

Okanagan Senate

THE NINTH REGULAR MEETING OF THE OKANAGAN SENATE
FOR THE 2018/2019 ACADEMIC YEAR

THURSDAY, 17 MAY 2018

3:30 PM | ASC 130

1. Senate Membership – Dr Kate Ross

Declaration of Vacancy:

The Secretary has received a letter of resignation from Mr Calvin Jacob Cruz, student member of Senate.

Nominating Committee:

In response to the call for nominations issued at the previous meeting, nominations have been received for Mr Yeuting Chen and Mr Jackson Traplin. As there are two candidates for two positions, they are acclaimed as elected to the Senate Nominating committee until 31 March 2019 and thereafter until replaced.

2. Minutes of the Meeting of 26 April 2018– Dr Santa Ono (approval)
(docket pages 4-15)

3. Business Arising from the Minutes – Dr Santa Ono

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

5. Remarks from the Deputy Vice-Chancellor and Relation Questions – Prof. Deborah Buszard

a. General Remarks

b. Activities Report from 1 January to 30 April 2018
(information(docket pages 16-19)

6. Candidates for Degrees – Dr Santa Ono

The list as approved by the faculties is available for advance inspection at the Senate office, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2018, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments (approval) (2/3 majority required).

7. From the Council of Senates – Dr Ramon Lawrence

Annual Report of the Budget Committee (Academic Building and Resources Committee) (information) (docket pages 20-24)

8. Admissions & Awards Awards Committee – Dr Marianne Legault

- a. New and Revised Awards (approval) (docket pages 25-26)
- b. Revisions to Policy J-51 Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria (approval) (docket pages 27-28, 29-41)
- c. Revisions to Policy J-52 Admission for Secondary School Applicants following the BC/Yukon Curriculum (approval)(docket pages 27-28, 42-56)
- d. Revisions Policy J-53 Course-Specific Minima for Secondary School Applicants (approval) (docket pages 27-28, 57-76)
- e. Master of Management: Changes in Admission Requirements (approval) (docket pages 77, 79-80)
- f. Master of Social Work: Changes in Admission Requirements (approval) (docket pages 78, 81-82)
- g. Master of Science in Computer Science: Changes in Admission Requirements (approval) (docket pages 78, 83-84)

9. Appeals on Standing and Discipline Committee– Dr Robert Campbell

Annual Report (information) (docket pages 85-88)

10. Curriculum Committee – Dr Peter Arthur

Curriculum Proposals from the faculties of Arts & Sciences, Education, Creative & Critical Studies and Applied Science (approval) (docket pages 89-180)

11. Joint Report of the Admissions and Awards and Curriculum Committees – Dr Marianne Legault and Dr Peter Arthur

- a. Okanagan Senate Policies O-127: Diploma Programs and O-128: Academic-Credit Certificate Programs (approval) (docket pages 181-197)

- b. Ph.D. in Kinesiology (approval)(docket pages 198, 199, 200-218)
- c. Revisions to the Interdisciplinary Graduate Studies Program (approval)(docket pages 198-199, 216-332)

12. Academic Policy Committee – Dr Jan Cioe

- a. Requirements to Receive a Degree or Diploma Calendar Update (approval) (docket pages 333-335)
- b. School of Social Work Academic and Program Regulations Update (approval) (docket pages 336-357)
- c. Course Withdrawal Dates (approval) (docket pages 358-364)

13. Learning & Research Committee – Dr Deborah Roberts

Candidates for Emeritus Status (approval) (docket pages 365-366)

14. Nominating Committee – Dr Jannik Eikenaar

- a. Vice-Chair of Senate (approval) (docket page 367)
- b. Appointments to Committees and the Council of Senates (approval) (docket pages 367-368)

15. Other Business

Motion from Senator Wylie (approval) (docket page 369)

Section 16 (b) Of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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

OKANAGAN SENATE

MINUTES OF 26 APRIL 2018

DRAFT

Attendance

Present: Prof. D. Buszsard (Vice-Chair), Dr S. Alam, Mr U. Anyaoha, Dr P. Arthur, Dr P. Barker, Dean G. Binstead, Mr M. Campbell, Dr R. Campbell, Dr D. Carter, Mr Y. Chen, Mr S. Chong, Dr J. Cioe, Ms C. Comben, Dr J. Corbett, Ms T. Ebl, Dr J. Eikenaar, Dean B. Frank, Ms L. Fraser, Dean M. Grant, Dr J. Gustar, Ms M. Harper, Dr M. Hoorfar, Dr J. Hossain, Dr J. Jakobi, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Dr Y. Lucet, Ms B. MacBean, Dr B. Marcolin, Dr C. Mathieson, Dr S. O'Leary, Mr F. Pena, Dr M. Reekie, Dr D. Roberts, Ms R. Snider, Mr J. Traplin, Dr G. Wetterstrand, Dr P. Wylie.

Regrets: Ms H. Berringer, Mr I. Cull, Chancellor L. Gordon, Ms M. Harper, Dr J. Johnson, Mr J. Loepky, Mr S. McNeil, Ms K. Morgan, Mr J. Naqvi, Dean J. Olson, Dr R. Sadiq, Dean R. Sugden, Mr V. Tamandong, Dean W. Tetley, Dean B. Traister.

Clerk: Mr C. Eaton

Call to Order

The Chair of the Senate, Dr Santa J. Ono called the meeting to order at 3:34 pm.

Senate Membership

The Acting Registrar, Mr Alfred Vogt, announced that the following students had been elected to Senate for terms from 1 April 2018 to 31 March 2019 and thereafter until replaced:

Mr. Venedict Tamondong, Representative of the Students of the Faculty of Applied Science
Mr. Shao Yuan Chong, Representative of the Students of the Faculty of Arts and Sciences
Ms. Rachele Snider, Representative of the Students of the Faculty of Health and Social Development
Ms. Yueting Chen, Representative of the Students of the Faculty of Management
Mr. Uchenna Anyaoha, Graduate Student Representative
Ms. Megan Harper, Graduate Student Representative (continuing)
Ms. Lois Fraser, Representative of the Students At-large
Mr. Calvin Jacob, Representative of the Students At-large
Ms. Brittney MacBean, Representative of the Students At-large
Ms. Kristen Morgan, Representative of the Students At-large (Continuing)
Mr. Jassim Naqvi, Representative of the Students At-large
Mr. Jackson Traplin, Representative of the Students At-large

Mr Vogt also advised that there was a vacancy for two (2) students on the Senate Nominating Committee.

Minutes of 22 February

Jan Cioe	}	<i>That the Minutes of the Meeting of 29 March 2018</i>
Peter Arthur		<i>be adopted as presented.</i>

Approved

Business Arising

The Acting Secretary, Mr Eaton, advised that Senator Ebl's request for undergraduate student outcomes was noted at the last meeting and would be available at an upcoming meeting of Senate.

Strategic Plan

Cynthia Mathieson	}	<i>That Senate ratify the amendments to the Strategic</i>
Jan Cioe		<i>Plan.</i>

Approved

Remarks from the President

In his absence, the following remarks were received from the President via pre-recorded video:

Dr Ono advised Senate that the Strategic Plan has now been endorsed by the Board of Governors and the administration was beginning to work towards its implementation. He thanked Senators for their input into the plan.

The President noted his thanks to the Honourable Ross Fitzpatrick and Linda Fitzpatrick for their recent donation of \$1.25 Million to the Okanagan campus. Due to their gift, the new Teaching and Learning Centre will feature an expansive ground floor hall with flexible multi-use space, to be named the D Ross Fitzpatrick Great Hall.

On 9 April 2018 UBC officially opened the Indian Residential School History and Dialogue Centre at the Vancouver campus and Dr Ono noted that he delivered an apology on behalf of UBC for the university's role in the residential school system. Dr Ono expressed his hope that this centre would be an importance place to undertake the work of rethinking our actions and relations with indigenous peoples. He also noted the appointment of Professor Mary Ellen Turpel-Lafond as Professor of Law and the director of the centre.

Remarks from the Deputy Vice-Chancellor

Dr Buszard announced the recent long-service awards for the Okanagan campus; including Rose Gresswell with 40 years of combined service to UBC's Okanagan campus, Okanagan University-College, and Okanagan College. Other honorees included Paramjit Gill, Marvin Krank, Robert Lalonde, Robert Campbell, Martin Blum, Christopher Gordon, Dixon Skooraj, Diane Stolyer, Bonny Taylor, Blythe Nilson and Michael Gesi.

The Deputy Vice-Chancellor noted that at its last meeting the Board approved tendering for two new buildings on campus Skeena (a traditional residence) and Nechako (a residence plus student service building).

Senator Cioe asked if there were any discussions at the Board regarding research and teaching space at the Board for the Okanagan campus.

Dr Buszard said that they were planning a presentation at the next board at future opportunities for building at the Okanagan campus.

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr. Jan Cioe, presented.

FACULTIES OF EDUCATION MERGER

Jan Cioe	}	<i>That the Senates approve and recommend to the Board of Governors the following, to be effective July 1, 2018:</i>
Peter Arthur		

That the Faculty of Education on the Okanagan Campus merge with the Faculty of Education on the Vancouver Campus to become one cross-campus Faculty of Education;

That the University establish an Okanagan Division and a Vancouver Division within the expanded Faculty of Education;

That pursuant to Section 3.1 of the University Act, the Board of Governors specify that the Okanagan Senate has responsibility for the Okanagan Division of the Faculty of Education; That the University establish a School within the Okanagan Division of the Faculty of Education named the “Okanagan School of Education” and that all courses, programs, and faculty previously assigned to the Okanagan Faculty of Education be assigned to the newly established School; and, That all remaining units, faculty, courses and programs previously assigned to the Vancouver Faculty of Education be assigned to the Vancouver Division of the UBC Faculty of Education.

Senator Jakobi asked why a school was being established rather than just having it remain a division.

Dean Blye Frank spoke. He noted that the Faculty of Education was asked to think about and explore options. Several different options were considered, and the faculty preferred to be a merged Faculty of Education with an Okanagan school. Dean Frank noted that Schools have more autonomy than a department or divisions under UBC’s structure.

Senator Janiki asked how the budget would work.

Dean Frank said that there was a “firewall” between the campus budgets and that would not change under the present circumstances. The Okanagan School will manage its budget and Vancouver will do likewise. There will be budget requests and transfers from time to time.

Senator Lalonde spoke against the motion. He suggested that this would be a major change that would set a precedent. This would be the first time that this Senate voted to disestablish an existing faculty. He noted that a motivation cited in the proposal was a budget deficit, but he saw nothing in the document that directly addressed that issue. The benefits cited seemed largely generic and did not need a single academic entity to occur. Finally, there would be divided governance between Vancouver and Okanagan. Although they are defined in practice there will be grey areas and issues may fall between cracks or be sources of tension.

