

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT

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Senate and Curriculum Services

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October 27, 2010

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: Admissions Proposals (approval)

- i. Canadian Aboriginal Applicants**
- ii. Bachelor of Applied Science – Admission Requirements**
- iii. Admission Requirements for ETEP and STEP**
- iv. Secondary Teacher Education Program (STEP)**

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

i. Canadian Aboriginal Applicants

Revise the Calendar entry for ‘Canadian Aboriginal Applicants’ to direct-entry degree programs.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Canadian Aboriginal Applicants’.

ii. Bachelor of Applied Science – Admission Requirements

In the Bachelor of Applied Science, Admission Requirements, revise the Calendar entry for ‘Admission from a Post-Secondary Institution’ to reflect current admissions practice and requirements, and to clarify that only the most recent grades will be used in the calculation of an admission average.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Bachelor of Applied Science – Admission Requirements, Admission from a Post-Secondary Institution’.

iii. Admission Requirements for ETEP and STEP

Revise the Calendar entry for ‘Admission Requirements for ETEP and STEP’ to 1) adjust the document deadline to May 31; and 2) clarify the requirement that students must maintain a minimum average of admission based on their final results to retain their offer of admission.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Admission Requirements for ETEP and STEP’.

iv. Secondary Teacher Education Program (STEP)

Modify the Calendar entry for ‘Secondary Teacher Education Program (STEP), Admission Requirements’ to 1) remove references to program changes made in 2008; 2) change the course level of the credits required for History and Geography for both the Humanities and Middle School Education Specialties.

Motion: That Senate approve the proposed changes to the Calendar entry ‘Secondary Teacher Education Program (STEP), Admission Requirements’.

For the Committee,
Dr. Sharon McCoubrey
Chair, Admissions and Awards Committee



UBC Okanagan Admissions Proposal Form

<p>Faculty/School: N/A Dept: Aboriginal Programs & Services Faculty/School Approval Date: N/A Effective Session: 2010W</p>	<p>Date: September 10, 2010 Contact Person: Adrienne Vedan Phone: 250.807.8639 Email: adrienne.vedan@ubc.ca</p>
<p>Proposed Calendar Entry</p> <p><u>Homepage</u> > <u>Admissions</u> > Canadian Aboriginal Applicants</p> <p>Canadian Aboriginal Applicants</p> <p>[49] The University of British Columbia is dedicated to making the University's vast resources more accessible to Aboriginal people, and to improving the University's ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>[50] UBC may consider applicants who do not meet the current competitive admission cut-off set by the individual faculties and schools, but who meet the University-wide academic minimum of 67% for direct-entry degree programs or a grade point average of 2.0 (calculated on a 4.0-point scale) for applicants applying from a recognized post-secondary institution. Applicants must also satisfy program prerequisites set by the individual faculties and schools.</p> <p>[15185] UBC Okanagan will admit</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,14,0,0</p> <p>Present Calendar Entry</p> <p><u>Homepage</u> > <u>Admissions</u> > Canadian Aboriginal Applicants</p> <p>Canadian Aboriginal Applicants</p> <p>[49] The University of British Columbia is dedicated to making the University's vast resources more accessible to Aboriginal people, and to improving the University's ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>[50] UBC may consider applicants who do not meet the current competitive admission cut-off set by the individual faculties and schools, but who meet the University-wide academic minimum of 67% for first-year programs or a grade point average of 2.0 (calculated on a 4.0-point scale) for applicants applying from a recognized post-secondary institution. Applicants must also satisfy program prerequisites set by the individual faculties and schools.</p> <p>[15185] UBC Okanagan may also consider Aboriginal applicants for first-</p>

<p>Aboriginal <u>students to direct-entry degree</u> programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from UBC Okanagan courses, of which 3 credits must be from either ENGL 112 or ENGL 114. <u>Students</u> must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.</p> <p>[8413] To be considered under this admission category, applicants must complete an Aboriginal Supplemental Application in addition to the application for admission to UBC. Applicants will be considered on an individual basis by the applicable faculty or school in consultation with a representative of UBC Okanagan Aboriginal Programs & Services. Achievements that indicate an ability to succeed at university such as educational history, cultural knowledge, community participation, work experience, and educational goals will be considered.</p> <p>[51] For the purpose of application and admission to UBC Okanagan, and in accordance with the <i>Constitution Act, 1982</i>, Part II, Section 35(2), being Schedule B to the <i>Canada Act 1982</i> (U.K.), 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Metis person of Canada.</p>	<p>year-programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from UBC Okanagan courses, of which 3 credits must be from either ENGL 112 or ENGL 114. <u>Applicants</u> must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.</p> <p>[8413] To be considered under this admission category, applicants must complete an Aboriginal Supplemental Application in addition to the application for admission to UBC. Applicants will be considered on an individual basis by the applicable faculty or school in consultation with a representative of UBC Okanagan Aboriginal Programs & Services. Achievements that indicate an ability to succeed at university such as educational history, cultural knowledge, community participation, work experience, and educational goals will be considered.</p> <p>[51] For the purpose of application and admission to UBC Okanagan, and in accordance with the <i>Constitution Act, 1982</i>, Part II, Section 35(2), being Schedule B to the <i>Canada Act 1982</i> (U.K.), 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Metis person of Canada.</p> <p>Type of Action: Revise the current policy for admission of Canadian Aboriginal applicants to UBCO direct-entry degree programs.</p> <p>Rationale: The proposed revisions will clarify the degree program admission requirements for Aboriginal students studying as UBC Okanagan Aboriginal Access Studies students. Please see the attached information for full details on Aboriginal Access Studies.</p>
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University of British Columbia Okanagan
UBC OKANAGAN ABORIGINAL ACCESS STUDIES

2010

Submitted to:

Senate
University of British Columbia Okanagan

Prepared By:

Aboriginal Programs and Services
University of British Columbia Okanagan



OKANAGAN

a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

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I. INFORMATION

1. **Name:** Aboriginal Access Studies (AAS)
2. **Unit Responsible:** Aboriginal Programs and Services (APS)
3. **Name, Title and Phone Number of the Contact Person:**

Adrienne Vedan
Manager, Aboriginal Programs and Services
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II. DESCRIPTION

1. Rationale

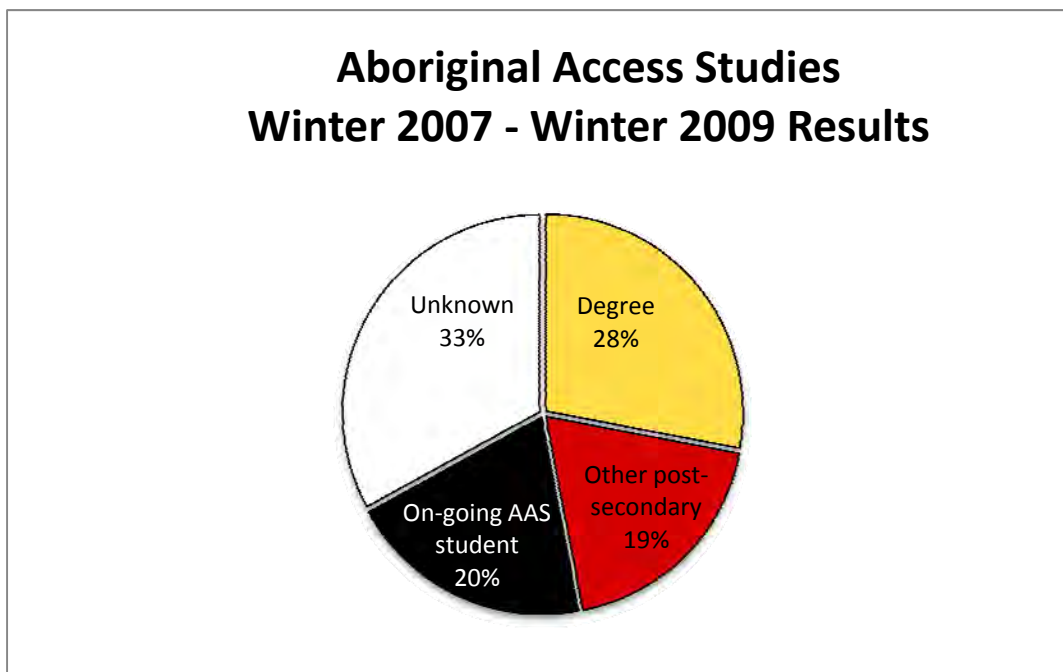
One of the most significant barriers to participation of Aboriginal students in post-secondary education is the need to qualify with academic course grades. The *2006 BC Student Transitions Project Highlights* reports that there is 32% gap between Aboriginal and non-Aboriginal students in the six-year Dogwood completion rate, 47% versus 79%. Furthermore, out of this 47% rate only 8% of Aboriginal students graduate with a university eligible GPA. This means that 96% of Aboriginal graduates are not university eligible.

