and connections—and equipping them with the academic knowledge, professional and intercultural insights, and hands-on basis to excel in any career path.

Objectives of the program are to:

- 1) Create a welcoming and supportive environment for students to develop Business English skills and oral, written, and multimodal communications strengths and practices in intercultural Canadian and international business and organizational contexts;
- 2) Deliver instruction and practice in business-specific English language and genres;
- 3) Engage students from diverse degree programs in high-impact learning and experiences so they can successfully navigate a range of academic, personal, professional, and diverse socio-cultural contexts, as lifelong learners who are equipped to excel in a broad spectrum of career paths;
- 4) Empower students and build confidence by providing experiential learning opportunities and collaborations; and
- 5) Provide world-class learning in an intimate community atmosphere, in which domestic and international students can connect, collaborate, and learn from one another in a setting that fosters intercultural and international communications, relationship building, and understanding across geographic borders.

DELIVERY METHODS

Program delivery of the Undergraduate Certificate in Business English and Professional Communications (BEPC) is adaptable to the needs of the learners, and is designed to facilitate maximum access and flexibility for both international and domestic students, plus those already working in industries. The courses within the BEPC certificate will be offered online and via multi-access delivery, so students can choose the mode of delivery—including entirely by distance education.

Courses in the BEPC certificate are specifically designed to create welcoming, inclusive atmospheres in which students have opportunities to share ideas, knowledges, and experiences. For example, the CORH_O 200 course includes a colloquium in which students learn from each other's research presentations, and the CORH_O 400 project includes a team-based project that provides students with case studies and hands-on experiences. The online versions of courses are carefully designed to enable peer-to-peer interaction, sharing of knowledge and culture, and faculty contact, making for an intimate and welcoming atmosphere in which the student is an active participant and community member—no matter where in the world they are located. Learner-focused and flexible, a strength of the program is its agility and the reduction of barriers for a greater number of students.

Ultimately, the Undergraduate Certificate in Business English and Professional Communications Certificate will create a welcoming intercultural community of learning that celebrates Canada's diverse cultures and Indigeneity alongside international insights. This unique program will provide a robust and forward-looking experience that equips domestic and international students with the skills and qualifications in demand for careers in Canada and around the globe.

2. **ANTICIPATED CONTRIBUTION OF THE PROPOSED PROGRAM TO THE MANDATE AND STRATEGIC PLAN OF THE INSTITUTION**

We have identified connections with UBC's Strategic Plan 2018–2028 and UBC's Strategic Directions 2025-2030 document to support the conceptualization and development of the BEPC program objectives. The certificate is designed to maximize flexibility for learners (Strategic Directions 2025-2030) through online, in-person, and hybrid delivery modes. It also promotes practical, collaborative, and transformative learning (Strategic Plan 2018-2028) through the development of transferable skills in professional and intercultural communication. With Indigenous and/ or international content embedded in every course, the certificate seeks to engage local and global communities while promoting inclusive values (Strategic Plan 2018-2028). It also seeks to develop reciprocal global partnerships (Strategic Directions 2025-30) with international institutions that we anticipate will enrich learner experiences in both contexts. Its inclusion of experiential learning opportunities aligns with UBC Okanagan's new [Academic Priorities](#).

The certificate structure and content develop core competencies in business and intercultural communications through: disciplinary and interdisciplinary perspectives, multimodal (oral, written, digital, visual) genres, applied learning via case studies and professional speakers, as well as inclusive and equity-based principles. These align with the objectives of the Communications and Rhetoric and Intercultural Communications / World Literatures programs, of which the certificate is a joint endeavour, as well as with UBC's Strategic Equity and Anti-Racism (StEAR) and Focus on People 2025 Frameworks.

3. **PROGRAM LEARNING OUTCOMES**

Upon completion of the Undergraduate Certificate in Business English and Professional Communications, graduates are expected to be able to:

- 1) Develop their understanding of Business English and intercultural communications in Canadian contexts;
- 2) Strengthen oral, written, and multimodal communication to present their work—and themselves—with polish and professionalism;
- 3) Acquire conversational and interpersonal skills essential to professional success;
- 4) Understand and apply business-specific grammar and style;
- 5) Analyze and practice genres of written and oral communication frequently used in professional contexts in Canadian and international workplaces;

- 6) Generate global thinking, intercultural awareness, and Indigenous insights in Canada in preparation for a global market and diverse workforce;
- 7) Engage in collaborations, communications situations, hands-on learning, and multi-modal communication skills directly applicable to “real world” communications and professions; and
- 8) Reflect on communications goals and identify objectives and pathways for the future to achieve professional success.

Learning outcomes are directly reflected in the curriculum design of the courses.

4. GOALS ALIGNED WITH UNIT AND FACULTY

Goals of the Undergraduate Certificate in Business English and Professional Communications for UBCO include:

- 1) Fulfilling UBC’s Strategic Plan to provide flexible learning, inclusive environments, and collaborative, multimodal, practical, and transformative learning to meaningfully prepare students for careers (as further detailed in Question 2);
- 2) Raising the international role and profile of UBCO, specifically the Faculty of Creative and Critical Studies (FCCS), within the global academic and business community;
- 3) Internationalizing UBCO and FCCS even further, and incorporating Indigenous perspectives, promoting greater cultural diversity;
- 4) Building ongoing and forward-looking relationships with international institutions throughout the globe, starting with targeted institutions in Asia, who have identified a need and demand for Business English programming, and who are especially excited about the opportunities a more intimate campus can bring to the student experience.