Dean Frank said that this was not driven by a structural deficit and the faculty does not have one presently. The proposal came from a desire for capacity building around research and teaching.

Dean Binsted noted that there were benefits to both academically and administratively. Units had obligations at a Faculty Level that were a challenge for such a small faculty as the FOE was.

Senator Wylie spoke against the proposal. He suggested that the Faculty wasn't given a free choice to stay with the status quo. In a memo of September 2017, Dean Frank suggested in a memorandum that 17 faculty members was not sufficient to remain a faculty. The Senator suggested that if this was just an issue of size, the Faculty of Management was smaller. He further asked why Senate was not consulted earlier or more frequently. Senator Wylie then asked if UBC would allow Management to merge with Sauder in Vancouver if they asked, or if the Okanagan-based economists wished to join Vancouver's School of Economics. Do we aspire to dismantle our faculties? Finally, Dr Wylie noted that in 2006 there was an external review that had positive findings, and it noted that although the faculty was small it should remain autonomous. He suggested that his concern was primarily with process and the faculty wasn't given a fair choice. He also suggested that the proposed school would have too much administration.

Senator Cioe spoke in favour of the proposal. He suggested that the process was entirely appropriate. The proposal came up from the faculty as it should have. All options were discussed and the idea of that status quo was not preferred. Cross-faculties have problems but Applied Science has shown how one can work. He respected the capacity of faculty members and senators to resolve issues. The Committee was unanimous in support, and recognized that from consultation that some were in favour and some not. Senator Lalonde's concern of a slippery slope would have been headed but the Committee did not view that as a new model. The Faculty of Education in Vancouver is the preeminent education faculty in Canada and they being willing and encouraging this process speaks to their collegiality.

Dean Grant spoke in favour of the proposal as she felt it would encourage research collaboration and positively impact graduate education.

Dr Crichton spoke of the examination of Governance models noting that the faculty had unanimously supported the school option.

Senator Alam noted that the School of Engineering never felt like they were under undue control from Applied Science in Vancouver.

Senator Janiki said that in four years the proposal had gone through appropriate process and was strongly recommended.

Senator Mathieson noted that the new form of the program looks spectacular. We are now at a pivot point, this campus has been reactive. This is a proactive attempt to proactively leverage the education faculty.

Senator S Lawrence spoke, noting the importance of collegial governance as what makes us a real university. He did not view this as an attack of collegial governance as it came from the Faculty nor did it threaten the powers of Senate as the matter was before Senate today.

Senator Lalonde said that the only problem identified was budget.

Senator Cioe said that this was to address administrative efficiencies and further collegiality and sharing. The structures in Vancouver can help with both research and teaching at the Okanagan.

Senator Lalonde said if that was true it would be true for any unit. Small universities can thrive in Canada and do manage to solve their problems.

Senator Wylie said he still has not heard what the issue is with the status quo and the synergies mentioned would be true for any unit.

Senator Cioe said that the status quo was discussed and was part of the process.

Dean Frank said that the number of directors was due to them having a large teaching and admin load in addition to being directors.

Mr Eaton clarified that the School council would be under the policies of the Senate.

NB: Senators Lalonde and Wylie noted as opposed.

Approved

GRADUATE STUDENT VACATION POLICY

Jan Cioe	}	<i>That the Graduate Student Vacation Policy be approved and added to the Academic Calendar.</i>
Miriam Grant		

Senator Lalonde asked what oversight would be applied to ensure the 3 weeks are offered.

Dr Cioe said that in this context a reporting relationship was established between graduate students and their supervisors and both were expected to abide by the policy.

Approved

Curriculum Committee

APRIL CURRICULUM REPORT

See Appendix B: Curriculum Report

Peter Arthur	}	<i>That Senate approve and recommend to the Board of Governors for approval the new courses and revised program brought forward by the faculties of Arts and Sciences and Creative and Critical Studies.</i>
Deborah Roberts		

Senator Cioe noted his appreciation for the interesting and timely courses proposed.

Approved

CURRICULUM GUIDELINES

Dr Arthur noted that the Curriculum Committee had reviewed its procedures and at this time was proposing changes; he noted however that changes will likely be needed as a result of the DQAB process and as part of its annual review in June.

Dean Binsted said that he was the seconder for the referral and asked what consultation with faculties has occurred.

Senator Arthur said that the Curriculum Committee had members from every faculty on it, appointed by their faculties, who were consulted.

Dean Binsted said that did not seem within the spirit of the original motion.

Senator Arthur said that as a committee they did not feel that they had an opportunity for that level of consultation, but that they did have members from every faculty present.

Dr Cioe noted that the Curriculum Committee was structured atypically in that it has Senators and faculty representatives as members. SCC members from faculties are assumed to be able to speak for their faculties. The Dean who raised the original issue was a member of the Committee and could have attended as well.

By general consent, the following motion was added from the floor:

Gordon Binsted	}	<i>That the Senate Curriculum Committee be</i>
Miriam Grant		<i>directed to consult more extensively with the</i>
		<i>Faculties on their guidelines and report back to</i>
		<i>Senate in September with results of their work and</i>
		<i>the process undertaken.</i>

Approved

Other Business

INTERDISCIPLINARY GRADUATE STUDIES (IGS) IN MANAGEMENT APPLICATION FEES

Robert Lalonde	}	<i>That the Okanagan Senate recommend to the</i>
Peter Wylie		<i>Board of Governors that any application fees</i>
		<i>remitted by applicants to the IGS program in the</i>
		<i>Faculty of Management (FOM) over the interval</i>
		<i>from October 2015 to February 2018 be returned</i>
		<i>to those individuals.</i>

Senator Lalonde suggested that for a number of years the Interdisciplinary Graduate Studies (IGS) program did not admit students to management but noted that there was not official moratorium. He suggested that if students applying were rejected for reasons other than their academic quality, and if they paid a fee, then that money should be returned.

Senator Grant noted that we pull data by the academic year. Over the past 3 academic year, IGS admission officers were made for Management; those offers were declined. 42% of applicants were inadmissible and work has to be done to assess student eligibility. In examining the data, the graduate committee did its work appropriately.

Senator Binsted said that faculty-level administrative concerns should be addressed at the faculty councils and that there did not seem to be a problem here.

Senator Jakobi noted the email sent outside of the normal protocols.

Senator Wylie noted that he wasn't allowed to distribute his document by the Agenda Committee and noted a variety of concerns with applicant cases. He suggested that the College of Graduate Studies and the Faculty of Management had agreed to suspend admission. This was a token gesture of support.

The Vice-Chair asked Senator Wylie to be mindful of privacy laws and to discuss matters that may disclose personal information.

Senator Cioe said that the content of that document was not within the jurisdiction of Senate, rather it spoke to faculty association and HR issues. He suggested that Senate had clear data from COGS that offers have been made.

Senator Wylie said that admission and the organization of the faculty was a senator matter.

Not Approved

NOTICE OF MOTION

Senator Wylie gave the following notice of motion:

“That Senate conduct a full investigation, by whatever means deemed most suitable, into the management of the Interdisciplinary Graduate Studies Program in the Faculty of Management, 2010-18.”

COURSE SCHEDULE

Senate Wylie asked why the Okanagan course scheduled was published a month or two later than the Vancouver schedule each year.

Mr Vogt said that Vancouver published an unstable schedule earlier, the Okanagan campus chose to publish later when the schedule was more stable.

INTERNATIONAL STUDENT FINANCIAL AID

Senator Chong noticed the dearth of international scholarships available to students.

Senator Anyaoha noted the difference in international graduate student awards between Vancouver and Okanagan.

By general consent, this issue was referred to the Senate Admissions & Awards Committee with a direction for them to report back at the September meeting of Senate with information on the structure and amount of financial aid available to international students.

Adjournment

Seeing no other business, the meeting was adjourned at 4:46 pm.

Appendix A: Awards Report

New Awards:

Bette Mushta Aboriginal Nursing Award

A \$6,500 award is offered by Don Mushta to a third-year Aboriginal student in the School of Nursing in the Faculty of Health and Social Development at The University of British Columbia, Okanagan campus. Preference is given to a student with assessed financial need and demonstrated academic excellence. The award is made on the recommendation of the School of Nursing. (First award available for the 2018 Winter Session)

Roger W. Gale Centennial Scholars Entrance Award

A \$10,000 major entrance award (payable at \$5,000 per year) and renewable for a second year subject to the student maintaining academic standing, is offered by Roger W. Gale to a first-year student entering the Bachelor of Arts program in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. This award is made on the recommendation of the adjudication committee. (First award available for the 2019 Winter Session)

BugMaster Pest Control Bursary

A \$1,000 bursary is offered by BugMaster Pest Control to a third-year student in the Bachelor of Science program in the Irving K. Barber School of Arts & Sciences at the University of British Columbia, Okanagan campus. Preference is given to a student majoring in biology, with demonstrated assessed financial need, and who has an interest in studying entomology. The bursary is adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)

BugMaster Pest Control Scholarship

A \$1,000 scholarship is offered by BugMaster Pest Control to a third-year student in the Bachelor of Science program in the Irving K. Barber School of Arts & Sciences at the University of British Columbia, Okanagan campus. Preference is given to a student majoring in biology with an interest in studying entomology. The scholarship is adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)

Human Kinetics Student Association Achievement Award

Two \$1,500 awards are offered by the Human Kinetics Student Association to support a third- and fourth-year student in the human kinetics program in the School of Health and Exercise Sciences in the Faculty of Health and Social Development at The University of British Columbia, Okanagan campus. Preference is given to a student who excels academically in the

program and has demonstrated community impact through on- and off-campus initiatives in health benefitting the community. The award is made on the recommendation of the School of Health and Exercise Sciences. (First award available for the 2017 Winter Session)

Appendix B: Curriculum Report

FACULTY OF ARTS AND SCIENCES

COSC 490 (3) Student Directed Seminar (new course)
GWST 235 (3) Laughing Feminisms: Gender and Humour (new course)
GWST 435 (3) Women and Religion (new course)
INDG 102 (3) Introduction to Indigeneity: Ways of Knowing (new course)
B.Sc. Major in Freshwater Science (revised program requirements)

FACULTY OF CREATIVE AND CRITICAL STUDIES

WRLD 360 (3) Literature and Power (new course)



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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Deputy Vice-Chancellor & Principal
Okanagan Campus
3333 University Way ADM 102
Kelowna, BC Canada V1V 1V7

Phone 250 807 9226
Fax 250 807 8449
deputy.vicechancellor@ubc.ca
www.ubc.ca/okanagan/dvc

Memorandum

Date	17 May 2018
To	UBC Okanagan Senate
From	Deborah Buszard, Deputy Vice-Chancellor & Principal
Subject	Deputy Vice-Chancellor & Principal's Activity Report

The following Deputy Vice-Chancellor & Principal's activity report summarizes the externally focused meetings and events that Professor Deborah Buszard attended from January 1st to April 30th, 2018.