In addition to academic barriers, Aboriginal access to post secondary has also been blocked by other obstacles. These obstacles can be either financial or non-financial in nature. Non-financial barriers are reflected in personal factors like lack of self confidence and motivation, lower high school grades and lower levels of parental education and expectations. Other barriers to post-secondary education have included institutional factors like the lack of Aboriginal culture and the experience of racism on campuses - factors which are magnified by the history of residential schools (The Educational Policy Institute 2008).

Aboriginal Access Studies (AAS) has been operating as a pilot initiative within Aboriginal Programs and Services (APS) since the 2007 Winter Session and has been designed in a manner to remove and or reduce these barriers to post-secondary access. AAS is unique in comparison to other initiatives because it has been modeled to reflect medicine wheel teachings and it is this distinct approach that makes AAS successful. AAS looks to provide an educational experience of the “whole person”; physical, emotional, social and intellectual wellbeing are all foundational. This holistic approach is a key concept of medicine wheel teachings where there is an interrelationship and layering of ideas within a circular model. The medicine wheel model can be seen in variations throughout different North American tribal groups. Because these teachings are familiar to an Aboriginal worldview, AAS students are able to identify with the program and its holistic elements.

With three years of baseline information, APS is confident that AAS students will succeed. AAS student success had been measured by students obtaining 60% in six courses (18 credits). Furthermore, during the pilot phase, APS has been able to fine-tune the program, schedule and variety of support offered to these students. There have been 64 students registered in AAS over the 2007, 2008 and 2009 Winter Sessions. Of these students, 67% are in post-secondary education, while the status of the remaining 33% is unknown. Of the 67% in post-secondary education, 48% are enrolled at UBC Okanagan either in a degree program (28%) or as a continuing AAS student (20%). Degree programs to which AAS students have successfully been

admitted include: Arts, Science, Management, Education and Social Work. The other 19% of students in post-secondary education have transferred to other institutions. Although these students are not attending UBC Okanagan, they are considered successful because they would not have otherwise been at a post-secondary institution, having found their path through AAS.



AAS puts into action UBC's strategic goal of expanding educational opportunities for Aboriginal people and widening opportunities for all students to learn about Aboriginal issues and perspectives by having an initiative that supports and helps Aboriginal students to prepare for post-secondary education. AAS also supports the Aboriginal admissions mandate of "making the University's vast resources more accessible to Aboriginal people, and to improving the University's ability to meet their educational needs."

2. Description of Aboriginal Access Studies

Aboriginal applicants may be enrolled as AAS students to allow them to take post-secondary courses. AAS students may normally take up to 9 credits per academic term, up to a maximum of 24 credits in total while registered as AAS students. Students enrolled in a UBC degree program may not normally be concurrently registered as AAS students. Aboriginal Access Studies applicants are not normally required to submit transcripts or other academic documentation of prior study. Students who have been required to withdraw from any post-secondary institution must provide official transcripts. Students who have been required to withdraw more than once from any post-secondary institution or program are not eligible for admission as AAS students. Continuation as an AAS student is normally contingent upon maintaining a passing grade on all courses attempted. Admission as an AAS student does not guarantee that a student will be able to register for any course offered. UBC Okanagan will admit Aboriginal students to direct-entry degree programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from either ENGL 112 or ENGL 114. Students must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.

AAS is modeled to reflect the medicine wheel teachings and its four key themes: social, intellectual, physical and values. There is an interrelationship between these themes and in order for the wheel to be complete there needs to be a balance within each of these areas. Values within in the medicine wheel model include: diversity, respect, learning, sharing, humility, openness, persistence, fortitude, humour, generosity and inclusiveness. AAS provides students with opportunities to expand these four areas.

A number of support activities have been established to reduce and/or remove barriers that AAS students would encounter and included: financial, motivational, academic preparation, family and cultural. By removing these barriers and instituting courses with an Aboriginal perspective, and providing other support services like tutorials or peer mentors and social activities, the goal of AAS is to increase Aboriginal student participation and success at UBC Okanagan.

To assist students with academic preparation, the maximum number of classes that AAS students can enrol in is three courses per term. Furthermore, tutorials have been built into their Math 126 and English 114 courses for academic support. In addition to the scheduled tutorial hours, the Academic Resource Centre is available for additional math and English assistance. Not only do AAS students receive academic support with tutorials, but both English 114 and Math 126 are classes that provide an Aboriginal perspective.

Financial barriers have been decreased with support from APS staff and third party sponsorship. The majority of AAS students receive third party sponsorship from their respective First Nation bands. For those students that do not receive funding from a third party sponsor, AAS also qualifies under provincial and federal student loans programs and a working relationship with UBC Okanagan Student Finance and Awards has been established to assist AAS students who may require this type of financial assistance. Also, AAS students are encouraged to apply as Aboriginal Peer Support Network (PSN) mentors which will allow them to be employed as work study students.

Efforts to decrease motivational and integration barriers have been achieved through various activities that would fit under the physical realm of the medicine wheel. To involve students with social activities an intramural volleyball team was formed to encourage social and physical balance within the medicine wheel model. Other activities have included day trips to the Nk'mip desert cultural centre and Silver Star Mountain Resort. Also, an e-blast newsletter is sent to the students providing information on upcoming events for the access students along with other activities with APS, Aboriginal Student Council, Aboriginal Centre and campus at large. Alternate forms of social media are also used to engage students and make them aware of upcoming deadlines on campus through the use of face book and texts. In the AAS orientation week, a number of workshops are held for students and range in topics like health and wellness as well as a student panel that shares a student perspective on university life. By encouraging the students to become involved with campus activities both academically, physically and socially, AAS students will feel more connected to the campus and institution.

To reduce family and personal barriers, AAS students are in a course cohort. This arrangement allows the students to become familiar with each other and create a family like relationship amongst themselves. These new relationships and friendships have assisted students in both an academic and social sense. The Aboriginal Peer Support Network (PSN) also serves to reduce family and personal barriers. The PSN is made up of work study students filling the roles of mentors, coordinators and tutors. The mandate of the PSN staff is to serve Aboriginal students in a culturally sensitive manner. Staff training, organized by the coordinators, features an Aboriginal perspective such as using the medicine wheel in suicide prevention and sexual harassment. PSN coordinators and mentors administer student services based on cultural based training. On many reserves, cousins are a reliable source of support and friendship. PSN workers must play the same role for any student within the Aboriginal Centre. While the vast majority of PSN staff have Aboriginal heritage, there is also space for non-Aboriginal work study students. A mandate of the Aboriginal

Centre is to strengthen capacity building and indigenous understanding among students from UBC Okanagan's diverse student population.

Aboriginal culture on campus is a growing aspect of UBC Okanagan and is supported by the institution. Providing a sense of belonging for Aboriginal students on campus is important to their post-secondary success. By honouring cultural protocol, Aboriginal students feel safe, supported and more importantly, connected to their new surroundings. The Aboriginal Gathering Place honours indigenous people by incorporating a medicine wheel into its floor design. Bi-weekly Smudges are attended by Aboriginal students and non-Aboriginal students alike. Respect is shown to Elders who are invited to speak at ceremonial events and honoured at a yearly luncheon. Due to the importance of sharing food, AAS students have at least one meal a week together. Workshops honouring Aboriginal traditions, like tobacco giving or drum-making, also bring students together in positive way. An annual cultural tour, open to Aboriginal and international students, helps visitors and locals appreciate the role of the Okanagan Nation in the valley.