Regarding its fit into the Faculty of Creative and Critical Studies, the Undergraduate Certificate in Business English and Professional Communications Program Learning Outcomes are distinct from those of the related programs from which Business English draws—Communications and Rhetoric and Languages and World Literatures—yet are complementary, and maximize existing capacities and strengths. Program Learning Outcomes for these programs are provided in Appendix 1.

The Communications and Rhetoric (CORH) and Languages and World Literatures (LWL) programs will inform the Business English and Professional Communications Certificate, supporting its spirit of discovery, collegiality, and community across geographic borders.

TARGETED AUDIENCE, COMMUNITY, AND PEER ENGAGEMENT

5. AUDIENCES FOR THE PROGRAM:

Business English skills are in demand for graduates and workers across the country and throughout the world. In our increasingly globalized economy, job market, workforce, the transferable and applied skills learned within the Undergraduate Certificate in Business English

and Professional Communications will prepare students for careers in a wide variety of sectors, complementing diverse degree programs.

The Undergraduate Certificate in Business English and Professional Communications is designed to emphasize Business English competency, an awareness of the Canadian business landscape and intercultural communication, and professionalism that will benefit domestic and international students from disciplines across campus, as well as international students currently at other institutions, some of which are in preliminary stages of discussing potential 2+2 programs of study. We anticipate that current undergraduate students may elect to take either the Undergraduate Certificate in Business English Certificate and Professional Communications or the Minor that we envision for the future.

The **primary audience** for the Undergraduate Certificate in Business English and Professional Communications is international students seeking to gain competency and experience in English in Canadian contexts. These students can take the program as a discrete program, or can apply it towards their undergraduate degrees in whatever major and minor they wish to complete. Targeted students are those in their second, third, or fourth year of study. International students may complete the program at their home university or at UBC, enabling maximum access and flexibility.

The **secondary audience** is domestic UBCO students wishing to gain knowledge and hands-on experience in Business English capacities, plus professional credentials that make their degree, in whatever discipline, more marketable as they embark upon careers in diverse fields.

The **tertiary audience** is professionals already in industry looking to heighten their skills, who could complete the certificate as a discrete non-degree Certificate.

The Office of Planning and Institutional Research at UBCO (OPAIR), conducted an initial needs assessment through an environmental scan of job postings in BC towards the Communications and Rhetoric Minor in 2020, and these factors also apply to the Undergraduate Certificate in Business English and Professional Communications. The data highlighted the importance of hands-on experience for enhancing employability competitiveness as demonstrated in identified samples. The Undergraduate Certificate in Business English and Professional Communications has been designed to grant opportunities for such practical experience through hands-on learning. Additionally, the Certificate can complement UBC Okanagan degrees in Arts and Management (according to top industries, job postings in sample, and lists of skills), with the possibility of expanding the option to other programs. Consultation has highlighted the need for courses that offer additional professional credentials targeted toward enhancing employment opportunities. The Undergraduate Certificate in Business English and Professional Communications courses aim to fulfil this need.

This Undergraduate Certificate in Business English and Professional Communications is an initial step towards developing a sustainable Undergraduate Business English and Professional Communications Minor in the future. We anticipate that the Certificate (and eventually the Minor we envision) will promote written and oral Business English, multimodal communications skills, and professionalization among UBCO graduates and will encourage for-credit international exchange opportunities. Students who have taken the Certificate will be able to show future employers that they are not only knowledgeable in their major areas, but also strong communicators with a solid understanding of Canadian Business English, professional communications, and intercultural communications. Communication skills are highly valued in

most industries and identified as essential employment skills by the Government of Canada as well as a core expectation from a university degree by the National Association of Colleges and Employers.

6.) ALTERNATIVES:

If the Undergraduate Certificate in Business English and Professional Communications Certificate is not offered at UBCO, students could take a shorter, non-credit program at alternative institutions (please see the list in Question #9). However, the UBC Okanagan program offers a unique for-credit program rooted in the Okanagan and its Indigenous and Canadian contexts. The UBC Okanagan campus is uniquely positioned to offer an intimate learning experience grounded in place-based learning and Indigenous insights from the Syilx community.

7.) DEMONSTRATED DEMAND:

The proposed Undergraduate Certificate in Business English and Professional Communications addresses an identified need for an accessible, high-quality Business English program as identified by numerous universities in Asia. This demand was raised repeatedly when Faculty of Creative and Critical Studies (FCCS) Dean Bryce Traister travelled to Asia to meet with the leaders and administrators of numerous Asian universities.

The Undergraduate Certificate in Business English and Professional Communications is poised to meet both the need for a Business English program for international students and a pathway that emphasizes career-ready professionalism for both domestic and international students—in an inclusive, ladder way that enables students to progressively build skills and confidence.

Another key strength is the program's ability to bring together international and domestic learners who can reciprocally inform each other, provide intercultural insights and experience, and increase diversity as they all pursue the shared goal of professionalism.