Record of Deputy Vice Chancellor & Principal's Activities

Period of: January 1st, 2018 - April 30th 2018

External Group

17-Jan-18	Jim Hamilton, Okanagan College, Kevin Kardaal, Schook District 23
24-Jan-18	Jim Hamilton, Okanagan College, Kevin Kardaal, Schook District 23
25-Jan-18	Domenic Rampone, West Manufacturing
05-Feb-18	Wes Shield, Lawyer, FH&P
07-Feb-18	Ken and Jean Finch
16-Feb-18	Carmen Sparg, President, Board of Directors, and Dan Rogers, Exec. Director, Kelowna Chamber of Commerce
21-Feb-18	Wes Shield, Lawyer, FH&P
21-Feb-18	Jim Hamilton, President, Okanagan College
27-Feb-18	Dr. Bose, VP Research, Memorial Univesity
28-Feb-18	Jean-Marc Lacasse, CEO, Southern Interior Development Initiative Trust
15-Mar-18	Ron Cannon, Director, Kelowna Chamber of Commerce Board and Direcor, Land Title & Survey Authority of BC Board
20-Mar-18	Ray Warren and Courtney Hesse, Royal Bank (RBC)
21-Mar-18	Anna Warwick Sears, Executive Director, Okanagan Basis Water Board (OBWB)
22-Mar-18	Jim Hamilton, President, Okanagan College
26-Mar-18	Ted Callahan, President & CEO, Argus Properties Ltd.
28-Mar-18	Jim Hamilton, Okanagan College, Kevin Kardaal, Schook District 23
03-Apr-18	Sarb Mund, Commissary Connect
05-Apr-18	Brad Dahl, Bardel Entertainment
16-Apr-18	Raghwa Gopal, CEO, Accelerate Okanagan
18-Apr-18	Stephen Fuhr, MP, Kelowna-Lake Country
25-Apr-18	Angelika (AJ) Jaeger
25-Apr-18	Roger Gale & Diana Krimmer
30-Apr-18	Lyall Knott, QC, Clark Willson LLP

Government

17-Jan-18	NSERC Dinner (Tim Lambert, EGG Farmers Canada and Marc Fortin, NSERC)
18-Jan-18	NSERC Research Chair Funding Announcement
26-Jan-18	State of the City Address, Kelowna Chamber
31-Jan-18	UBC Day on the Hill, Pacific Caucus of Liberal MPs
31-Jan-18	Dr. Roseann O'Reilly Runte and Guy Levesque, Foundation for Innovation

31-Jan-18	Kay Saicheua, Western Economic Diversification
31-Jan-18	Joyce Murray, Parliamentary Secretary to Treasury Board, MP for Vancouver-Quadra
31-Jan-18	Philippe Rheault and Julian Ovens, Ministry of International Trade
31-Jan-18	David McGovern, Nipun Vats, Innovation, Science and Economic Development Canada (ISED)
31-Jan-18	David Lametti, Parliamentary Secretary to the Minister, ISED
19-Feb-18	Stephen Fuhr, MP, Kelowna-Lake Country
19-Feb-18	Pamela Moss, Director, NSERC
10-Apr-18	Innovation, Science, and Economic Development Canada (ISED) Mitch Davies, ADM, Jennifer Miller, Director General, Jeffrey Bell, Director, Jessica Grant, Director, Innovation Canada
10-Apr-18	Western Economic Diversification (WD) KaySaicheua, Director, Peter Hoek, Manager, Policy and Strategic Direction
10-Apr-18	National Research Council (NRC) Iain Stewart, President, John Shannon, Director General, Digital Technologies, Suzanne Dobson, Strategic Advisor, President's Office
17-Apr-18	Dr. Alan Winter, BC Innovation Commissioner
17-Apr-18	BC Innovation Council Roundtable
23-Apr-18	National Research Council (NRC) Iain Stewart, President, JDr. Geneviève Tanguay

Travel

31-Jan-18	Ottawa
10-Apr-18	Ottawa
11-12/04/2018	Toronto

Speeches / Events

31-Jan-18	alumni UBC Reception, Ottawa
01-Feb-18	Transformational Gains Symposium, Ottawa
13-Jan-18	Distinguished Speaker Series Event - Chantal Hébert
04-Apr-18	UBCO TLC Funding Announcement - Fitzpatrick legacy gift
06-Apr-18	Athletic Breakfast

09-Apr-18	Indian Residential School History and Dialogue Centre Official Opening
11-Apr-18	Canada-US Partnership Expert Dinner
12-Apr-18	Canada Growth Summit
24-Apr-18	Valley First at the Innovation Centre Grand Opening
25-Apr-18	DVC Spring Town Hall

Student Events / Meetings

23-Jan-18	Student/Donor Reception
25-Jan-18	Elected Student Officials
25-Jan-18	Facebook Live Event with Santa Ono
16-Mar-18	DVC / Student engagement meeting
16-Mar-18	Course Union Leadership meeting
04-Apr-18	Erkki Annala, Nicole Michaelowicz, Enactus
06-Apr-18	DVC / Student engagement meeting
25-Apr-18	UBCSUO Student Executive

Media Interviews

17-Jan-18	AM1150 (Prov. Tech Seats Announcement)



17 May 2018

To: Okanagan Senate
From: Senate Academic Building and Resources Committee
Re: **Annual Report** (information)

Please find attached the 2017-18 Annual Report of the activities of the Senate Academic Building and Resources Committee.

Respectfully submitted,

Dr. Ramon Lawrence, Chair

Senate Academic Building and Resources Committee



Senate Academic Building and Resources Committee

Report to Senate – May 17, 2018

Committee Background and Terms of Reference

The mandate and responsibilities of the Senate Academic Building and Resources Committee are set out in its terms of reference:

Responsible for recommending the following to Senate:

- *An annual report outlining the work of the Committee and the physical and budget resources available for the development and maintenance of the campus.*

Delegated authority over the following by Senate:

- *Reviewing, raising issues, and monitoring the implementation of the Campus Master Plan;*
- *Recommending priorities on new academic buildings with consideration for the needs of academic and non-academic buildings, balance between type of teaching spaces, and relationship to physical plant and planning; and*
- *Reviewing and raising issues regarding the impact of every development, whether building or landscape, on the total teaching and academic resource.*

Alongside the responsibilities set out in its terms of reference, the Senate Academic Building and Resources Committee also serves as the Okanagan sub-committee of the Council of Senates Budget Committee and is responsible for fulfilling the mandate of the Council of Senates Budget Committee on the Okanagan campus. The terms of reference of the Council of Senates Budget Committee are as follows.

The Budget Committee shall:

[M]eet with the President and assist in the preparation of the University budget; and make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget.



In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

The complete Council of Senates Budget Committee includes representation from both campuses. The full Budget Committee has not met in the current triennium, leaving fulfilment of its terms of reference to the Senate Academic Building and Resources Committee, and its counterpart on the Vancouver campus.

Activities

During the 2017-18 academic year, the Committee met on seven occasions. The agendas for each meeting were set through the collaboration of the committee Chair, the Deputy Vice-Chancellor and Principal, and the Associate Vice-President, Finance and Operations. The Deputy Vice-Chancellor and Principal and the Associate Vice-President, Finance and Operations regularly attended committee meetings.

The topics addressed by the Committee during the 2017-18 academic year include:

Meeting Date	Subject	Presenters and Guests
October 27, 2017	Review of terms of reference Planning for the academic year Discussion of budget priorities	D. Buszard R. Einarson
December 13, 2017	Capital project update <ul style="list-style-type: none"> a. Teaching and Learning Centre b. New transit exchange c. Energy extension project d. Access to campus (John Hindle Drive) Budget update <ul style="list-style-type: none"> a. Sources of revenue b. Differences in funding and resources compared to Vancouver c. Impact of international enrolments on budget Student Services presentation <ul style="list-style-type: none"> a. Student support, health and wellness, Go Global 	D. Buszard I. Cull R. Einarson C. Morcom



	<ul style="list-style-type: none"> b. Aboriginal programs and services c. Growing demands on Disability Resource Centre 	
January 26, 2018	<p>Budget update</p> <ul style="list-style-type: none"> a. Administrative funding requests b. Provincial grant and budget model c. Budget model impacts reflecting changing student enrolments <p>Teaching and Learning Centre update</p>	<p>D. Buszard R. Einarson C. Morcom</p>
February 23, 2018	<p>Teaching and Learning Centre</p> <ul style="list-style-type: none"> a. Design features for effective pedagogy <p>Campus planning and ecological analysis</p> <p>Budget update</p> <ul style="list-style-type: none"> a. Systems renewal b. Risk factors 	<p>D. Buszard R. Einarson C. Morcom P. Newbury</p>
February 26, 2018 [Joint Session with the Senate Learning and Research Committee]	<p>Disability Resources Centre Presentation and Discussion</p>	<p>I. Cull</p>
March 23, 2018	<p>Critical space issues in growing programs (Engineering, Sciences)</p> <p>Funding differences between Okanagan and Vancouver and impact on student experience</p> <ul style="list-style-type: none"> a. Limited other revenue sources b. Potential for system-wide UBC endowments to benefit Okanagan and close gap 	<p>D. Buszard R. Einarson</p>
April 16, 2018	<p>Class size metrics and comparisons between Vancouver and other institutions</p>	<p>D. Buszard R. Einarson S. McKeown</p>



Comments

Budget

- The Committee actively engaged with senior administration during the budget process and appreciates the level of consultation and collaboration.
- The Okanagan Budget reflects institutional priorities and is developed using driver-based metrics. The Committee has provided feedback on potential challenges and opportunities with the budget model.
- The Committee investigated issues in different funding levels per student at the Okanagan campus compared to Vancouver and how these funding differences are affecting student experience and performance. There are opportunities to improve system-wide UBC metrics by investing resources to minimize these differences.

Academic Space

- The Committee receives regular updates on campus planning and building activities.
- There is considerable excitement about the new Teaching and Learning Centre to help improve teaching space on campus. There remain challenges related to research and lab space, especially related to growing programs in Engineering and Sciences.
- Accessibility to campus is improving especially with upcoming completion of John Hindle Drive.



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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca/okanagan
[n](#)

17 May 2018

To: Okanagan Senate

From: Admissions and Awards Committee

Re: New and Revised Awards (approval)

- a. New Award: **Findlay Family Bursary in Engineering**
- b. Revised Award: **River Timothy Sidley Memorial Award**

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

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

Proposed Award: **Findlay Family Bursary in Engineering**

Bursaries totalling \$2,000 have been made available through an endowment established by the Findlay family for third-year students in the engineering program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)

Revisions:

Previously approved award with changes in terms or funding source:

Existing description (2015):

Award Title: **River Timothy Sidley Memorial Award**

A \$7,500 award is offered by the family and friends of River Timothy Sidley to a **second**, third, or fourth-year student in the Faculty of Arts and Sciences at the University of British Columbia, Okanagan campus. The award will be given to a student attending the Bamfield Marine Science

Centre Fall Program who has demonstrated academic excellence. The award is made on the recommendation of the Faculty.