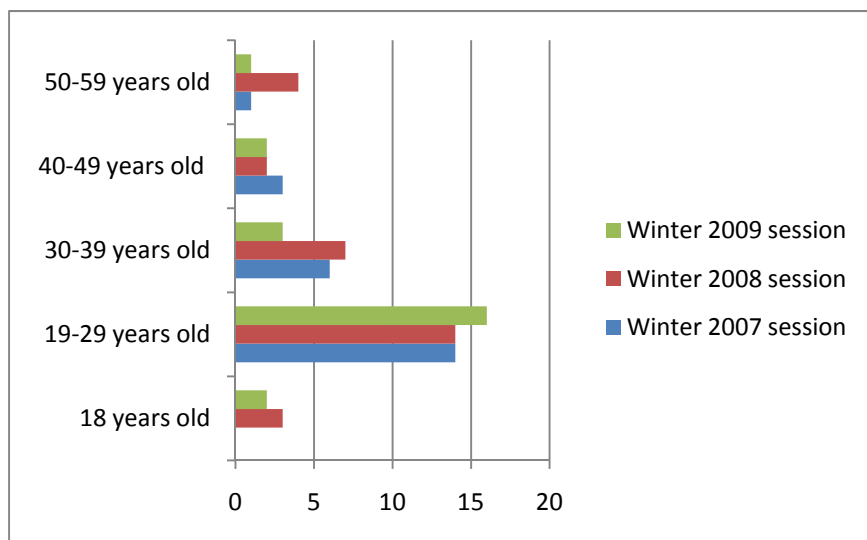
Courses in the Okanagan language, N'syilxcen, are also available to students in AAS. This revitalization of language is an important part of culture.

A) Student Profile

AAS supports a diverse range of students varying in ages from 18 to 50 and these Aboriginal students include:

- Recent high school graduates
- Mature students
- Students who would like additional support as they step into University
- Students whose grades do not reflect their academic potential

Results from the three-year pilot demonstrate that most students enrolled in AAS are primarily in the age range of 19 to 29 while the second most common age range is from 30 to 39.



Although it is expected that most students will fit one of the descriptions above and it is the intent of AAS to concentrate on program promotion to this group, there may also be Aboriginal students who have already

completed a degree and are looking to enrol in classes out of personal interest, to fulfill a professional designation, or to improve their GPA. These students will also be accepted into AAS.

B) Distinctive Characteristics of AAS

The distinctive characteristics of AAS include:

- Access to a degree program upon successful completion of the appropriate prerequisites and program admission requirements
- Dedication to providing a holistic education experience that values the balance of physical, emotional, social and intellectual aspects of an individual's learning experience
- Working with faculties to balance academic theories of numeracy and literacy with an Aboriginal perspective and approach

C) Community Relations and Partnerships

For the 2008 and 2009 Winter Sessions, UBC Okanagan and the En'owkin Centre signed a letter of agreement to formalize the relationship of these two institutions and the delivery of AAS at the En'owkin Centre. This agreement strengthens the relationship that was initiated with the Memorandum of Understanding that was signed between the Okanagan Nation and UBC Okanagan in 1995 as well as the Memorandum of Agreement that was signed between UBC Okanagan and the En'owkin Centre.

The relationship with the En'owkin Centre has also provided an opportunity for the En'owkin Centre to offer Okanagan language courses at the UBC Okanagan campus. These courses are offered and delivered by the En'owkin Centre and UBC Okanagan students are able to take these courses and have the credits transferred to their UBC Okanagan degree. Please see the attached letter of support from the En'owkin Centre in Appendix 4.

UBC Okanagan Aboriginal Programs and Services also receives guidance and support from the surrounding Aboriginal community by way of the Aboriginal Council. This council is comprised of representatives from Okanagan Nation bands, Shuswap Nation bands as well as urban Aboriginal delegates from Friendship Centres and Metis organizations. AAS fits within the council's list of priorities it has set out for the institution. Please see attached letter of support from the Aboriginal Council in Appendix 5.

III. CURRICULAR APPROACH

1. Goals and Objectives

The foundation of AAS is to provide support to students who are involved in academic activity. The curricular approach supports the medicine wheel model by offering courses with an Aboriginal perspective. These courses have been developed by faculty members and balance the intellectual and values portions of the medicine wheel. AAS also provides additional supports like peer tutorials to complete the circle.

2. Core Competencies

AAS students at UBC Okanagan will develop an educational foundation and skill set and will be admitted to a degree program if all requirements have been satisfied. AAS students attend classes alongside other students in first-year classes. Some of these core competencies that are developed in AAS include:

- Numeracy – grounding in fundamental mathematical skills
- Literacy – University writing skills
- Research skills
- Study skills
- Social interaction and life skills

3. Instructional Methods

AAS offers enhancements to coursework by providing tutorials, study groups, and working with the Academic Resource Centre to provide workshops to develop academic skills.

AAS requests core courses from the Barber School of Arts and Sciences, Faculty of Creative and Critical Studies and Continuing Studies whereby a block number of seats are reserved for AAS students. AAS relies on faculty for their expertise.

A) Lectures, Labs, Tutorials

AAS provides support to students by having tutorials accompany each of the core AAS courses. The tutorial component not only provides academic support but also provides a social component for peer support. Furthermore, tutors who are upper-level Aboriginal students provide a mentor role to AAS students. A new Math 126 textbook has also been created that incorporates the use of the medicine wheel to explain key math concepts. Lectures provide students the opportunity to acquire knowledge in the classroom.

B) Computer Assisted Instruction

AAS students have access to a computer lab in the Aboriginal Centre whereby they can access Web-CT and other computer assisted learning technologies.

C) Experiential Learning

AAS itself is an experiential learning opportunity allowing student to experience university as well as qualify for a degree program. AAS students experience campus life and are provided the tools that lead to success at university. Peer tutorials as well as study groups create a time for experiential learning. Other aspects of AAS also create other opportunities for students to have other experiences like trips to Silver Star and Nk'mip Desert Cultural Centre.

IV. DEMAND INDICATORS

1. Overview

Demand for AAS can be indicated by the continued low percentage of Aboriginal high school graduates, admission rates of Aboriginal applicants to UBC and Aboriginal population growth. The number of Aboriginal students who are qualified to apply to post-secondary institutions is minimal. AAS targets this gap in the Aboriginal population. The Ministry of Education's Student Transitions Project (STP) found that 83% of Aboriginal graduates had no GPA. The project defined GPA as being calculated on the average grades in English 12 and best three academic Grade 12 subjects upon graduation. Furthermore, the project reported that only 8% of Aboriginal graduates from 2001/02 to 2005/06 were university eligible with graduates being deemed university eligible if their GPA upon graduation was 75% or higher. Not only are the university eligible graduation rates dismal but there is a 32% percentage gap between the Aboriginal and non-Aboriginal six-year Dogwood completion rate, 47% versus 79%. According to this data, if only 8% of Aboriginal graduates have a GPA of 75% or higher and only 47% complete Grade 12 within six years of entering Grade 8 then 96% of Aboriginal students are not university eligible. This is the group of students that AAS is intended and designed for.

The STP uses the eligible to graduate population. The eligible to graduate graduation rate is defined as a measure of Grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all requirements to graduate, and graduate.

The following table uses the findings from the STP and applying it to the Grade 12 Graduation Rates 2001/02-2005/06 Report:

Aboriginal Graduation Rates	2001/02	2002/03	2003/04	2004/05	2005/06	Total number of graduates
	Number of Graduates					
Graduate with university eligible GPA (8 %)	117	131	131	155	161	695
Graduate with GPA but not university eligible (9%)	131	147	147	175	181	781
Graduate with no GPA (83%)	1208	1357	1358	1610	1673	7206
Total number of graduates	1456	1635	1636	1940	2015	8682

Over a five year period, 2001/02-2005/06:

7,206 (83%) Aboriginal students did not have a GPA
 781 (9%) Aboriginal students had a GPA but were not university eligible
 695 (8%) Aboriginal students were university eligible

Looking at these figures there is an enormous number of students who would be able to benefit from AAS. These rates are further supported by the six-year Dogwood completion rate where there is 32% gap between Aboriginal and non-Aboriginal students, 47% versus 79%. The six-year Dogwood completion rate tracks a set of first-time Grade 8 students, and provides a measure of how many have graduated six years later. The following analysis uses the number of eligible graduates who graduated to calculate the number of students for the six-year Dogwood completion rate.