A further unique feature of UBCO's Undergraduate Certificate in Business English and Professional Communications is its attention to not only the Canadian business landscape, but also place-based learning rooted in Canada and insights into Indigenous perspectives and Syilx Okanagan culture, provided by local Syilx Elders and Knowledge Keepers, that embodies UBC's commitment to Truth and Reconciliation.

The Undergraduate Certificate in Business English and Professional Communications provides students with unique perspectives and qualifications that can set them apart and add further employable, internationally-oriented skills and connections to their critical thinking and communications skill sets. Together, the program's courses empower students to become self-directed, community-minded, active learners committed to—and equipped for—success in intercultural Canadian professional contexts.

8.) CONSULTATION WITH TARGETED AUDIENCE:

Numerous universities in Asia expressed interest in a Business English program when FCCS Dean Bryce Traister travelled to Asia to meet with leaders and administrators of Asian universities. The Undergraduate Certificate in Business English and Professional Communications will be developed in consultation with their needs and with consideration of the local Okanagan and Canadian business ecosystem.

The program's design reflects the skills required in the current job marketplace, across disciplines and sectors. Given the demonstrated and significant demand for courses that enable students to learn and practice skills that are directly transferable to the workplace, the Business English and Professional Communications Certificate provides employment-ready skills that emphasize communication and professionalism.

9.) RELATED PROGRAMS OR COMPETITIVE PROGRAMS AT UBC AND OTHER POST-SECONDARY INSTITUTIONS

While shorter-term and non-credit Business English course options exist at UBC and other post-secondary institutions, what sets UBCO's proposed Undergraduate Certificate in Business English and Professional Communications apart is its unique one-year structure that gives students a fulsome, for-credit experience that counts towards their degrees—and not only equips them with Business English competencies, but also intercultural communications strengths and familiarity with place-based, Indigenous-informed Okanagan and Canadian contexts.

As examples of other Business English and related programs, UBC Vancouver offers the four-week, non-credit [Business English - English Language Institute](#) program, which is different from UBCO's proposed offering in program length, intensiveness, and because the UBCO's proposed program offers courses for credits that count towards students' degrees. Similarly, the University of Toronto's [Business English for International Professionals | School of Continuing Studies - University of Toronto](#) offers discrete six- to 10-week courses in Business English, but not towards a degree. York University's [English Language Programs Archives](#) provides eight-week courses, the University of Victoria's [Foundations in Business English | Continuing Studies at UVic](#) program offers a Summer Language and Culture program and a 16-hour Professional Development Certificate, and the University of Guelph offers a [Business English Program | University of Guelph](#) through Extended Studies. Canwest University offers a four-year [Bachelor of Arts in Business Communication \(BABC\) | UCW](#), whereas UBCO's proposed Undergraduate Certificate in Business English and Professional Communications provides a fulsome program for academic credit towards a degree, and can be completed in one year.

In contrast to the programs mentioned above, UBC Okanagan's program consists of five (5) 3.0-credit courses at the first-, second-, third-, and fourth-year levels that count towards the student's university degree. Additionally, UBC Okanagan's program equips students not only with Business English competencies, but also intercultural communications strengths and familiarity with place-based, Indigenous-informed Okanagan and Canadian contexts.

The relatively small University of British Columbia Okanagan campus, with opportunities for small class sizes, enables students to readily immerse themselves in the community and have close links to faculty and their cohort. Whether participating online or in-person, several courses comprising the BEPC Certificate involve collaborative projects and/or colloquiums, culminating

in a market-ready professional portfolio and in a final 400-level course that gives them project and portfolio experience. Ultimately, students can make connections and reciprocally learn from one another as they develop Business English and professional skills that are in demand in the contemporary global workforce.

BENEFITS TO STUDENTS: EMPLOYMENT AND FURTHER STUDIES IN BRITISH COLUMBIA:

10 & 11) Targeted skills of the Undergraduate Certificate in Business English and Professional Communications can complement university graduates' skills and ability to succeed in the top occupations forecasted in British Columbia.

According to the [the BC Labour Market Report](#) top occupations are forecasted as:

- sales and service;
- business, finance, and administration;
- trades, transport, and equipment operators;
- education, law, and government, social, and community services; and
- natural and applied sciences.

As the Undergraduate Certificate in Business English and Professional Communications complements the education and skills in diverse degree programs and sectors, and can be made available to audiences in industry as well, it can benefit a broad spectrum of learners.

- 12) As the flexibility of the BEPC Certificate enables it to be offered via distance education, experiential learning components will vary, and will be particularly provided in the CORH_O 400 course. Additionally, the creation of a professional portfolio is embedded into the program, such as in CORH_O 200, equipping students with skills and materials to showcase to potential employers.
- 13) The BEPC Certificate may be taken as a discrete program or as part of a student's degree program in their chosen major. It is designed to provide students with essential professional and workplace skills, alongside familiarity with intercultural communications and the Canadian business landscape and marketplace, that can be an asset to any degree program and subsequent graduate degrees and professional programs.

INCREASED ACCESS AND SUPPORTS FOR UNDER-REPRESENTED GROUPS:

- 14) Acknowledging the importance of UBC's Inclusive Excellence and the StEAR Framework, the Undergraduate Certificate in Business English and Professional Communications will be especially appealing to multilingual students and Indigenous students who will value the program's inclusion of internationalization, intercultural communication, and Indigenization into the curriculum. The program includes place-based learning specific to the Okanagan, and chances for students to communicate

about the places from which they come, facilitating intercultural exchange, relationship building, and a welcoming, inclusive atmosphere for all.