Proposed Award Title: **River Timothy Sidley Memorial Award**
Amended Description:

A \$7,500 award is offered by the family and friends of River Timothy Sidley to a second, third, or fourth-year student in the Faculty of Arts and Sciences at the University of British Columbia, Okanagan campus. The award will be given to a student attending the Bamfield Marine Science Centre Fall Program who has demonstrated academic excellence. The award is made on the recommendation of the Faculty.

Rationale: Donor and Faculty wish to include second year students.

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



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17 May 2018

To: Okanagan Senate

From: Admissions and Awards Committee

Re: b) Policy J-51.1: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria* (approval)(circulated)
c) Policy J-52.2: *Admission for Secondary School Applicants following the BC/Yukon Curriculum* (approval)(circulated)
d) Policy J-53.1: *Course-Specific Minima for Secondary School Applicants* (approval)(circulated)

Following Senate approval of a holistic approach to undergraduate admission in October 2017 and the associated changes to the UBC Academic Calendar, the Committee has undertaken a review of current policies related to undergraduate admission. There are several joint policies of the Okanagan and Vancouver Senates that are impacted by the changes to admission requirements for the 2019 Winter Session, specifically:

- Policy J-51: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria*
- Policy J-52.1: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*
- Policy J-53: *Course-Specific Minima for Secondary School Applicants*

The proposed revisions align these policies with admission requirements for applicants to the 2019 Winter Session.

As part of the Ministry of Education's new graduation requirements, English 12 will no longer have a provincial examination as part of its curriculum. Beginning in January 2020, the Ministry will require students to complete a Graduation Literacy Assessment. Applicants to the 2019 Winter Session will be required to present an English 12 provincial examination grade. Current course-specific minima and discrepancy rules on in-class and provincial examination grades will still apply. Pending confirmation from the Ministry on the quantitative literacy assessment results that

will be available to the University, changes to Policy J-51 and J-52.1 will be in effect for one year (entry to 2019 Winter Session) and will require revision thereafter.

Changes to undergraduate admission in light of the new holistic approach also require revisions to the Senate approved 'Criteria for Including Secondary School Courses in an Admission Average.' The proposed revisions will eliminate the need for ad hoc assessment of new courses. The Committee will no longer be required to review each new course that may be included in the admission average; Faculties will have discretion to determine whether a course is sufficiently related to the area of study and suitable for admission consideration. The motion associated with the approval of a revised Policy J-51 includes a motion to revise the Senate approved criteria. Policy J-52.1 also requires revision after one year to clarify the use of the Graduation Literacy Assessment in the admission decision for applicants entering in the 2020 Winter Session.

Revisions to Policy J-53 will not require review after one year and will remain in effect for three (3) years, to be reviewed thereafter as deemed necessary by the Committee.

As these policies are joint policies of both the Okanagan and Vancouver Senates, the Secretariat has coordinated review and approval with both the Okanagan Senate Admissions and Awards Committee and the Vancouver Senate Admissions Committee. The attached will be presented to the Okanagan Senate at its meeting of 17 May 2018.

The Committee requests the following:

Motion 1: That Senate approve Policy J-51.1: Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria, effective for admission to the 2019 Winter Session.

Motion 2: That Senate approve revisions to the 'Criteria for Including Secondary School Courses in an Admission Average,' effective for admission to the 2019 Winter Session and thereafter.

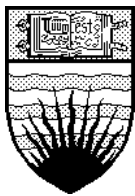
Motion 3: That Senate approve Policy J-52.2: Admission for Secondary School Applicants Following the BC/Yukon Curriculum, effective for admission to the 2019 Winter Session.

Motion 4: That Senate approve Policy J-53.1: Course-Specific Minima for Secondary School Applicants, effective for admission to the 2019 Winter Session and thereafter.

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
J-51.1

Okanagan & Vancouver Senates
Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title:

J-51: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula*

Effective/Implementation Date:

Proposed for implementation ~~2 March 2011~~, 16 May 2018, for admission to the 2019 Winter Session and thereafter.

Approval Date:

Proposed for consideration by the *Okanagan Senate* on ~~2-17 March-May 2011~~ 2018 and the *Vancouver Senate* on ~~23-16 February-May 2011~~ 2018.

Review Date:

This policy shall be reviewed ~~three-one~~ (31) years after approval and thereafter as deemed necessary by the *responsible committees*.

Responsible Committees:

Admissions Committee of the Vancouver Senate and Admissions & Awards Committee of the Okanagan Senate.

Authority:

University Act:

S. 37(1)

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

(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty,

and to determine which faculty the students pursuing a course of study must register.”

Purpose and Goals:

This policy is designed to provide a mechanism for an interim academic assessment of applicants from all Canadian extra-provincial educational jurisdictions to undergraduate direct-entry programs on the basis of *Grade 11 course* grades for in-progress *Grade 12 courses*.

Applicability:

This policy is applicable to secondary school applicants to direct-entry undergraduate programs at the *University* from all Canadian jurisdictions not following the *BC/Yukon Secondary School Curriculum*.

Exclusions:

Applicants following the Quebec Secondary School Curricula are excluded from this policy as they are considered for admission based upon admission averages calculated on Collège d'enseignement général et professionnel (CEGEP) courses.

Definitions:

Admission Average shall mean the academic average calculated by the *University* to determine the applicant's relative academic competitiveness.

BC/ Yukon Secondary School Curriculum shall mean a secondary school program of study prescribed and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

Core admission average shall mean the *final admission average* or the *interim admission average*, as appropriate, used to determine the applicant's relative academic competitiveness for admission to a *direct-entry undergraduate program* and is comprised of all pre-requisite *Grade 11* and pre-requisite *Grade 12 courses* and all *Grade 11* and *Grade 12 course grades* relevant to the *direct-entry undergraduate program*.

Direct-entry undergraduate program shall mean a course of study offered by the *University* leading to a degree or diploma to which applicants are generally admitted based primarily upon their secondary school academic performance or transfer from a comparable program at another institution.

Extra-Provincial Curriculum or *Extra-Provincial Curricula* shall mean any Canadian secondary school system not following the *BC/Yukon Secondary School Curriculum*.

Grade 12 Course shall mean a course normally taken by students in the last year of secondary schooling that is academic in nature and offered by a recognized institution following the relevant provincial or territorial curriculum.

Grade 11 Course shall mean a course normally taken by students in the penultimate year of secondary schooling.

~~*Direct entry undergraduate program* shall mean a course of study offered by the University leading to a degree or diploma to which applicants are generally admitted based primarily upon their secondary school academic performance or transfer from a comparable program at another institution.~~

Final course grade shall mean the grade normally issued at the completion of the course. In the case of English 12/English 12 First Peoples, the *final course grade* consist of a 60% weighting on the school assigned course grade and 40% on the results of a mandatory exam.

Interim course grade shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

Overall admission average shall mean the *final admission average* or the *interim admission average*, as appropriate, used to determine the applicant's relative academic competitiveness for admission to the University and is comprised of all academic *Grade 11* and *Grade 12* grades (excluding applied design, skills and technology, physical and health education, and career and personal training) as deemed by the Senate.

Policy:

- 1) ~~An *core admission average* and an *overall admission average*~~ will be calculated where all courses required for admission have been completed or are in-progress.
- 2) An *overall admission average* will be calculated on the basis of all academic *Grade 11* and *Grade 12* final courses grades.
- 3) A *core admission average* will be calculated on the basis of all pre-requisite *Grade 11*, pre-requisite *Grade 12* courses, and all *Grade 11* and *Grade 12* course grades relevant to the *direct-entry undergraduate program*.
- 2)4) Where available, *final* or *interim course grades* for *Grade 12* courses shall be used in calculating an *admission average*; however, should one or more of the required *Grade 12* courses not have a *final* or *interim course grade* at the time of academic assessment, the *final course grade* for a *Grade 11* course(s) will be substituted into the calculation of the *admission average* as follows:
 - a. for specified *Grade 12* courses (English for all programs, or pre-requisite mathematics or science courses for some programs), a *final course grade* for a *Grade 11* course in the same subject-area shall be substituted, as set out in the procedures to this policy by the *Responsible Committee*.

- b. for other *Grade 12 courses*, a *final course grade* for a *Grade 11 course* may be substituted so long as the course meets the criteria for including secondary school courses in an admission average but is at the Grade 11 level, and is not in a subject area that is already being used in the calculation of the *admission average*.

3)5) ~~Criteria for Grade 11 courses~~ that may be substituted for *Grade 12 courses* shall be set out in the procedures to this policy by the *Responsible Committee*.

4)6) Offers of admission based on *admission averages* that include one or more *final course grades* for *grade 11 courses* and/or *interim course grades* for *grade 12 courses* are subject to satisfactory completion of all required courses and maintenance of the required academic threshold average as noted in the official offer of admission. Failure to do so may result in the withdrawal of admission.

Proposed Calendar Statement(s):

<p>Approval Date: Effective Session: Effective immediately Year for change: For publication as soon as possible Faculty/School: all</p>	<p>Date: January 19, 2011 Contact Person: Michael Bluhm, Associate Director, Undergraduate Admissions Phone: 604.822.9489 Email: michael.bluhm@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,326,0,0 http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0</p> <p><u>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,0,0</u></p> <p>Homepage > Admissions > (change 'Admission Based on Interim Grades' content and subcontent to 'Determining Admissibility')</p> <p><u>Homepage > Admissions > Applicants Following Canadian Secondary School Curriculum</u></p> <p>Proposed Calendar Entry:</p> <p><u>Homepage > Admissions > Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon > Determining Admissibility</u></p> <p>Determining Admissibility</p> <p>Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the <u>archived version of the 2017/18 Academic Calendar</u>.</p>	<p>Vancouver URL: <u>www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0</u></p> <p>Okanagan URL:: <u>www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,70,0</u></p> <p>Current Calendar Entry:</p> <p><u>Homepage > Admissions > Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon > Admission Based on Interim Grades</u></p> <p>Admission Based on Interim Grades</p> <p>Admission based on interim grades is possible for students with strong academic standing in the final year of secondary school. Applicants must arrange for their school to provide an official transcript to Admissions before the stated document deadline. The transcript must include any final grades for the current year and a list of courses in progress with interim grades. Offers of admission based on interim grades are subject to satisfactory completion of</p>

Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See *Broad-Based Admission Personal Profile* (for further information on non-academic admission criteria).

The following information should be considered in conjunction with the program-specific admission requirements listed in Program Requirements for Canadian Secondary School Applicants.