The example below shows the 47% Aboriginal students who did finish the six-year Dogwood as well as the 53% who left between Grade 9 and 11. The 53% was calculated by using the following formula and data from the 2005/06 year:

e.g.

47% of Total Aboriginal students = 2,015 Aboriginal Graduates

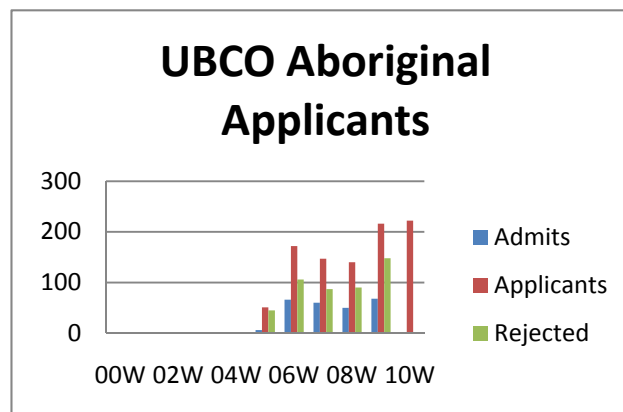
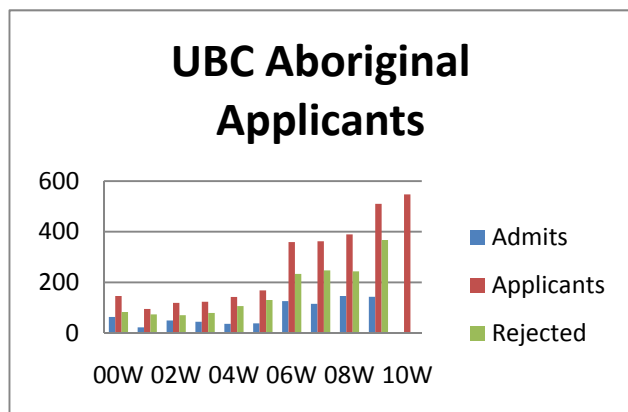
$$\text{Total Aboriginal Students} = \frac{2,015 \text{ Aboriginal Graduates}}{47\%} = 4,287 \text{ Total Aboriginal Students}$$

Aboriginal Graduation Rates	2001/02	2002/03	2003/04	2004/05	2005/06	Total number of graduates
	Number of Graduates					
Six year Dogwood completion rate 47%	1,456	1,635	1,636	1,940	2,015	8,682
Students that don't finish with Six year Dogwood	1,642	1,844	1,845	2,188	2,272	9,791
Total number of potential graduates	3,098	3,479	3,481	4,128	4,287	18,473

The report also comes to the conclusion that additional interventions for Aboriginal students enrolled at the post-secondary level who are enrolled below the university level or without university-eligible GPAs could help to increase the retention rate of Aboriginal students in post-secondary education.

There is a large potential of demand for AAS from the Aboriginal students who apply to UBC and are not admitted. There were 2413 Aboriginal applicants between 2000 and 2009 and 1631 of those applicants were not admitted. Furthermore, in that same timeframe there were a record number of Aboriginal applicants for the 2009 Winter Session with 510 applications and 72% of these students were not admitted. The Aboriginal applicants that are not being admitted are the prime audience of AAS. These are the students who have graduated but are not university eligible.

In particular are the Aboriginal applicants who apply to UBC Okanagan and were not admitted. There were 726 Aboriginal applicants between 2005 and 2009 and 66% of those applicants were not admitted. Also, the 2009 Winter Session marked the largest number of applicants in that timeframe with 216 applicants and 69% of these students were not admitted. These applicants that are not admitted are a key audience of AAS because they have applied specifically to the Okanagan campus.



Another demand indicator is that there is no other initiative like AAS that provides an opportunity to apply to a degree program in British Columbia. Many other access programs offered at other institutions are upgrading programs whereas AAS provides students the opportunity of taking university-level courses. Furthermore, access programs that do lead to degree programs are often directed to one program, whereas AAS allows students to apply to their choice of degree program. AAS students have successfully been accepted to degree programs in Management, Education, Arts and Sciences and Social Work.

Demand for AAS could also increase with the growing Aboriginal population. The 2006 Census accounts for a 45% growth rate among the Aboriginal population between 1996 and 2006. The Aboriginal growth rate increased almost six times the 8% growth rate for the non-Aboriginal population during the same timeframe. Furthermore, data from the 2006 Census indicates that the Aboriginal population is considerably younger than the non-Aboriginal populations with the median age being 27 compared to a median age of 40 for the non-Aboriginal population. The connection between Aboriginal population growth and reform and access to education is further championed by Aboriginal leadership. AFN National Chief, Shawn Atleo stated that “...First Nations learners are the key to the ongoing success and prosperity of this country. We are the youngest and fastest growing segment of the population...Our students need support from the educators, the school workers and political leadership.”

2. Promoting AAS

Potential students will be advised of AAS through:

- Personal visits by APS staff to Aboriginal communities and organizations;
- APS recruiting visits to Aboriginal conferences or gatherings
- School district campus tours
- Targeted promotion, such as advertising in Aboriginal media
- Mail and/or e-mail notices and brochures to school districts and Aboriginal organizations e.g. band offices, Friendship Centres, political and cultural organizations
- UBC Calendar
- UBC website

APS will also work in partnership with UBC Admission office, especially the recruiters responsible for recruiting Aboriginal students.

Communication is essential to support current AAS students and generate interest among prospective students. Target audiences are internal, secondary and external. Secondary audiences, like Aboriginal support workers within school districts and the BC Aboriginal Post-Secondary Coordinators Council, are informed of updates to Aboriginal services within UBC Okanagan. Communication pieces have a common look and feel to generate interest and create branding among potential AAS students. Cultural supports also include gift giving, especially for gatherings and other recruiting events. Providing gifts equates to showing respect. School district tours use student feedback to give an in-depth view of what life on campus is really like for a first-year student. All Aboriginal students must know they have a place and belong at UBC Okanagan.

V. ADMISSION

1. Admission

AAS students are admitted according to Access studies policy.

VI. Completion

2. Completion

UBC Okanagan will admit Aboriginal students to direct-entry degree programs who have completed 18 university-level credits with a minimum 60% in each course and a 60% or C average overall. 12 credits of this coursework must be from UBC Okanagan courses, of which 3 credits must be from either ENGL 112 or ENGL 114. Students must also satisfy program prerequisites and admission requirements set by the individual faculties and schools.

VII. COMMONLY SELECTED COURSES

AAS provides support to students with third-party authorization to apply and register in courses. Students have the option of registering either the cohort-style schedule or other courses that APS has worked with the faculty to reserve seats in. Those courses can include: Writing 099, English 114, Math 126 and Indigenous Studies 100. Many AAS students also chose to take the Okanagan language courses offered by the En'owkin Centre from the Nicola Valley Institute of Technology (NVIT). These Okanagan language courses are taken by UBC Okanagan Letter of Permission. The NVIT language courses transfer in the BC Transfer Guide to UBC Arts 1st (3). It is the AAS student's responsibility to ensure that the courses they take satisfy the requirements of the degree program they would like to apply to.

Course Descriptions

Writing 099: **Advanced Composition**

Writing 099 is a comprehensive course in grammar and composition that helps participants to make the transition from high school level studies to undergraduate level studies at the University of British Columbia Okanagan. The full-term course will provide learners with a variety of opportunities to practice, develop, and apply in context their academic writing skills. The course allows learners to express their ideas, and those of others, through written and oral academic discourse as they develop university-level communication and composition skills.