- 15) Indigenous students will benefit from the Undergraduate Certificate in Business English and Professional Communications not only because they will gain diverse communications proficiencies and knowledge of the intercultural Canadian business landscape, but also because they will see the importance of Indigeneity embedded within the curriculum. This unique place-based program incorporates perspectives and knowledge from Indigenous Elders, Knowledge Keepers, and leaders, and welcomes intercultural insights and exchange from all students, including Indigenous students, encouraging and inspiring meaningful cultural engagement.

Additionally, as an alternate pathway into the program, Indigenous students may count ENGL_O 104 University Writing: Indigenous Perspectives or ENGL_O 114 Studies in Composition: Indigenous Perspectives instead of CORH_O 100 Introduction to Business English towards the BEPC Certificate, thereby reducing barriers and emphasizing the importance of Indigenous perspectives.

CONCLUSION

Ultimately, the Undergraduate Certificate in Business English and Professional Communications will offer international students and UBCO students from diverse degree programs a valuable additional credential that highlights their communications competencies, intercultural perspectives, professionalism, and career-readiness for future employers—specific to Canadian contexts and in a climate of collaboration, inclusivity, and community.

APPENDICES

- 1.) Related Program Learning Outcomes within the Faculty of Creative and Critical Studies
- 2.) Curriculum Map

APPENDIX 1:**RELATED PROGRAM LEARNING OUTCOMES WITHIN THE FACULTY OF
CREATIVE AND CRITICAL STUDIES**

The Undergraduate Certificate in Business English and Professional Communications Program Learning Outcomes are distinct from those of the related programs from which it draws— Communications and Rhetoric and Languages and World Literatures—yet are complementary, and maximize existing capacities and strengths.

Program Learning Outcomes for the Communications and Rhetoric Program are to:

1. Demonstrate an interdisciplinary understanding of theoretical and conceptual frameworks, communication, sociocultural constructs, and intercultural aspects of the interactions of the self with other individuals, groups, and communities;
2. Explore, examine, and critically analyze the history and theories of rhetoric and their use across disciplines in the sciences, social sciences and humanities;
3. Apply communication concepts in personal interactions, in academic, professional, local and global interfaces, intercultural and community settings, and digital and media platforms for varied purposes and audiences;
4. Demonstrate knowledge of composition and academic writing conventions for various genres across the curriculum and in the disciplines, and adapt discourse for lay and expert audiences;
5. Identify, analyze, and critique the use of rhetorical modes and discourse in written, oral, digital, visual, creative, and multimodal forms;
6. Demonstrate an awareness of communication and rhetorical literacies to generate a range of multimodal texts or create original media artefacts, fulfilling the expectations of diverse and culturally distinct audiences;
7. Conduct original and ethical research using appropriate research methodologies to address current concerns in the field of communication and rhetoric;
8. Demonstrate knowledge of the ways of knowing and learning of the Indigenous peoples, their history, culture, relationships with the land and the community, and processes of decolonization, revitalization, resistance, and truth and reconciliation;
9. Engage in interdisciplinary collaborative projects in communication with academic or community partners, or small groups, to address issues of sustainability, diversity, power, social justice, difference, “otherness” or other current concerns; and
10. Display their expertise in various aspects of communication to facilitate the pursuit of higher education and enhanced employability in their selected professions.

Program Learning Outcomes for Language and World Literatures are to:

- 1) Apply a de-centred, plurilingual/pluricultural perspective to textual analysis instead of a narrowly national argument or historical perspective;
- 2) Respond with confidence and curiosity when introduced to a literary text from an unfamiliar culture;
- 3) Demonstrate critical awareness of other cultures, and critical self-awareness with respect to their own culture, via literary analyses;
- 4) Demonstrate knowledge of a range of social, cultural, geopolitical and historical contexts relevant to specific texts;
- 5) Apply a range of critical, theoretical, and methodological approaches to the study of literary and related texts, both historical and contemporary;
- 6) Discuss and critique ideas in accordance with professional standards and conventions of academic writing, within an intercultural framework;
- 7) Identify an appropriate methodology to produce critical writing about a translated text, thus demonstrating an understanding that translated literary texts behave differently at home and abroad, and will change over time; and
- 8) Recognize that there are different ways to observe, evaluate, and process cultural differences and demonstrate an increased capacity to communicate across differences.