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

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

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

~~secondary school graduation requirements, completion of all required courses, and maintenance of the required threshold average as noted in the official offer of admission. Offers of admission may be withdrawn from students who do not satisfy these requirements.~~

Consultations:

Enrolment Services
Undergraduate Admissions Office

History:

This is an amended version of the change initially approved for admission to the 2009 Winter Session, then extended for the 2010 and 2011 Winter Sessions and ~~most recently~~ recommended by the *Admissions Committee* of the *Vancouver Senate* and the *Admissions & Awards Committee* of the *Okanagan Senate* for normalization effective for the 2011 admissions cycle. Increased flexibility to allow for substitution of a final Grade 11 course for an unavailable Grade 12

course ~~is was~~ proposed such that an acceptable Grade 11 course may be substituted for a non-required or elective Grade 12 course.

Prompted by changes to the Ministry of Education's New Graduation Program Requirements in 2017, the *Responsible Committee* undertook a review of admission policies. As a result, in 2018, Senate approved a holistic approach to undergraduate admission which assesses an undergraduate applicant's full academic profile, which includes the evaluation of as many courses as possible within an applicant's penultimate and ultimate years of secondary school studies. In addition to the overall academic assessment and a core assessment to determine the applicant's admissibility to- a specific undergraduate degree program, the assessment includes a review of the depth, breadth, relevancy, and/or individual relevancy of the coursework presented for admission.

The revised policy and procedures proposed herein will continue to enable more timely admission decisions. Amendments to the Senate approved *Criteria for Including Secondary School Courses in an Admission Average* eliminate the need for ad hoc assessment of new courses by the *Responsible Committee*. The review of new courses to determine whether they are sufficiently related to the area of study and should therefore be considered in determining admissibility will be done at Faculty level.

Related Policies:

Policy J-50 –Secondary School Grade Adjustments for Undergraduate Admission to the University

Policy J-51.1 Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula

Policy J-52.2-Admission for Secondary School Applicants following the BC/Yukon Curriculum

Policy J-53: Course-specific Minima for Secondary School Applicants and Procedures

Appendix:

A. Criteria for Including Secondary School Courses in an Admission Average

Procedures:

1. Calculation of Interim Admission Averages

The calculation of an interim admission average shall be based on the following, with province-specific details outlined below.

- applicant must have all required courses either in progress or completed;
- ~~average is based on the required grade 12 (or equivalent) courses and appropriate number of elective courses as determined by province;~~
- if one or more of the ~~approved~~ required or ~~elective~~ other Grade 12 (or equivalent) courses does not yet have a final or interim grade then a final Grade 11 (or

equivalent) course grade(s) shall be substituted into the admission average as follows:

- ~~for required-specified~~ Grade 12 courses (English or a pre-requisite mathematics or science course), only a final grade in a Grade 11 course in the same subject-area (i.e., a course that is directly laddered to the Grade 12 course)-shall be substituted as follows;

<u>Grade 12 Pre-Requisite</u>	<u>Approved Grade 11 substitute for Early Admission</u>
<u>English 12</u>	<u>Composition 11; Focused Literary Studies 11; or Creative Writing 11¹</u>
<u>English First Peoples 12</u>	<u>English First Peoples 11</u>
<u>Pre-Calculus 12</u>	<u>Pre-Calculus 11</u>
<u>Anatomy & Physiology 12</u>	<u>Life Sciences 11</u>
<u>Chemistry 12</u>	<u>Chemistry 11</u>
<u>Physics 12</u>	<u>Physics 11</u>

- - ~~for elective-other~~ Grade 12 courses (i.e., ~~course is UBC approved as it meets the Criteria for Including Secondary School Courses in an Admission Average~~); a final Grade 11 course grade may be substituted in the core admission average so long as the course is ~~a) not in a subject area that has already been included at the Grade 12 level (e.g. Biology 12 already included, do not include Biology 11), and b) meets the UBC-approved criteria but is at the Grade 11 level.~~ Province-specific examples are outlined, below.
- In all cases, an applicant's overall and core admission averages will be optimized such that the highest possible average is calculated while adhering to the rules outlined above.

Any grade adjustments approved by the *responsible committees* as set out in the procedures of Policy J-50 shall be applied to the ~~final~~ overall and core admission averages calculated by the University.

2. Timing of Admission Decisions

- 1. The University will make initial admission decisions for *direct-entry undergraduate programs* based upon data that is available /verifiable as of 1 April each year for the following Winter Session; the *admission average* used for these decisions will be made based upon *final or interim course grades for Grade 12 courses* (or equivalent *final course grades for Grade 11 courses*).**

- 1.1 Section 1 notwithstanding, the University may also calculate an *interim admissions average* using only *final course grades for grade 11 courses* for outstanding applicants based upon data that is available/verifiable as of September 1 the year prior to admission. For the purposes of this section, “outstanding applicants” will be taken to mean applicants whose *final course grades* for all applicable *grade 11***

¹ See Appendix 1 for a background on how the new English 11 and 12 courses can be used in the admission decision.

courses are within the top 25% of admitted applicants to that program for the previous Winter Session. Applicants who wish to be considered for admission on the basis of final course grades for Grade 11 courses must submit an application for admission by 1 December each year for the following Winter Session.

Examples of Grade 11 Grades Substitutions

Alberta, NWT and Nunavut

~~Admission average based on five 30-level courses, including required courses.~~

Grade substitutions for interim evaluations shall occur as follows:

30-level course with missing grade	20-level course that may be substituted
English 30 or English Language Arts 30-1	English 20 or English Language Arts 20-1
Pure Math 30	Pure Math 20
Chemistry 30 or 30X	Chemistry 20
Biology 30 or 30X	Biology 20
Approved elective 30-level course Examples: French Language and Culture 30-1, Physics 30, World Religions 30	Elective 20-level course in an approved subject area not already included at the 30-level Examples: French Language and Culture 20-1, Geography 20, Physics 20

Note that in Alberta, the coding of a course as “30” denotes a grade 12 course and as “20” denotes grade 11.

Ontario

~~Admission average based on six “4U” or “4M” courses, including required courses.~~

Grade substitutions for interim evaluations shall occur as follows:

4U or 4M course with missing grade	3U or 3M course that may be substituted
English 4U	English 3U
Advanced Functions 4U, or Advanced Functions and	Mathematics 3U

Introductory Calculus 4U	
Chemistry 4U	Chemistry 3U
Biology 4U	Biology 3U
Approved elective 4U or 4M course Examples: TEJ4M Computer Engineering, BBB4M (International Business), CGU4U World Geography	Elective 3U or 3M course in an approved subject area not already included at the 4U or 4M level Examples: TEJ3M Computer Engineering, SPH3U Physics, CGF3M Physical Geography

Note that in Ontario, the coding of a course as “4U” denotes university preparation and “4M” denotes university/college preparation at the grade 12 level. The coding of “3U” denotes grade 11 university preparatory and “3M” denotes grade 11 university/college preparation.

Courses from Ontario that are from the old Grade 13 system do not factor into interim evaluations for current high school applicants and are therefore not addressed in this procedure.

Quebec

Students attending secondary schools in Quebec are not directly admissible to UBC and, as a result, these procedures do not apply to this group.

Saskatchewan

~~Admission average based on five 30-level courses, including required courses.~~

30-level course with missing grade	20-level course that may be substituted
English Language Arts A30 or B30	English Language Arts 20
Mathematics A30, B30 or C30	Mathematics 20
Biology 30	Biology 20 <u>N/A</u>
Chemistry 30	Chemistry 20 <u>N/A</u>
<u>Physics 30</u>	<u>N/A</u>
Approved elective 30-level course Examples: Economics 30, History 30, Social Studies 30	Elective 20-level course in an approved subject area not already included at the 30-level Examples:

	Geography 20, History 20, French 20
--	--

Note that in Saskatchewan, the coding of a course as “30” denotes grade 12 level and “20” denotes grade 11.

Manitoba

~~Admission average based on five “40S” courses, including required courses~~

40S course with missing grade	30S course that may be substituted
English 40S	English 30S
Pre-Calculus Mathematics 40S	Pre-Calculus Mathematics 30S
Biology 40S	Biology 30S
Chemistry 40S	Chemistry 30S
Approved elective 40S course Examples: French 40S, Physics 40S, World Issues 40S	Elective 30S course in an approved subject area not already included at the 40 level Examples: Physics 30S, Physical Geography 30S, Social Studies 30S

New Brunswick

~~Admission average based on five “12X” courses, including required courses.~~

12X course with missing grade	11X level course that may be substituted
English Language Arts 122	English Language Arts 112
Advanced Math with Calculus 120	Functions and Relations 111
Biology 121	Biology 111
Chemistry 121	Chemistry 111
Approved elective 12X course Examples: Environmental Science 120, French 122, Music 121	Elective 11X course in an approved subject area not already included at the 120 level Examples: French 112, Music 111, Physical Geography 110

Note that grade 12 academic courses in New Brunswick are noted as either 120, 121 or 122 and grade 11 courses are 111 or 112.

Nova Scotia

~~Admission average based on five grade 12 courses, including required courses.~~

Grade 12 course with missing grade	Grade 11 level course that may be substituted
English 12	English 11
Pre-Calculus Math 12	Advanced Mathematics 11
Biology 12	Biology 11
Chemistry 12	Chemistry 11
Approved elective grade 12 course Examples: Economics 12, French 12, History 12	Elective grade 11 course in an approved subject area not already included at the grade 12 level Examples: Geography 11, History 11, Physics 11,

Prince Edward Island

~~Admission average based on five 61X or 62X courses, including required courses.~~

61X or 62X course with missing grade	51X or 52X course that may be substituted
English 621A	English 521A
Mathematics 621A	Mathematics 521A
Biology 621A	Biology 521A
Chemistry 621A	Chemistry 521A
Approved elective 61X or 62X course Examples: French 621A, History 621A, Music 621A	Elective 51X or 52X course in an approved subject area not already included at the 600 level Examples: Geography 521A, Music 521A, Physics 521A

Newfoundland

~~Admission average based on five 320X courses, including required courses:~~

320X course with missing grade	220X course that may be substituted
English 3201	English 2201
Mathematics 3205	Mathematics 2205
Biology 3201	Biology 2201
Chemistry 3202	Chemistry 2202
Approved elective 320X course Examples: French 3201, Geography 3201, Physics 3201	Elective 220X course in an approved subject area not already included at the 3200 level Examples: French 2201, History 2201, Physics 2201

Appendix A: Criteria for Including Secondary School Courses in an Admission Average

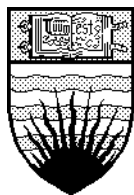
Secondary school courses included in an admission average must meet all of the following criteria:

- Offered by a recognized institution. Recognized institutions, for the purpose of UBC admission, include those that are approved by:
 - the Ministry of Education (or equivalent) in the relevant educational jurisdiction. Ministry-approved schools may offer both ministry developed courses and locally developed courses. Locally developed courses that are approved to satisfy graduation requirements may be included in admission averages if they meet the other criteria below or;
 - a UBC-recognized accrediting body or;
 - ~~the Senate Admissions Committee or;~~
 - ~~a~~ a Senate-approved designate (e.g., Deans in cases of admission from non-accredited institutions on 'Deans Discretion').
- Delivered at the Grade 12 level (or equivalent) ~~or approved for substitution into an admission average by the Senate Admissions Committee;~~
- Subject matter is one of the following:
 - Academic in delivery;²

² Academic courses are typically those that involve critical or analytical thinking on the part of the student. Examples include mathematics, sciences, and most arts courses (e.g. history, psychology, or economics). Academic courses include some depth and prepare the scholar for further scholarly activities in the same or a related field. Academic courses that may be included in admission averages will often be associated with a particular discipline of study offered by UBC. Non-academic courses are typically those that are based in activities, vocations or applied skills. Non-academic courses also include those that are based in religious or social/political indoctrination (most often seen at religious schools or schools delivering a curriculum that is mandated by a non-democratic state), or activity courses such as physical education, military training, etc. Non-academic courses may sometimes be described as "terminal courses", those that do not prepare students for further scholarly activities in a related subject. Finally, non-academic courses may convey a lot of information but lack depth or the requirement for critical or analytical thinking.