Engl 114 -- (3) **University Writing: Aboriginal Perspectives**

The principles of university-level discourse in relation to aboriginal perspectives, with emphasis on analysis and synthesis, and expository and persuasive writing. Credit will not be granted for both ENGL 114 and ENGL 112. [3-0-0]

MATH 126 -- (3) **Basic Mathematics: An Aboriginal Perspective**

Topics used in university courses: algebra, functions, graphs, basic geometry, trigonometry, exponential and logarithmic functions. Employs cyclical process of analysis and synthesis common to some Aboriginal cultures. Restricted to first-year students. Cannot be counted for credit toward the B.Sc. degree. Credit will not be granted for both MATH 126 and MATH 125. [3-0-1] Pre-reqs: (Mathematics 11 or equivalent.)

INDG 100 -- (3) Introduction to Indigenous Studies

Provides students with an overview of the discipline of Indigenous studies including the history, cultures, and experiences of Indigenous people. [2-0-1]

Nicola Valley Institute of Technology Courses (taken by way of a Letter of Permission)

NSYL 110 -- (3) N'syilxcen I (Okanagan Language)

N'syilxcen (Okanagan) Language Adult Immersion develops language proficiency in adult learners and prepares them for careers in the language field. The student will actively participate in an Okanagan oral immersion class. This is an introduction to N'syilxcen Level I. Oral immersion instruction method develops proper pronunciation skills in the forty-seven separate sounds of N'syilxcen in speech and elocution, develops recognition and differentiation of separate sounds in speech. This method provides the learner with foundational communication skills as a part of their society as a Beginner Level I speaker. Instructors are experienced in utilizing associative/cognitive (immersion) second language learning method combined with some aspects of Total Physical Response as an instructional methodology. [3-0-0]

NSYL 111 -- (3) N'syilxcen II (Okanagan Language)

N'syilxcen II (Okanagan Language) adult immersion develops language proficiency in adult learners and prepares them for careers in the language field. The student will actively participate in an Okanagan oral immersion class. This is an introduction to N'syilxcen Level II is for those who understand, but do not speak N'syilxcen. Oral immersion instruction method increases vocabulary by adding more complex speech building on previous level one outcomes. Students will add more social language use vocabulary, more sentence building action words designed to increase complex sentence learning and use. Instructors are experienced in utilizing associative/cognitive (immersion) second language learning method combined with some aspects of total physical response as an instructional methodology. [3-0-0]

VII. PRESENT AND PROJECTED RESOURCES

1. Staff

AAS operates within Aboriginal Programs and Services where there are four staff positions: Director of Aboriginal and International Programs and Services, Aboriginal Access Advisor, Aboriginal Academic Advisor and Aboriginal Programs Administrator.

Faculty

Aboriginal Programs and Services works with faculty to hire sessional instructors for Writing 099, English 114, Math 126 and Indigenous Studies 100.

2. Physical Space

Classroom space will be determined by the Enrolment Services scheduling process and as existing courses they will not require additional space. AAS student support activities will take place at the Aboriginal Centre which encompasses both APS office space as well as the Aboriginal Gathering space. The Aboriginal Centre also provides space to the PSN. The Aboriginal Gathering space will provide space for the academic, social, cultural and physical support such as tutorials and workshops.

3. Library Resources

AAS will not require additional library resources; the courses that are utilized in this program are existing courses.

4. Proposed Structure

Aboriginal Access Studies is coordinated through Aboriginal Programs and Services. The Director of Aboriginal and International Programs and Services reports to the Associate Vice President Students.

VIII. ESTIMATED ENROLMENT

The estimated enrolment of AAS is 18 FTEs.

IX. RESOURCES AND TIMELINES

AAS has been operating as a pilot project since the 2007 Winter Session and with the established structure, AAS will be ready to start May 1, 2011.

X. CONSULTATION WITH DEPARTMENTS, UNIVERSITIES AND PROFESSIONAL BODIES

1. Summary

During the development of this program proposal, numerous consultations were held with UBC Okanagan faculties, deans and committees as well as outside organizations and professionals related to the field. Below is a summary of consultations that occurred. A number of faculty were involved in more than one consultation which allowed for consistency, follow up and accountability in the process.

2. Consultations

Name	Department	Institution
DVC Senior Executive Committee		UBC, Okanagan campus
Dean Mathieson and Dr. Hatt	Faculty of Arts and Science	UBC, Okanagan campus
Dean Phillips	Faculty of Creative and Critical Studies	UBC, Okanagan campus
Director Yannacopoulos	Faculty of Engineering	UBC, Okanagan campus
Dr. McCoubrey	Faculty of Education	UBC, Okanagan campus
Dr. Taylor	Faculty of Health and Social Development	UBC, Okanagan campus
Associate Dean Brian Bemmels	Faculty of Management	UBC, Okanagan campus
Associate Registrar, Fred Vogt	Enrolment Services	UBC, Okanagan campus
Senate sub-committee, Awards and Admissions Committee		UBC, Okanagan campus
Senate sub-committee, Curriculum Committee		UBC, Okanagan campus
Aboriginal Council – Ki-Low Friendship Society, Kelowna Metis Society, Osoyoos Indian Band, Penticton Indian Band, Lower Similkameen Indian Band, Upper Similkameen Indian Band, Westbank First Nation, Okanagan Indian Band, Splotsin First Nation, Adams Lake Indian Band, Vernon Friendship Centre		Urban Aboriginal and First Nation representatives
Aboriginal Strategic Plan Committee		UBC, Okanagan campus
Dr. Javad Tavakoli	Faculty of Arts and Science	UBC, Okanagan campus
Dr. Mike Evans	Faculty of Arts and Science	UBC, Okanagan campus
Dr. Sylvie Estherby	Faculty of Arts and Science	UBC, Okanagan campus
Jannik	Continuing Studies	UBC, Okanagan campus
Jacqueline Dennis-Orr		BC Ministry of Advanced Education

XI. APPENDICES

1. **Appendix 1**
Aboriginal Access Studies Letter of Permission
2. **Appendix 2**
Memorandum of Understanding between UBC Okanagan and the Okanagan Nation Alliance
3. **Appendix 3**
Memorandum of Agreement between UBC Okanagan and the Okanagan Indian Education Resource Society (En'owkin Centre)
4. **Appendix 4**
Proposal Sources
5. **Appendix 5**
Letter of Support from UBC Okanagan Aboriginal Strategic Planning Committee

APPENDIX 1

Aboriginal Programs and Services

3333 University Way
Kelowna, BC Canada V1V 1V7
Access Advisor: UNC 212B / 212D
Fax: (250) 807-8420
adrienne.vedan@ubc.ca
dan.odenbach@ubc.ca

Enrollment Services – UBC Okanagan

Associate Registrar
3333 University Way
Kelowna, BC Canada V1V 1V7
Enrollment Services: UNC 322
Fax: (250) 250-807-8007

LETTER OF PERMISSION REQUEST

STEP 1:

A Letter of Permission (LOP) is required by a UBCO student **prior to beginning studies** outside UBCO (ie. at a college, or another University).

Please complete all details below.

Date: _____

Student's Name: _____

Student Number: _____

E-mail: _____

State your intended or declared Major(s) _____

Name of institution offering the course(s) you want to take: _____

Mailing address and fax number of institution offering course/s:

Fax: _____

Date that you intend to begin the course(s): (month) _____ (year) _____

Reason for Request: _____

Student Signature: _____

STEP 2:

Complete course information then provide to Aboriginal Programs and Services to fill in Transfer Credit & Approval

Course name, Number, Title and Credits	Transfer Credit that UBCO will give for course	Credits	Unit Head/ Advisor Signature

STEP 3:

Keep in mind that it is *your* responsibility to ensure that the courses you take satisfy the requirements of your program. Be sure to review these requirements carefully. **Drop off the completed form at Aboriginal Programs and Services (UNC 212).**

To obtain a letter of permission complete the following steps:

Step 1: Fill in all information on Step 1 of the form.

Step 2: List all courses to be taken at another institution.