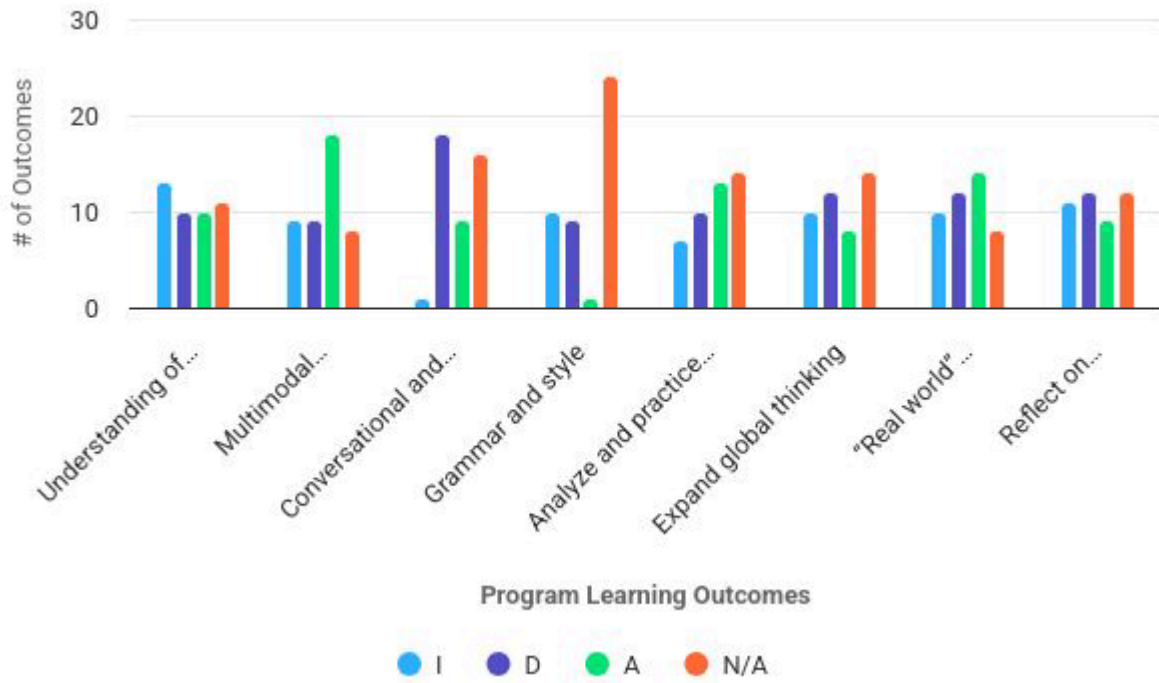
The Communications and Rhetoric (CORH) and Languages and World Literatures (LWL) programs will inform the Undergraduate Certificate in Business English and Professional Communications, supporting its spirit of discovery, collegiality, and community across geographic borders.

Uncategorized	
Short Phrase	Learning Outcome
Develop understanding of Business English and intercultural communications in Canadian contexts	Understanding of Business English
Strengthen oral, written, and multimodal communication to present their work—and themselves—with polish and professionalism	Multimodal communication
Gain conversational and interpersonal skills essential to professional success	Conversational and interpersonal skills
Learn business-specific grammar and style	Grammar and style
Analyze and practice genres of written and oral communication frequently used in professional contexts in Canadian and international workplaces	Analyze and practice genres
Expand global thinking, intercultural awareness, and Indigenous insights in Canada in preparation for a global market and diverse workforce	Expand global thinking
Engage in collaborations, communications situations, hands-on learning, and multi-modal communication skills directly applicable to “real world” communications and professions	“Real world” communications
Reflect on communications goals and identify objectives and pathways for the future to achieve professional success	Reflect on communications goals

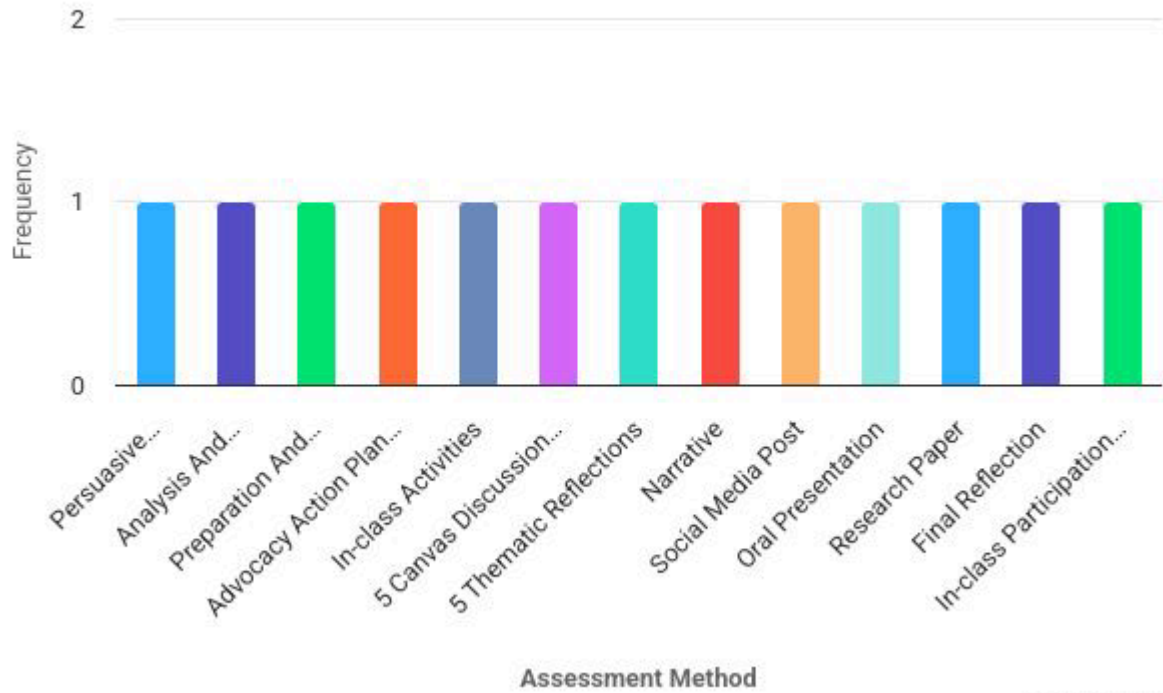
Colour	Mapping Scale	Abbreviation	Description
	Introduced	I	Key ideas, concepts or skills related to the learning outcome are demonstrated at an introductory level. Learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.
	Developing	D	Learning outcome is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency. Learning activities concentrate on enhancing and strengthening existing knowledge and skills as well as expanding complexity.
	Advanced	A	Students demonstrate the learning outcomes with a high level of independence, expertise and sophistication expected upon graduation. Learning activities focus on and integrate the use of content or skills in multiple.