- b. Supportive of broad academic goals and objectives of the University (e.g., the selection of Aboriginal students);
 - c. Relevant to the selection of qualified students by a particular program or faculty. Inclusion of such courses in an admission average is subject to the approval of the Senate Admissions Committee on course-by-course basis.
4. Grades based on prior learning assessment and/or challenge exams are to be *excluded* from admission averages but may be used to satisfy program pre-requisites. For example, language course grades based on a challenge exam will not be included in admission averages; however, the same language courses may be used to satisfy the language requirements for a degree program at the University.
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THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: [UBC SENATES senate.ubc.ca](http://senate.ubc.ca)

J- 52.24

Number & Title:

J-52.24: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*

Effective Date:

For admission to the 2013-2019 Winter Session and thereafter.

Approval Date:

Proposed for consideration by the *Okanagan Senate* on 27-17 February May 2013 2018 and the *Vancouver Senate* on 13-16 February May 2013 2018.

Review Date:

This policy shall be reviewed one (1) year after approval, and thereafter as deemed necessary by the Responsible Committee.

~~This policy shall be reviewed three (3) years after approval and thereafter as deemed necessary by the Responsible Committees.~~

Responsible Committees:

Admissions and Awards Committee of the Okanagan Senate and Admissions Committee of the Vancouver Senate.

Authority:

University Act, S. 37(1)

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

(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty,

and to determine which faculty the students pursuing a course of study must register.”

Purpose and Goals:

This policy is designed to provide a mechanism for more timely and accurate academic assessments of secondary school applicants from the BC/Yukon curriculum applying to *direct-entry undergraduate programs*, including a mechanism to use *final course grades* for *Grade 11 courses* when a *final course grade* for a required *Grade 12 course* is not yet available, and more effective incorporation of English 12/English 12 First Peoples provincial examination results into admissions decisions.

Applicability:

This policy is applicable to *BC/Yukon Secondary School Applicants* to *direct-entry undergraduate programs* offered by faculties of the *University*.

Exclusions:

This policy does not apply to applicants who have another basis of admission.

Definitions:

For the purposes of this policy:

Admission average shall mean the academic average calculated by the University to determine the applicant's relative academic competitiveness. ~~The admission average is based upon at least four (4) completed Grade 12 courses as specified for the program to which they are applying.~~

BC/Yukon Secondary School Applicant shall mean an applicant following a secondary school program of study described and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

BC/Yukon Secondary School Curriculum shall mean a secondary school program of study described and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

Broad-Based Admission shall mean the consideration of non-academic and academic information (beyond the *admission average* and prerequisite courses) in undergraduate admission decisions.

Core admission average shall mean the *final admission average* or the *interim admission average*, as appropriate, used to determine the applicant's relative academic competitiveness for admission to a *direct-entry undergraduate program* and is comprised of all pre-requisite *Grade 11* and pre-requisite *Grade 12 courses*

and all Grade 11 and Grade 12 course grades relevant to the direct-entry undergraduate program.

Course grade shall mean the school-issued percentage grade for a course.

Examination grade shall mean the percentage grade result of the provincial examination.

Direct-entry undergraduate program shall mean a course of study offered by the University leading to a degree to which applicants are generally admitted upon either their secondary school academic performance or transfer from a comparable program at another post-secondary institution.

Extra-Provincial Curriculum or *Extra-Provincial Curricula* shall mean any Canadian secondary school system not following the BC/Yukon Secondary School Curriculum.

Final course grade shall mean the grade issued after the completion of the course. In the case of English 12/English 12 First Peoples, the *final course grade* consists of a 60% weighting on the school-assigned course grade and 40% on the results of a mandatory provincial examination.

Grade 11 course shall mean a course designated by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon to be at the Grade 11 academic level.

Grade 12 course shall mean a course designated by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon to be at the Grade 12 academic level and on the list of approved courses for consideration in calculating an *admission average*.

Interim admission average shall mean an *admission average* that includes one or more *interim course grades* for *Grade 12 courses* or one or more *final course grades* for *Grade 11 course* equivalents under this policy.

Interim course grade shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

Overall admission average shall mean the *final admission average* or the *interim admission average*, as appropriate, used to determine the applicant's relative academic competitiveness for admission to the University and is comprised of all academic Grade 11 and Grade 12 grades (excluding applied design, skills and technology, physical and health education, and career and personal training) as deemed by the Senate.

Policy:

1. Academic criteria, generally as indicated by a calculated *overall admission average*, *a core admission average*, and the completion of prerequisite courses, are the primary basis for determining admissibility to *direct-entry undergraduate programs*. However, with the approval of Senate, faculties and programs may elect to use *Broad-Based Admission* or other criteria to select from applicants whose *admission average* meets or exceeds faculty or program thresholds for admission which may vary from year to year.
2. An *admission average* or *interim admission average* will be calculated where all *Grade 12 courses* required for admission have been completed or are in-progress and all required verifiable or official *final* or *interim course grades* are available to the University.
3. An overall admission average shall be based on all academic Grade 11 and Grade 12 course grades subject to the following provisions. A minimum of six (6) Grade 12 course grades is recommended.
 - a. The overall admission average shall include a maximum of two (2) Grade 11 course grades and a maximum of two (2) Grade 12 course grades in the area of Visual and Performing Arts.
 - b. The lowest Grade 11 or Grade 12 course grade will be excluded from the calculation of the overall admission average.
 - c. Applicants presenting fewer than six (6) Grade 12 courses will be evaluated on a case-by-case basis.

~~—Admissions averages or interim admission averages A core admission average shall be based on at least include four (4) Grade 12 courses (or the Grade 11 course equivalents under this policy) as specified for the program all Grade 11 and Grade 12 course grades relevant to the direct-entry undergraduate program. The assessment focuses on the grades presented in all relevant academic Grade 11 and 12 (or equivalent) coursework, although in cases where the student presents at both the Grade 11 and the Grade 12 level, emphasis is placed upon the mark obtained in the more senior-level course.~~
4. Where available, *final* or *interim course grades* for *Grade 12 courses* shall be used in calculating an *admission average* or an *interim admission average*; however, notwithstanding point 2- above, should one or more of the required *Grade 12 courses* not have a *final* or *interim course grade* at the time of academic assessment, the *final course grade* for one or more appropriate *Grade 11 courses* will be substituted into the calculation of the *interim admission average* as follows:
 - a. for specified *Grade 12 courses* (English 12/English 12 First Peoples for all programs, or prerequisite Mathematics or Science courses for some programs), a *final course grade* for a *Grade 11* course in the same subject-area shall be substituted; and,

- b. for other *Grade 12 courses*, a *final course grade* for a *Grade 11 course* may be substituted so long as the course meets the criteria for inclusion as a secondary school course in an *admission average* but is at the *Grade 11 level*, and is not in a subject area that is already being used in the calculation of the *admissions average*.
5. *Grade 11 courses* that may be substituted for *Grade 12 courses* shall be set out in the procedures to this policy by the *Responsible Committees*.
6. Offers of admission based on *interim admission averages* that include one or more *final course grades* for *Grade 11 courses* and/or *interim course grades* for *Grade 12 courses* are conditional subject to the satisfactory completion of all required courses and the meeting of any requirements referenced in the letter of admission. Failure to meet any of the requirements referenced in the letter of admission may result in the withdrawal of the offer of admission.
7. Conditions required to retain an offer of admission will be determined by individual faculties on a year-to-year basis, and faculty thresholds may be higher than the published University minima.
8. Offers of admission for applicants who fail to meet the referenced conditions will be reviewed by the admitting faculty on a case-by-case basis.
9. When English 12/English 12 First Peoples is in progress at the point of evaluation, an *interim course grade* shall be used in the calculation of the *interim admission average*.
10. When English 12/English 12 First Peoples has been completed at point of evaluation, the *admission average* or *interim admission average* is calculated on whichever is the higher of the English 12/English 12 First Peoples *final grade* (weighted 60% *course grade* and 40% *examination grade*) or *course grade* alone.
11. In cases where a significant discrepancy exists between the English 12/English 12 First Peoples *course grade* and the *examination grade*, the University reserves the right to use the *examination grade* only. A significant discrepancy is determined by a difference of no less than 20% between the English 12/English 12 First Peoples *course grade* and the *examination grade*.
12. Notwithstanding- points 10-12, applicants who have completed the British Columbia Ministry of Education's New Graduation Program Requirements and are applying to the 2020 Winter Session -and thereafter must present a completed Graduation Literacy Assessment.
- ~~12.13.~~ The *Responsible Committees* shall set out the timing for admission decisions for admission to *direct-entry undergraduate programs* as a procedure to this policy.

Calendar Statements:

Okanagan URL:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,63,0>

[Homepage](#) → [Admissions](#) → [Applicants Following the BC/Yukon High School Curriculum](#) → [Admission Requirements](#) **Minimum Academic Qualification**

Admission Requirements

[...]

The admission average will be calculated on English 12 or English 12 First Peoples and the three additional UBC Okanagan campus approved Grade 12 courses from the table below, or the equivalents. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.

[...]

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

[...]

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Minimum Academic Qualifications

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

<u>Grade</u>	<u>Required Courses¹</u>
<u>Grade 12</u>	<u>English 12 or English 12 First Peoples¹</u>

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

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

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

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

Vancouver URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0>

Homepage Admissions Applicants Following the BC/Yukon Secondary School Curriculum Admission Requirements

Admission Requirements

The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.