If the course is a first or second year and to be taken at a BC post-secondary institution return the form directly to Aboriginal Programs and Services (UNC 212). If the course is a third or fourth year or taken outside of BC the shaded area must be completed by the Academic Unit Head or a designated Program Advisor. (Program Advisor information can be obtained from SCI 200 /Arts 223 for IKBSAS or Arts 268 for FCCS.)

Please provide a course description.

Step 3: Bring completed form to Aboriginal Programs and Services. If your request is approved, a copy of your letter will be emailed to you and a signed copy of your letter will be faxed to your institution of study.

Note: To receive credit for courses taken at another institution the student must arrange for Enrolment Services at UBC Vancouver to receive an official transcript from the other institution.

Official transcripts are to be **directly** mailed to:

Attention:

Enrolment Services

UBC Okanagan – UNC 322

3272 University Way

Kelowna BC, V1V 1V7

** You will receive email notification when credit has been added to your academic record.**

Personal Information ("Information") provided on this form is collected pursuant to section 26 of the *Freedom of Information & Protection of Privacy Act (the "Act")*, R.S.B.C. 1996, c.165 for the purpose of processing your request for a letter of permission. The Information will be used and shared within UBC in accordance with the Act. Any questions regarding the collection of the Information may be directed to UBC Okanagan Aboriginal Programs and Services.

APPENDIX 2

**MEMORANDUM OF UNDERSTANDING ON EDUCATIONAL
COOPERATION AND PROGRAMMING**

Between:

Okanagan Nation Alliance

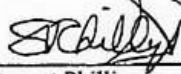
And

University Of British Columbia - Okanagan Campus

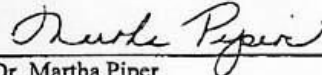
The UBC Okanagan campus (UBCO) understands the importance of building a long term relationship with the indigenous people of the southern interior of British Columbia, and UBCO and The Okanagan Nation Alliance (ONA) have the following understanding:

1. That the Okanagan Nation Education Council (ONEC) is the educational advisory committee to the ONA in all education matters affecting Okanagan Nation education interests and rights.
2. That ONA supports UBCO working jointly with the Okanagan Indian Educational Resources Society (OIRS, also known as En'owkin Centre).
3. That the ONEC is the appropriate channel for communications with UBCO on UBCO programs and curricula designed specifically to teach Okanagan Nation history, culture, language, philosophy and knowledge.
4. That such programs and curricula be developed through joint committees with equal representation of UBCO and ONA representatives, followed by the normal UBCO approval process.
5. That any changes to this MOU must first be discussed and agreed to by both parties and that this agreement will be reviewed at least every five years to ensure it continues to meet the needs of both parties.

Dated this 1st day of September, 2005



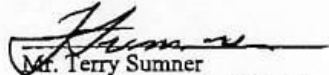
Chief Stewart Phillip
Chair
Okanagan Nation Alliance



Dr. Martha Piper
President
University of British Columbia



Dr. Barry McBride
Deputy Vice Chancellor
UBC Okanagan



Mr. Terry Sumner
Vice-President, Administration
and Finance - UBC

APPENDIX 3

MEMORANDUM OF AGREEMENT

Between

The University of British Columbia - Okanagan Campus hereinafter referred to as UBC

And

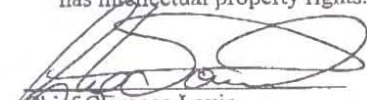
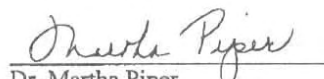
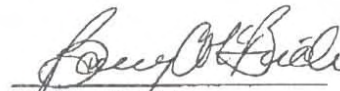

The Okanagan Indian Education Resources Society hereinafter referred to as the En'owkin Centre.

The Memorandum of Understanding between the University of British Columbia and the Okanagan Nation Alliance provides the guiding principles in this agreement. UBC Okanagan and the En'owkin Centre agree to partner to provide a Major and Minor in Indigenous Studies within the Arts Baccalaureate degree program of UBC Okanagan. The partners agree to cooperate in developing and offering courses with content of Okanagan Indigenous culture, history, philosophy and knowledge. This agreement shall define the obligations of the partners for a minimum of five years from September, 2005 to August, 2010.

The two parties agree that:

1. A representative of the En'owkin Centre shall have membership on the Indigenous Studies Joint Steering Committee that will serve as the advisory body on both the development and review of policies, procedures and curricula relating to the UBC Okanagan Indigenous Studies program.
2. The two parties are committed to establishing articulation of other Okanagan based En'owkin courses, such as language and cultural studies courses for transfer credit to UBC Okanagan.
3. Negotiation between UBC Okanagan administration and the En'owkin Centre will establish financial and administrative arrangements for the delivery of UBC Indigenous Studies courses at En'owkin Centre sites. At least two such courses will be offered each academic year.
4. The two parties are committed to including a representative from the En'owkin Centre in the selection procedures for faculty members hired to teach courses with Okanagan Indigenous content (such as Indigenous Studies 201, 202, and 301).
5. Course approvals, course registrations, grading, teaching evaluations of UBC Okanagan Indigenous Studies courses, whether delivered at En'owkin or UBC Okanagan sites, will be governed by UBC Okanagan academic regulations.

6. The En'owkin Centre maintains ownership over all cultural material for which it has intellectual property rights.


Chief Clarence Louie
President
En'owkin Centre
Dr. Martha Piper
President - UBC
Dr. Barry McBride
Deputy Vice Chancellor
UBC Okanagan
Mr. Terry Sumner
Vice-President, Administration
and Finance - UBC

APPENDIX 4

September 30, 2010

University of British Columbia
3333 University Way
Kelowna, BC V1T 1V7

To Whom It May Concern;

RE: SUPPORT OF ABORIGINAL ACCESS STUDIES

Given that 97% of Aboriginal students in BC, who are currently in grade 8, will not obtain University qualifications and therefore not be able to access Post-secondary education in the province it is a priority for the UBC Okanagan Campus to support the Aboriginal Access Studies Program. The UBC Aboriginal Strategic Planning Committee fully endorses Aboriginal Access Studies Program as it is a key initiative that engages not only the core principles of Aboriginal Strategic Plan but also the overall UBC Academic Plan. The committee believes that this program is essential and requires the further support of the Senate and this University. We recommend and endorse the continued development and growth of the Program.

Sincerely,
ABORIGINAL STRATEGIC PLANNING COMMITTEE



Dr. Stephen Foster, Chair

Oct.1, 2010

Appendix 5

Sources

- Alcorn, William and Ben Levin. "Post-secondary Education for Indigenous Populations." *Conference Papers – International Congress on Social Welfare* (July 1998). EBSCOhost Academic Search Premier. Web. 10 May 2010.
- British Columbia. Ministry of Education. Grade 12 Graduation Rates 2001/02 – 2005/06. [Victoria]: Ministry of Education, 2006. Print.
- British Columbia. Ministry of Advanced Education and Labour Market Development, Student Transitions Project. *Education Achievements of Aboriginal Students in B.C.* [Victoria]: Ministry of Advanced Education and Labour Market Development, 2009. Print.
- Frideres, James S., and Lilianne Ernestine Kroesenbrink-Gelissen. *Native Peoples in Canada: Contemporary Conflicts*. Scarborough: Prentice Hall Canada Inc., 1993. Print.
- Heslop, Joanne, Student Transitions Project Manager. "STP Aboriginal "Message to Adrienne Vedan. 25 March 2010. E-mail.
- Levin, Ben and William Alcorn. "Post-secondary Education for Indigenous Populations." *Adult Learning* 11 (1999): 20-25. ERIC. Web. 10 May 2010.
- Stonechild, Blair. *The New Buffalo: The struggle for Aboriginal Post-secondary Education in Canada*. Winnipeg: University of Manitoba Press, 2006. Print.
- The Educational Policy Institute. *Access, Persistence, and Barriers in Post-Secondary Education: A Literature Review and Outline in Future Research*. [Toronto]: Higher Education Quality Council of Ontario, 2008. Print.