Courses	Program Learning Outcomes							
	Uncategorized							
	Understanding of Business English	Multimodal communication	Conversational and interpersonal skills	Grammar and style	Analyze and practice genres	Expand global thinking	"Real world" communications	Reflect on communications goals
CORH 100	I	I	D	I	I	I	I	I
CORH 200	D	D	D	D	D	D	D	D
CORH 304	N/A	A	N/A	N/A	A	N/A	A	A
CORH 331	N/A / I	A	D / A	D	D	D	D	A
CORH 400	A	A	N/A	N/A	A	N/A	A	N/A
WRLD 150								
WRLD 305	N/A	A	A	N/A	N/A	A	N/A	N/A

Number of Course Outcomes per Program Learning Outcomes

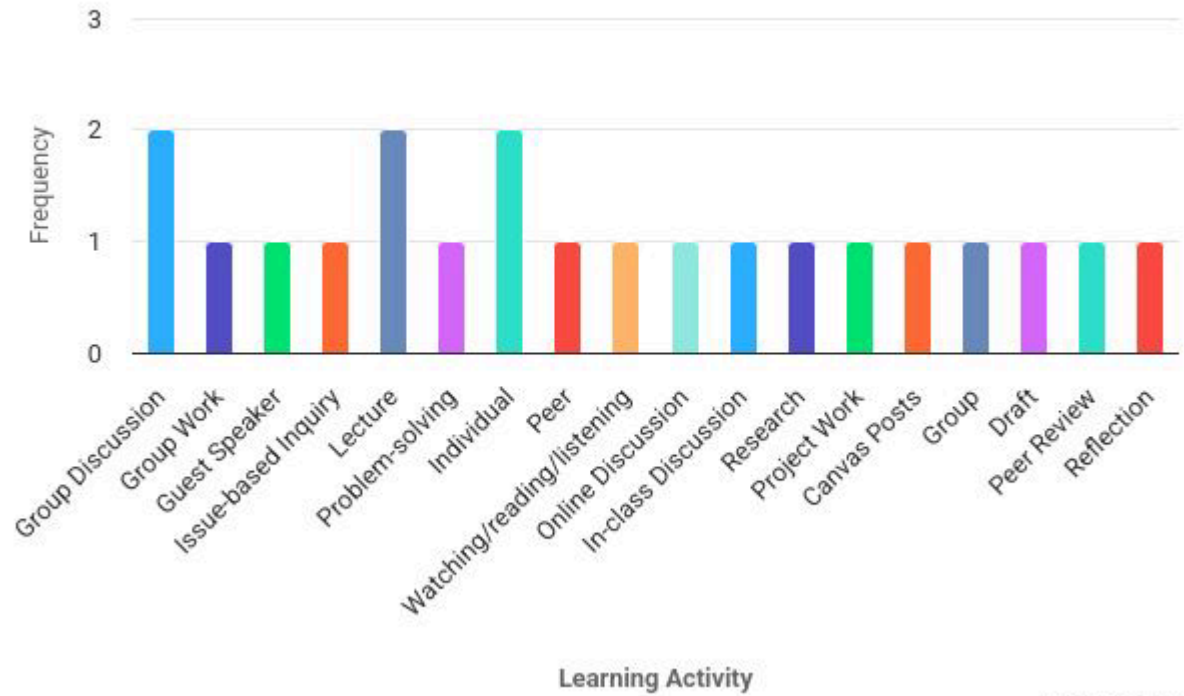


Assessment Methods



Highcharts.com

Learning Activities



Highcharts.com



Curriculum Proposal Form New or Revised Course/Program

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: Creative and Critical Studies Dept./Unit: English / Communications and Rhetoric Faculty Approval Date: 2025-10-07 Effective Session: S2026	Date: 2025-08-26 Contact Person: Joanna Cockerline Phone: 250.681.7814 Email: joanna.cockerline@ubc.ca
Type of Action: New Program	
Rationale: Please see attached Executive Summary.	
<p style="text-align: center;">Proposed Academic Calendar Entry:</p> <p><u>Program Overview</u></p> <p><u>The Undergraduate Certificate in Business English and Professional Communications will enable students to navigate the Canadian professional landscape, gain experience with commonly-used business communications genres and public speaking, embrace the intercultural communication competencies vital for our increasingly globalized society and economy, and communicate—in writing, orally, and multimodally—with professionalism. Students will apply their knowledge to diverse “real world” contexts and challenges, engage in experiential, collaborative projects, and develop a professional portfolio as they get ready to embark upon their careers.</u></p> <p><u>Students already enrolled in a degree program offered by the Faculty of Creative and Critical Studies at UBC Okanagan are</u></p>	<p style="text-align: center;">Draft Academic Calendar URL: URL</p> <p>[URL from the draft Academic Calendar www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar.</p> <p>Note: URL not required for individual courses.]</p> <p style="text-align: center;">Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.)</p> <p>*Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.</p>



eligible to receive the Undergraduate Certificate in Business English and Professional Communications upon successful completion of the Certificate requirements.