[...]

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

[...]

Minimum Academic Qualifications

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

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

<u>Grade</u>	<u>Required Courses¹</u>
<u>Grade 12</u>	<u>English 12 or English 12 First Peoples¹</u>
<u>Grade 11</u>	<u>English 11 or English 11 First Peoples</u> <u>Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12</u> <u>Any course which satisfies the Social Studies 11 BC/YT graduation requirement</u> <u>At least one approved Science 11²</u> <u>An approved Language 11³</u>

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

² Applied Physics 11 and 12 (together these courses meet both the Grade 11 Science requirement and the Physics 11 requirement), Biology 11, Chemistry 11, Earth Science 11, Environmental Sciences 11, Life Sciences 11, or Physics 11

³ A beginner's Language 11 does not satisfy this requirement. Applicants may present any International Baccalaureate (IB) Ab Initio Language in place of Language 11.

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

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

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

Consultations:

Extensive consultation was undertaken outside of UBC: over 300 secondary school counselors from secondary schools on Vancouver Island, in the Lower Mainland, and in the Okanagan; and within UBC: Enrolment Services, Undergraduate Admissions, and UBC Okanagan and Vancouver Deans.

History:

The use of Grade 11 grades in calculating the *admission average*

Up until 1992, the University used both *Grade 11* and *Grade 12 course* grades to render admission decisions for *BC/Yukon Secondary School Applicants*. Following the lead of a number of other Canadian universities (UBC Vancouver Senate Minutes, April 22, 1992), the University Senate approved a revision of requirements for *BC/Yukon Secondary School Applicants* so that the *admission average* would be based solely upon grades in four *Grade 12 courses*. The Okanagan Senate was officially constituted in the fall of 2005.

In 2009, again following the lead of other Canadian universities, the UBC Vancouver and Okanagan Senates approved a pilot project that allowed the substitution of a *final course grade* for a *Grade 11 course* for an unavailable *interim course grade* for a *Grade 12 course* for secondary school applicants following Canadian *Extra-Provincial Curricula*. In 2011, the outcomes of the pilot project were reviewed and it was determined that there were not any significant differences in first-year performance between the students admitted on (a) *final course grade(s)* for *Grade 11 course(s)* and *final course grades* for *Grade 12 courses*, and (b) those admitted on *interim* and *final course grades* for *Grade 12 courses* only. As a result, policy J-51 was approved, allowing for the ongoing use of *final course grades* for *Grade 11 courses* for secondary school applicants from Canadian jurisdictions outside of BC when an *interim course grade* for a *Grade 12 course* is not yet available.

In March 2012, Policy J-52 was approved, allowing the use of BC secondary school *final course grades* for *Grade 11 courses* as substitutes for missing *interim course grades* for *Grade 12 courses*. Policy J-52 was put in place as a short-term measure to address issues related to *BC/Yukon Secondary School Applicants'* grade collection in light of the job action initiated by the BC Teachers' Federation.

While Policy J-52 was reviewed by both the Okanagan Senate Admissions and Awards Committee and the Vancouver Senate Admissions Committee and deemed appropriate for the extraordinary circumstances in which it was created, it was seen as insufficient as a long-term policy. As such, Policy J-52 was discontinued at the 19 December 2012 Okanagan Senate meeting and at the 19 September 2012 Vancouver Senate meeting. At the 19 December 2012 Okanagan Senate meeting and the 14 November 2012 Vancouver Senate, Policy O-52 and Policy V-52 (which are campus specific versions of this Policy J-52.1) respectively were approved. Due to the similarity of the policies, the Okanagan Senate Admissions and Awards Committee and the Vancouver Senate Admissions Committee decided to bring them together in this Policy J-52.1.

Prompted by changes to the Ministry of Education's New Graduation Program Requirements, the *Responsible Committee* undertook a review of admission policies. As a result, in 2018, Senate approved a holistic approach to undergraduate admission which assesses an undergraduate

applicant's full academic profile, including an evaluation based on as many courses as possible within an applicant's penultimate and ultimate years of secondary school studies. In addition to the overall academic assessment and a core assessment to determine the applicant's admissibility to a specific undergraduate degree program, the assessment includes a review of the depth, breadth, relevancy, and/or individual relevancy of the coursework presented for admission.

For entry to the 2019 Winter Session and thereafter, evaluation for admission include the calculation an *overall admission average*, designed to broadly assess an applicant's academic history. The assessment will be the same regardless of the *direct-entry undergraduate program* of choice and will focus on grades presented in all academic *Grade 11* and *Grade 12* courses. The admission process also includes the calculation of a program-specific *core admission average* which will assess an applicant's suitability for a specific *direct-entry undergraduate program*.

In addition to the *overall admission average* and *core admission average*, a holistic approach to admission includes the consideration of the depth, breadth, rigour and relevancy of coursework, and the applicant's specific circumstances with respect to access to a wide selection of courses or personal circumstances that may require an applicant to take a smaller course load. Applicants will be able to present personal circumstances in the admission application, to be reviewed on a case-by-case basis within the admission process.

The use of English 12/English 12 First Peoples provincial examination results in the calculation of undergraduate *admission average*.

Up until 2008, if a BC secondary school applicant had already completed English 12 English/12 First Peoples at the point of evaluation for undergraduate admission, the University always used the *final course grade* (composed of 60% school-assigned course grade and 40% provincial examination score) in the calculation of the *admission average*.

In March 2008, the UBC Okanagan Senate decided that the policy requiring *BC/Yukon Secondary School Applicants* to write optional provincial examinations be discontinued. A similar decision was also reached by the UBC Vancouver Senate in May of the same year. Going forward, in cases where a *BC/Yukon Secondary School Applicant* had already completed an optional Grade 12 examination, the *final course grade* (including the examination grade) would be incorporated in the *admission average* in March/April, but only if advantageous to the applicant. Otherwise, the *admission average* would now be calculated on the *course grade* only and the *examination grades* were discarded.

Policy J-52 was silent on whether the same principle should apply when the provincial examination remained mandatory (as in the case of English 12/English 12 First Peoples). In the spirit of both Senates' decisions, it was decided that in

practice, the *examination grade* in English 12/English 12 First Peoples would only be incorporated into the *admission average* if it proved beneficial to the applicant.

The 2017 changes to the Ministry of Education's New Graduation Program Requirements which specifically impacted UBC admission decisions included the elimination of the English 12 provincial examination requirement for all students entering Grade 12 in 2019/2020. Instead, students will complete a Graduation Literacy Requirement. The assessment will be scored on a detailed numerical scale (i.e., >100) and with a qualitative assessment (i.e., "meets expectations"), although only the qualitative assessment will be transcribed and made available to the student.

Students entering Grade 12 in 2018/2019 will be required to complete a Language Arts 12 course and the associated provincial examination to satisfy the requirements of the New Graduation Program. For entry to UBC in the 2019 Winter Session, applicants will be required to present a provincial examination grade and meet all requirements related to English 12/English 12 First Peoples as set out in Policy J-52.2.

Related Policies:

J-51.1: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula*

J-53: *Course-specific Minima for Secondary School Applicants*

Appendix:

N/A

Procedures:

In all cases, a *BC/ Yukon Secondary School Applicant's admission average* or *interim admission average* will be optimized such that the highest possible average is calculated while adhering to the rules outlined below.

Part 1: Calculation of *Interim Admission Averages*

1. The calculation of an *interim admission average* shall be based on the following, with course-by-course substitutions outlined below:
 - the *BC/ Yukon Secondary School Applicant* must have all required courses either in progress, completed, or anticipated to be complete by the end of their ultimate year of secondary school;
 - if one or more of the required or elective *Grade 12 courses* does not yet have a *final* or *interim course grade* then (a) *final course grade(s)* for a *Grade 11 course* shall be substituted into the *admission average* as follows:

- for ~~required-specified~~ *Grade 12 courses* (English or a prerequisite Mathematics or Science course), only a *final course grade* in a *Grade 11 course* in the same subject-area (i.e., a course that is directly laddered to the *Grade 12 course*) shall be substituted;
 - for ~~elective-other~~ *Grade 12 courses* ~~(i.e., a course that is UBC-approved as it meets the “Criteria for Including Secondary School Courses in an Admission Average”)~~, a *final course grade* for a *Grade 11 course* may be substituted so long as the course is ~~a)~~ not in a subject area that has already been included at the Grade 12 level (e.g., Biology 12 already included, do not include Biology 11), ~~and b) meets the UBC-approved criteria but is at the Grade 11 level.~~
2. The calculation of an *admission average* or an *interim admission average* shall be based on the following, with the use of the English 12/English 12 First Peoples examination grade incorporated as outlined below:
- if the *BC/ Yukon Secondary School Applicant* presents an *interim course grade* for English 12/English 12 First Peoples, the *course grade* is used in the calculation of the *interim admission average*;
 - if the *BC/ Yukon Secondary School Applicant* has already completed English 12/English 12 First Peoples at point of evaluation, *examination grades* will be used if the *examination grade* increases the applicant's *admission average* or *interim admission average*;
 - in cases where a significant discrepancy exists between the English 12/ English 12 First Peoples *course grade* and the *examination grade*, UBC reserves the right to use the *examination grade* only. A significant discrepancy is determined by a difference of no less than 20% between the English 12/ English 12 First Peoples *course grade* and the *examination grade*.

Part 2: Calculation of Admission Averages

1. The calculation of an *admission average* shall be based upon the following:
- the *BC/Yukon Secondary School Applicant* must have all required courses completed ~~or in-progress by at~~ the point of evaluation;
 - if the *BC/Yukon Secondary School Applicant* has not yet been admitted, the ~~overall-- and core~~ *admission average* is used to determine the applicant's relative competitiveness for admission;
 - if the *BC/Yukon Secondary School Applicant* has already been admitted (based upon their *interim admission averages*), the *admission averages* ~~is~~ used to determine whether the applicant meets the conditions of admission referenced with the initial offer of admission. This may include minimum thresholds in both the ~~core and~~ *overall admission averages* and specific prerequisite Grade 12 courses;
 - if these conditions are not met, the original offer of admission may be revoked at the discretion of the Faculty on a case-by-case basis.

Part 3: Timing of Admission Decisions

1. The University will make initial admission decisions for *direct-entry undergraduate programs* based upon data that is available /verifiable as of 1 April each year for the following Winter Session; the *admission average* used for these decisions will be made based upon *final* or *interim course grades* for *Grade 12 courses* (or equivalent *final course grades* for *Grade 11 courses*).