**UBC Okanagan Admissions Proposal Form**

<p>Faculty: Applied Science Dept/Unit: School of Engineering School Approval Date: August 31, 2010 Effective Session: 2010W</p>	<p>Date: July 14, 2010 Contact Person: Dr. Homayoun Najjaran Phone: 250.807.8713 Email: homayoun.najjaran@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > School of Engineering > Bachelor of Applied Science Program > Admission Requirements</p> <p>Admission Requirements</p> <p>[13600] Application for admission to the School of Engineering must be made through Enrolment Services. Procedures, policies, and admission requirements of UBC and the School of Engineering are specified in Admissions.</p> <p>[...]</p> <p>[13605] Admission from a Post-Secondary Institution</p> <p>[13606] Applicants from another faculty at UBC or another post-secondary institution may be considered for admission to the School of Engineering. An overall average of at least 65%, including any failed courses, is required. The overall average is calculated in accordance with the general admission requirement for undergraduate admission as specified in Applicants from a College or University <<link to http://www.calendar.ubc.ca/okanagan/inde</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,1183</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > School of Engineering > Bachelor of Applied Science Program > Admission Requirements</p> <p>Admission Requirements</p> <p>[13600] Application for admission to the School of Engineering must be made through Enrolment Services. Procedures, policies, and admission requirements of UBC and the School of Engineering are specified in Admissions.</p> <p>[...]</p> <p>[13605] Admission from Science</p> <p>[13606] Applicants who have taken first-year Science at UBC are eligible to be considered for admission if they have achieved an overall average of at least 55% on all courses, including any failed courses, and at least 60% in each of Chemistry, Physics, and Mathematics (60% average in MATH 100 and 101; minimum 60% in MATH 101). Applicants from a college or another university are eligible for consideration if they have achieved an overall grade point average (GPA) of at least 2.5 (on a</p>



[x.cfm?tree=2,25,0,0>>:](#)

[13607] Applicants must also have an average of at least 70% in all chemistry, mathematics, and physics courses that transfer to the first-year Engineering program. Courses to be considered in this average of mathematics, chemistry, and physics courses are not limited to the last 30 credits only. Where two courses, or one repeated course, have been taken which transfer to one of the courses of the first-year engineering program, only the grade of the latest course will be used in calculating this average.

Admission to the Engineering program is competitive. Applicants who meet all of these criteria are not guaranteed admission.

Applicants with fewer than 24 transferable credits from a post-secondary institution are evaluated against both secondary and post-secondary admission criteria.

Applicants with more than 24 credits that transfer to first-year Engineering may be eligible for second-year Engineering. Advice on transfer credit is available from the School of Engineering. Deficiencies from first year must be completed prior to graduation.

Students admitted to second year must complete a Second-Year Program Preference Form by June 15.

4.0 scale), including any failed courses, with a GPA of at least 2.7 in Mathematics, Physics, and Chemistry and with no grade less than C in these subjects.

[13607] Applicants registered in Science who have taken 60 or more credits must normally have an average of at least 60% on all courses taken in their most recent 60 credits of study in Science, including any failed courses.



[13608] Admission from UBC Engineering Transfer Programs

[13609] Students who have completed first-year Engineering at a college offering a UBC transfer program are eligible to be considered for admission to second-year Engineering provided that they have obtained an overall grade average of at least 65%.

[...]

[13608] Admission from UBC Engineering Transfer Programs

[13609] Students who have completed first-year Engineering at a college offering a UBC transfer program are eligible to be considered for admission to second-year Engineering provided that they have obtained an overall **GPA** of at least **2.5**.

[...]

Type of Action: Reword admissions entry to align with current practices.

Rationale: The previous wording was outdated and did not accurately reflect the current admission practice and requirements. The significant change is that only the most recent grades will be used in the admissions calculation. The proposed language is clearer.

**UBC Okanagan Admissions Proposal Form**

<p>Faculty/School: Education Department/Unit: N/A Faculty/School Approval Date: September 28, 2010 Effective Session: 2011S (STEP) and 2011W (ETEP). To be included in the Calendar upon approval to inform prospective students.</p>	<p>Date: September 20, 2010 Contact Person: Lorraine Carrier Phone: 250.807.8125 Email: lorraine.carrier@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Education > Bachelor of Education Programs > Admission Requirements for ETEP and STEP</p> <p><i>Admission Requirements for ETEP and STEP</i></p> <p>[12648] Note: the Elementary Teacher Education Program (ETEP) has a September intake only. The Secondary Teacher Education Program (STEP) has a July intake only.</p> <p>[12633] Application for admission to the Faculty of Education must be made through Enrolment Services? <u>Undergraduate Admissions office.</u> Procedures, policies, and admission requirements to UBC Okanagan and the Faculty of Education are specified in Admissions, while information on applying for admission to UBC Okanagan can be found at youbc Okanagan.</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,1095</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Education > Bachelor of Education Programs > Admission Requirements for ETEP and STEP</p> <p><i>Admission Requirements for ETEP and STEP</i></p> <p>[12648] Note: the Elementary Teacher Education Program (ETEP) has a September intake only. The Secondary Teacher Education Program (STEP) has a July intake only.</p> <p>[12633] Application for admission to the Faculty of Education must be made through Enrolment Services. Procedures, policies, and admission requirements to UBC Okanagan and the Faculty of Education are specified in Admissions, while information on applying for admission to UBC Okanagan can be found at youbc Okanagan. UBC's Undergraduate Admissions office will accept applications to the Teacher Education degree programs beginning</p>



<p>[14728] The application deadline for both ETEP and STEP is February 28. Early application is strongly recommended. An official interim transcript, indicating courses completed to December and course enrolment (if any) for January to April, is required as soon as final grades have been reported in January (not later than February 28) and must be forwarded to the attention of: UBC Undergraduate Admissions Office, University of British Columbia, Enrolment Services, Brock Hall, 2016-1874 East Mall, Vancouver, BC V6T 1Z1.</p> <p>[14729] A final official transcript is required by the UBC Undergraduate Admissions office as soon as possible following the reporting of final grades for Winter courses and not later than the document deadline of May 31. Where an applicant has completed coursework at more than one post-secondary institution, an official transcript from each institution will be required.</p> <p>[15045] Admission averages for students applying to the Faculty of Education at UBC Okanagan will be based on grades from the last 30 transferable credits attempted, up to and including credits completed in Term 1 of the Winter Session in which the application is received.</p> <p><u>Admission is subject to students maintaining a grade average of 65% or greater in the last 30 credits of post-secondary coursework attempted, up to and including credits completed in Term 2 of the Winter Session in which the application is received.</u></p> <p><u>To ensure this requirement is met, a final admission average will be calculated following the receipt of a final</u></p>	<p><u>the first working day in October.</u></p> <p>[14728] The application deadline for both ETEP and STEP is February 28. Early application is strongly recommended. An official interim transcript, indicating courses completed to December and course enrolment (if any) for January to April, is required as soon as final grades have been reported in January (not later than February 28) and must be forwarded to the attention of: UBC Undergraduate Admissions Office, University of British Columbia, Enrolment Services, Brock Hall, 2016-1874 East Mall, Vancouver, BC V6T 1Z1.</p> <p>[14729] A final official transcript is required by the UBC Undergraduate Admissions office as soon as possible following the reporting of final grades for Winter courses and not later than the document deadline of June 5. Where an applicant has completed coursework at more than one post-secondary institution, an official transcript from each institution will be required.</p> <p>[15045] Note: admission grade averages for students applying to the Faculty of Education at UBC Okanagan will be based on grades from the last 30 transferable credits attempted, up to and including credits completed in Term 1 of the Winter Session in which the application is received.</p>
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official transcript. Failure to meet this requirement may result in the withdrawal of an offer of admission.

[12634] Admission to the Faculty of Education is competitive, and all programs have a limited enrolment. Satisfying the minimum admission requirements does not guarantee an offer of admission.

[12634] Admission to the Faculty of Education is competitive, and all programs have a limited enrolment. Satisfying the minimum admission requirements does not guarantee an offer of admission.

Type of Action: Update the STEP and ETEP general admission requirements Calendar entry.