Upon completion of the Undergraduate Certificate in Business English and Professional Communications, graduates are expected to be able to:

- 1) Develop their understanding of business English and intercultural communications in Canadian contexts;
- 2) Strengthen oral, written, and multimodal communication to present their work—and themselves—with polish and professionalism;
- 3) Acquire conversational and interpersonal skills essential to professional success;
- 4) Understand business-specific grammar and style;
- 5) Analyze and practice genres of written and oral communication frequently used in professional contexts in Canadian and international workplaces;
- 6) Generate global thinking, intercultural awareness, and Indigenous insights in Canada in preparation for a global market and diverse workforce;
- 7) Engage in collaborations, communications situations, hands-on learning, and multi-modal communication skills directly applicable to “real world” communications and professions; and
- 8) Reflect on communications goals and identify objectives and pathways for



the future to achieve professional success.

Admission Requirements

Current UBC degree and diploma students are eligible for admission to the certificate with permission of the program in which they are registered. Other applicants may be admitted directly to the certificate program at the discretion of the Faculty provided that they have satisfied the University's [English Language Admission Standard](#).

Certificate Requirements

15-credits as follows:

1. **CORH O 100 Introduction to Business English and Communications¹;**
2. **WRLD O 150 Introduction to Intercultural Communications;**
3. **CORH O 200 Professional Communications²;**
4. **WRLD O 305 Intercultural Communication, Context, and Business: East Asia**
OR
CORH O 304 Persuasive Rhetoric, Public Speaking, and Advocacy
OR
CULT O 230/ ENGL O 224 Foundations: Reading Across Borders
5. **CORH O 400 Special Topics in Communication: Business English Capstone**

¹ Any 100-level ENGL may be counted towards the certificate instead of CORH O 100.

² MGMT O 240 or COMM O 396 may be counted towards the certificate instead of CORH O 200.



<p><u>Contact and Advising Information</u> <u>FCCSstudents.ok@ubc.ca</u> <u>Undergraduate Academic Planning.</u></p>	
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Curriculum Proposal Form New or Revised Course/Program

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: Creative and Critical Studies Dept./Unit: English and Cultural Studies Faculty Approval Date: YYYY-MM-DD Faculty Approval Date: 2025-10-07 Effective Session: S2026	Date: 2025-08-26 Contact Person: Joanna Cockerline Phone: 250.681.7814 Email: joanna.cockerline@ubc.ca
Type of Action: New Course	
Rationale: <p>CORH_O 100 is designed as the foundational course for the proposed new Business English and Professional Communications certificate, which is aimed to complement the degree programs of international and domestic UBCO students, international students from other institutions, and non-degree program registrants seeking to further professionalize their skills. CORH_O 100 also provides the first 100-level offering in the CORH program, and is designed to appeal to students across a wide range of programs, as it equips them with foundational communications skills.</p> <p>The objective of CORH_O 100 is to enable students to gain insights into Canadian business culture and communications practices, while developing fundamental Business English skills, including sentence structure, grammar, punctuation, vocabulary, diction, and commonly-used phrases and expressions. Canadian communications conventions in intercultural and business contexts, as well as interpersonal skills, will be modelled, learned, and practiced.</p> <p>The course includes intercultural communications, place-based learning, and insights into Canadian Indigenous and Syilx Okanagan culture to enable students to start to become familiar with the rich tapestry of Canadian culture and the Okanagan.</p>	
Learning Outcomes <p>CORH_O 100 enables students to develop fundamental written and oral communication skills and critical thinking abilities, particularly for Business English and professional contexts, that will benefit their future careers in any discipline. After completing this course, students will:</p> <ol style="list-style-type: none"> 1) Gain insights into Canadian business culture and communications practices; 2) Develop fundamental Business English skills, including sentence structure, grammar, punctuation, vocabulary, diction, commonly-used phrases and expressions, and communications conventions in intercultural Canadian contexts; 3) Learn, analyze, and practice forms of written and oral communication frequently used in professional contexts; 4) Build skills and gain experience towards confidently speaking in social and business settings; 	



<ol style="list-style-type: none"> 5) Consider target audience(s) and the rhetorical strategies, diction, and writing and speaking style to optimally reach audiences; 6) Benefit from place-based learning, familiarization with the Okanagan, and gain insights into local Syilx Okanagan culture and communications practices, furthering students' understanding of local culture and Canadian Indigenous culture; 7) Engage in writing situations and challenges that are directly applicable to “real world” communications and professional settings, situations, and challenges in Canadian and intercultural contexts; 8) Expand global thinking and intercultural awareness in preparation for a global market and workforce; 9) 9) Gain confidence in oral and written self-expression towards effective communications for a range of interpersonal and professional contexts; and 10) Reflect on communications goals and identify objectives for the future. 	
<p>Proposed Academic Calendar Entry:</p> <p><u>CORH O 100 (3) Introduction to Business English and Communications.</u> <u>Gain insights into written and oral communications practices, while developing fundamental Business English, grammar, style, and interpersonal skills in intercultural Canadian contexts.</u></p>	<p>Draft Academic Calendar URL: URL</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>None.</p> <p>*Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.</p>

Curriculum Proposal Form New or Revised Course/Program

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: Creative and Critical Studies Dept./Unit: English and Cultural Studies Faculty Approval Date: 2025-10-07 Effective Session: S2026	Date: 2025-08-26 Contact Person: Joanna Cockerline Phone: 250.681.7814 Email: joanna.cockerline@ubc.ca
Type of Action: New Course	
<p>Rationale: CORH_O 200 Professional Communications (3) is a new course that aligns with the program objectives of the proposed new Undergraduate Certificate in Business English and Professional Communications. The course builds on students' foundational knowledge and provides them with instruction and practice in common business and professional genres.</p> <p>The objective of the course is to enable students to advance their understanding of written, oral, and multimodal communication principles and techniques so that they can present their work—and themselves—with polish and professionalism in Canadian contexts. Place-based knowledge and Canadian Indigenous (Syilx) insights will enrich understanding of these contexts. Students will learn, analyze, and practice genres of written and oral communication frequently used in professional settings, including professional emails, letters, memos, reports, social media, meetings, and presentations, resumes, cover letters, and professional introductions and profiles. Students will create a professional portfolio package (resume, cover letter, LinkedIn profile draft), and participate in a Colloquium to share their final project with each other and engage in reciprocal learning.</p>	
<p>Learning Outcomes</p> <p>After completing this course, students will:</p> <ol style="list-style-type: none"> 1) Advance their understanding of written, oral, and multimodal communication principles and techniques to present their work—and themselves—with polish and professionalism; 2) Learn, analyze, and practice forms of written communication frequently used in professional contexts, including professional emails, letters, memos, reports, social media, resumes, cover letters, and professional profiles; 3) Learn, analyze, and practice forms of oral communication frequently used in professional contexts, such as professional introductions, teamwork, discussions, meetings, and presentations; 4) Consider target audience(s) and the rhetorical strategies, diction, and style to optimally reach audiences at a sophisticated level; 	

<ol style="list-style-type: none"> 5) Engage in communications situations and challenges that are directly applicable to “real world” communications and professional settings, situations, and challenges in Canadian and intercultural contexts; 6) Gain awareness of Indigenous worldviews, communication principles, and contexts, informed by place-based learning and teachings from Syilx Knowledge Keepers and/or leaders; 7) Expand global thinking and intercultural awareness in preparation for a global market and workforce; 8) Grow confidence by polishing effective communications skills and strategies for a range of professional and organizational contexts; 9) Reflect on communications goals and identify communications-related objectives and pathways for the future, with an eye to professional success. 	
<p>Proposed Academic Calendar Entry:</p> <p><u>CORH O 200 (3) Professional Communications</u></p> <p><u>Advances written, oral, and visual communications skills, particularly for professional contexts. Students will learn to present themselves and their work with polish and professionalism, to benefit future careers in any discipline. Credit will only be granted for one of CORH O 200, MGMT O 240, or COMM O 396.</u></p> <p><u>Prerequisite: CORH O 100 or any 100-level ENGL O course.</u></p>	<p>Draft Academic Calendar URL: URL</p> <p>[URL from the draft Academic Calendar www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar.</p> <p>Note: URL not required for individual courses.]</p> <p>N/A</p> <p>Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.)</p> <p>None.</p> <p>*Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.</p>



29 January 2026

To: Okanagan Senate
From: Rella Ng, Registrar
Re: 2026-2029 Triennial Election Results

Set out below is the third set of election results for the 2026-2029 triennium.

Joint Faculties Representatives to Senate

Further to the second call for nominations for faculty members of the Okanagan campus to fill the eight (8) remaining positions for representatives of the joint faculties on the Okanagan Senate issued on 13 November 2025, nine (9) valid nominations were received by the deadline of 27 November 2025 at 4 pm. One (1) candidate subsequently withdrew their nomination. Therefore, pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the joint faculties on the Okanagan Senate for terms beginning on 1 September 2026 and ending 31 August 2029 and thereafter until successors are elected:

- **Rishma Chooniedass, Associate Professor of Teaching, Faculty of Health and Social Development**
- **Ruth Frost, Associate Professor, Faculty of Arts and Social Sciences**
- **Jannik Haruo Eikenaar, Associate Professor of Teaching, Faculty of Applied Science**
- **Heather Latimer, Assistant Professor, Faculty of Arts and Social Sciences**
- **Julien Picault, Professor of Teaching, Faculty of Arts and Social Sciences**
- **Matt Rader, Associate Professor, Faculty of Creative and Critical Studies**
- **Christine Schreyer, Professor, Faculty of Arts and Social Sciences**
- **Emily Snyder, Associate Professor, Faculty of Arts and Social Sciences**

Subsequent elections will be held for faculty representatives and other positions on the Okanagan Senate in the coming months.