Rationale: The statement indicating that applications can be submitted starting in October is no longer accurate. The 2011 application has been available since August.

The document deadline for STEP and ETEP is being moved from June 5 to May 31 to correspond the final day of the month. This date will still allow applicants enough time to have their final transcripts submitted by the deadline.

Lastly, applicants are evaluated for admission based on an average of admission that is calculated using the last 30 credits attempted up to Term 1 of the session in which a student applies. The added statement will clarify that students must maintain a minimum average of admission based on their final results (including Term 2 coursework) to retain their offer of admission.

**UBC Okanagan Admissions Proposal Form**

<p>Faculty/School: Faculty of Education Faculty/School Approval Date: August 26, 2010 (S.Mc) Effective Session: 2011S – to be included in the Calendar upon approval to inform prospective students</p>	<p>Date: September 22, 2010 Contact Person: Lorraine Carrier Phone: 250.807.8125 Email: lorraine.carrier@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>Homepage</u> > <u>Faculties, Schools, and Colleges</u> > <u>Faculty of Education</u> > <u>Bachelor of Education Programs</u> > <u>Secondary Teacher Education Program (STEP)</u></p> <p>Secondary Teacher Education Program (STEP)</p> <p>[12974] Admission Requirements</p> <p>[11698] Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p> <p>[14880] Note: completion of the STEP French, Humanities (English and Social</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,976</p> <p>Present Calendar Entry:</p> <p><u>Homepage</u> > <u>Faculties, Schools, and Colleges</u> > <u>Faculty of Education</u> > <u>Bachelor of Education Programs</u> > <u>Secondary Teacher Education Program (STEP)</u></p> <p>Secondary Teacher Education Program (STEP)</p> <p>[12974] Admission Requirements</p> <p>[11698] Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p> <p>[14880] Note: completion of the STEP French, Humanities (English and Social</p>



<p>Studies), Math-Science, or Middle School Education specialties meets the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate.</p> <p>[14881] To complete the requirements for the UBC Okanagan B.Ed. degree, STEP students are required to complete an additional 9 approved credits in Education coursework. Students having excess credit in Arts, Science and/or Fine Arts courses prior to admission to the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties may apply this credit toward fulfillment of this requirement. (Excess credit is defined as credit that was not applied to fulfill requirements for a previously completed undergraduate or graduate degree).</p> <p>[...]</p> <p>[14883] Humanities (English and Social Studies) Education Specialty</p> <p>[...]</p> <p>[14892] Social Studies: Requirements for Social Science as a Teaching Concentration Only</p> <p>[14893] A teaching concentration in social science(s) may be selected from one of the following subjects: Anthropology, Economics, Political Science, or Sociology.</p> <p>[14894]</p> <ul style="list-style-type: none"> • 6 credits of approved Canadian studies¹ (at any level); • 3 credits in each of Geography and History (at any level); • 6 credits of social science(s)² (at any level); • 30 credits of coursework in a single 	<p>Studies), Math-Science, or Middle School Education specialties meets the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate.</p> <p>[14881] Beginning in 2008: to complete the requirements for the UBC Okanagan B.Ed. degree, STEP students are required to complete an additional 9 approved credits in Education coursework. Students having excess credit in Arts, Science and/or Fine Arts courses prior to admission to the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties may apply this credit toward fulfillment of this requirement. (Excess credit is defined as credit that was not applied to fulfill requirements for a previously completed undergraduate or graduate degree).</p> <p>[...]</p> <p>[14883] Humanities (English and Social Studies) Education Specialty</p> <p>[...]</p> <p>[14892] Social Studies: Requirements for Social Science as a Teaching Concentration Only</p> <p>[14893] A teaching concentration in social science(s) may be selected from one of the following subjects: Anthropology, Economics, Political Science, or Sociology.</p> <p>[14894]</p> <ul style="list-style-type: none"> • 6 credits of Canadian studies (at any level)¹ • 3 credits in each of senior-level Geography³ and History³; • 6 credits of social science(s)² (at any level); • 30 credits of coursework in a single
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<p>social science, 18 credits of which must be at the 300 level or higher for a teaching concentration.</p> <p>[14895] ¹The BC College of Teachers (BCCT) defines its Canadian content requirements as follows: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline".</p> <p>[14896] ²Acceptable social sciences are: Anthropology, Economics (not business studies), Political Science, Sociology, Gender and Women's Studies, and/or First Nations/Indigenous Studies.</p> <p>[...]</p> <p>[11759] Middle School Education Specialty</p> <p>[14446] Applicants to the STEP Middle School Education specialty are required to have academic preparation in two teachable subjects or one teachable major plus 6 credits of approved Canadian Studies, 3 credits of approved lab science, and 3 credits of approved Mathematics.</p> <p>[...]</p>	<p>social science, 18 credits of which must be at the 300 level or higher for a teaching concentration.</p> <p>[14895] ¹The BC College of Teachers (BCCT) defines its Canadian content requirements as follows: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline".</p> <p>[14896] ²Acceptable social sciences are: Anthropology, Economics (not business studies), Political Science, Sociology, Gender and Women's Studies, and/or First Nations/Indigenous Studies.</p> <p>[15048] ³For the teaching major or concentration in social studies, 200-level coursework may satisfy the senior-level Geography and History requirements provided 6 credits of introductory coursework (typically at the 100-level) in the subject have been completed.</p> <p>[...]</p> <p>[11759] Middle School Education Specialty</p> <p>[14446] Note: beginning with the July 2008 intake, applicants to the STEP Middle School Education specialty will be required to have academic preparation in two teachable subjects or one teachable major plus 6 credits of approved Canadian Studies, 3 credits of approved lab science, and 3 credits of approved Mathematics.</p> <p>[...]</p>
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[14910] Social Studies: Requirements for Social Science as a Teaching Major or Concentration

[14911] A teaching major or concentration in social science(s) may be selected from one or a combination of the following subjects: Anthropology, Economics, Political Science, or Sociology.

[14912]

- A teaching major in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹ (at any level), 6 credits of Geography (at any level), 6 credits of History (at any level), and 30 credits of coursework at the 300 level or higher. The 6 credits of approved Canadian studies may be included in the minimum 30 credits of coursework at the 300 level or higher.
- A teaching concentration in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹ (at any level), 3 credits of Geography (at any level), and 3 credits of History (at any level), in addition to the coursework required for the concentration.

[14913]-¹The BC College of Teachers (BCTC) defines its Canadian content requirements as follows: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline".

[14910] Social Studies: Requirements for Social Science as a Teaching Major or Concentration

[14911] A teaching major or concentration in social science(s) may be selected from one or a combination of the following subjects: Anthropology, Economics, Political Science, or Sociology.

[14912]

- A teaching major in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹, 6 credits of ~~senior-level~~ Geography², 6 credits of ~~senior-level~~ History², and 30 credits of coursework at the 300 level or higher. The 6 credits of approved Canadian studies may be included in the minimum 30 credits of coursework at the 300 level or higher.
- A teaching concentration in social studies with a social science focus requires completion of 6 credits of approved Canadian studies¹, 3 credits of ~~senior-level~~ Geography², and 3 credits of ~~senior-level~~ History², in addition to the coursework required for the concentration.

[14913]-¹Approved Canadian studies coursework may be completed at the 100, 200, 300, and/or 400 level.



~~[14914] ²For the teaching major or concentration in social studies, 200-level coursework may satisfy the senior-level Geography and History requirements provided 6 credits of introductory coursework (typically at the 100-level) in the subject have been completed.~~

Types of Actions:

1. Remove references to program changes made in 2008.
2. For both the Humanities and Middle School Education Specialties: change the course level of the credits required for History and Geography (note: the number of credits of History and Geography coursework is not changing).

Rationales:

1. References to 2008 are outdated.
2. For both the Humanities and Middle School Education Specialties: applicants to the STEP Humanities have found it onerous to fulfill this requirement as there are few, if any, upper level courses in Geography and History that are offered at UBC Okanagan where the prerequisite is third year standing. Approved by the BC College of Teachers (BCCT).