1.1 Section 1 notwithstanding, the University may also calculate an *interim admissions average* using only *final course grades* for *grade 11 courses* for outstanding applicants based upon data that is available/verifiable as of September 1 the year prior to admission. For the purposes of this section, “outstanding applicants” will be taken to mean applicants whose *final course grades* for all applicable *grade 11 courses* are within the top 25% of admitted applicants to that program for the previous Winter Session. Applicants who wish to be considered for admission on the basis of *final course grades* for *Grade 11 courses* must submit an application for admission by 1 December each year for the following Winter Session.
2. An additional round of admission decisions for *BC/Yukon Secondary School applicants* may be made based upon data that is available as of 15 May each year if it is anticipated that space will remain in the program to which the applicant has applied. The *admission average* used for these decisions will be made based upon *final* or *interim courses* for *Grade 12 courses* only.
3. Once a complete set of *final course grades* for *Grade 12 courses* becomes available (usually in the summer), an additional round of admission decisions for *BC/Yukon Secondary School Applicants* may be made if it is anticipated that space will remain in the program to which the applicant has applied.
4. Once a complete set of *final course grades* for *Grade 12 courses* becomes available (usually in the summer), *BC/ Yukon Secondary School Applicants* who have already been admitted based upon an *interim admission average* will be evaluated to determine if all the conditions of admission (as referenced on the admission letter) have been met.
5. In all instances, if the *BC/ Yukon Secondary School Applicant* has already completed the English 12/English 12 First Peoples BC Provincial Examination, the results will be used as outlined above.

Part 4: Grade 11 Grade Substitutions

Specific substitutions

Viable grade 11 courses

<u>Grade 12 Pre-Requisite</u>	<u>Approved Grade 11 substitute for Early Admission</u>
<u>English 12</u>	<u>Composition 11; Focused Literary Studies 11; or Creative Writing 11¹</u>
<u>English First Peoples 12</u>	<u>English First Peoples 11</u>
<u>Pre-Calculus 12</u>	<u>Pre-Calculus 11</u>
<u>Anatomy & Physiology 12</u>	<u>Life Sciences 11</u>
<u>Chemistry 12</u>	<u>Chemistry 11</u>
<u>Physics 12</u>	<u>Physics 11</u>

<u>BC/Yukon secondary school curriculum Grade 12 courses that may be used on the calculation of the admission average</u>	<u>BC/Yukon curriculum Grade 11 courses that may be used as a substitute</u>
<u>American Sign Language (ASL) 12</u>	<u>American Sign Language (ASL) 11</u>
<u>Arabic 12⁴</u>	<u>Arabic 11⁴</u>
<u>BC First Nations Studies 12</u>	<u>BC First Nations Studies 11</u>
<u>Biology 12⁺</u>	<u>Biology 11</u>
<u>Calculus 12</u>	<u>N/A³</u>
<u>Chemistry 12⁺</u>	<u>Chemistry 11</u>
<u>Computer Information Systems 12⁴</u>	<u>Computer Information Systems 11⁴</u>
<u>Computer Programming 12⁴</u>	<u>Computer Programming 11⁴</u>
<u>Croatian 12⁴</u>	<u>Croatian 11⁴</u>
<u>Economics 12</u>	<u>N/A³</u>
<u>English Literature 12</u>	<u>English Literature 11</u>
<u>English 12⁺ or English 12 First Peoples⁺ (but not both)</u>	<u>English 11 or English 11 First Peoples (but not both)</u>
<u>Français Langue 12 or French 12 (but not both)</u>	<u>Français Langue 11 or French 11 (but not both)</u>
<u>Geography 12</u>	<u>Social Studies 11³</u>
<u>Geology 12⁺</u>	<u>Earth Science 11</u>
<u>German 12</u>	<u>German 11</u>
<u>Halq'eméylem 12</u>	<u>Halq'eméylem 11</u>
<u>Heiltsuk 12</u>	<u>Heiltsuk 11</u>
<u>History 12</u>	<u>Social Studies 11³</u>
<u>Hul'q'umi'num' 12</u>	<u>Hul'q'umi'num' 11</u>
<u>Italian 12⁴</u>	<u>Italian 11⁴</u>
<u>Japanese 12</u>	<u>Japanese 11</u>
<u>Korean 12⁴</u>	<u>Korean 11⁴</u>

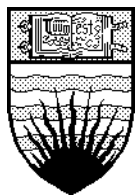
¹ See Appendix 1 for a background on how the new English 11 and 12 courses can be used in the admission decision.

Kwak'wala 12	Kwak'wala 11
Law 12	N/A³
Liqwala/Kwakwala 12	Liqwala/Kwakwala 11
Mandarin 12	Mandarin 11
nsiylxcən (Okanagan Language) 12	nsiylxcən (Okanagan Language) 11
Nte?kepmxein 12	Nte?kepmxein 11
Nuu-chah-nulth 12	Nuu-chah-nulth 11
Principles of Mathematics 12 or Pre-Calculus 12¹	Principles of Mathematics 12 or Pre-Calculus 11
Physics 12¹	Physics 11
Punjabi 12	Punjabi 11
Russian 12⁴	Russian 11⁴
Seewepemetsin (Shuswap Language) 12	Seewepemetsin (Shuswap Language) 11
Shashishalhem (Sechelt Language) 12	Shashishalhem (Sechelt Language) 11
Sim'algaxhl Nisga'a 12	Sim'algaxhl Nisga'a 11
Sm'algyax 12	Sm'algyax 11
Social Justice 12⁴	N/A^{3&4}
Spanish 12	Spanish 11
Sustainable Resources 12⁴	Sustainable Resources 11⁴
Tsek'ene 12	Tsek'ene 11
Upper St'at'imcets 12	Upper St'at'imcets 11

Notes:

- ¹—Indicates a prerequisite course used by one or more direct entry Faculties.
- ²—Social Studies 11 may not be double-counted if both Geography 12 and History 12 are in progress.
- ³—Course does not have a Grade 11 equivalent.
- ⁴—Indicates a course only applicable for UBC Okanagan programs

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY: [UBC SENATES
senate.ubc.ca](http://senate.ubc.ca)J-53.1**Number & Title:**

J-53.1: *Course-specific Minima for Secondary School Applicants*

Effective Date:

For admission to the ~~2014-2019~~ Winter Session and thereafter.

Approval Date:

Proposed for consideration by the Okanagan Senate on ~~27-17 February-May 2013~~ 2018 and by the *Vancouver Senate* on ~~13-16 February-May 2013~~ 2018.

Review Date:

This policy shall be reviewed three years (3) years after approval and thereafter as deemed necessary by the *Responsible Committees*.

Responsible Committees:

Admissions and Awards Committee of the Okanagan Senate and Admissions Committee of the Vancouver Senate.

Authority:

University Act, S. 37(1)

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

(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”

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

Purpose and Goals:

This policy is designed to provide faculties with a mechanism to impose competitive thresholds of performance in prerequisite courses used in the calculation of an admission average for *secondary school applicants* to *direct-entry undergraduate programs*.

Applicability:

This policy is applicable to all *secondary school applicants* applying to *direct-entry undergraduate programs* at the University.

Exclusions:

This policy does not apply to applicants who have another basis of admission.

Definitions:

For the purposes of this policy:

Overall admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine the applicant's relative academic competitiveness for admission to the University and is comprised of all academic Grade 11 and Grade 12 grades (excluding applied design, skills and technology, physical and health education, and career and personal training) as deemed by the Senate.

Core admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine the applicant's relative academic competitiveness for admission to a direct-entry undergraduate program and is comprised of all pre-requisite Grade 11 and pre-requisite Grade 12 courses.

Admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine an applicant's relative academic competitiveness for admission to the University or to a direct-entry undergraduate program.

Direct-entry undergraduate program shall mean a course of study offered by the University leading to a degree where applicants may be admitted upon either their secondary school academic performance or transfer from a comparable program at another post-secondary institution.

~~*Final admission average shall mean an admission average that is comprised solely of final grades in Grade 12 courses (or equivalents), used to make an offer of admission or to confirm an initial offer of admission based on an applicant's interim admission average.*~~

Grade 12 course (or equivalent) shall mean a course that is a) academic in nature; and b) approved for consideration in calculating an *admission average*.
Equivalents are determined based upon the curriculum presented by the applicant.

Grade 12 course grade (or equivalent) shall mean the *Grade 12 course* grade used in the calculation of an *admission average*. Equivalents are determined based upon a) the curriculum presented by the applicant; and b) the point in the admission cycle when an evaluation is being conducted.

Interim admission average shall mean an *admission average* that includes one or more *interim course grades* for *Grade 12 courses (or equivalents)*. The *interim admission average* is used to make an initial offer of admission to a *secondary school applicant* who is still working towards completion of their secondary school credential.

Interim course grade shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

Prerequisite Grade 11 course shall mean a Grade 11 course (or equivalent) that is specified by the Senate for inclusion in the calculation of the admission average for a particular direct-entry undergraduate program.

Prerequisite Grade 12 course shall mean a *Grade 12 course (or equivalent)* that is specified for inclusion in the calculation of the *admission average* for a particular *direct-entry undergraduate program*.

Secondary school applicant shall mean an applicant following a recognized secondary school curriculum whose graduates are eligible for consideration for entry into a *direct-entry undergraduate program* at the University. This includes applicants from secondary schools following sub-national, national, and international curricula.

Policy:

~~1. The *admission average* is normally determined by the mean grade achieved over *Grade 12 courses (or equivalents)* required for admission, calculated by the University, including *prerequisite Grade 12 courses*, to determine relative academic competitiveness. For some international curricula, the University shall consider the assessment of the applicant's entire credential as the *admission average* used to determine relative academic competitiveness.~~

2.1 In addition to considering the *overall admission average and core admission average*, the University may also consider the grades in individual *prerequisite Grade 12 courses* as specified by the admission requirements of and thresholds set by the particular faculty to determine an applicant's relative

academic competitiveness. Applicants with *prerequisite Grade 12 course grades* that fall below the faculty-set thresholds may not be deemed competitive for admission.

~~3.2.~~ Conditions required to retain an offer of admission will be determined by individual faculties on a year-to-year basis and may include thresholds for the applicant's *final admission average* and/or their final grades on *prerequisite Grade 12 courses*.

~~4.3.~~ Students admitted based upon an *interim admission average* who fail to meet the faculty-set competitive thresholds for either the *final admission average* or the final *prerequisite Grade 12 course grades* will be reviewed by the admitting faculty on a case-by-case basis and may have their offer of admission revoked.

Calendar Statements:

<p>Faculty/School: N/A Department/Unit: Enrolment Services Faculty/School Approval Date: N/A Effective Session: 2014W (To be published in the Academic Calendar upon approval for the purpose of informing prospective students.) <u>2019 Winter Session</u> Faculty/School: all</p>	<p>Date: 1 January 2013 <u>20 April 2018</u> Contact Person: Andrew Arida, Associate Registrar, Undergraduate Admissions Phone: 604.822.2890 Email: andrew.arida@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,325,0,0 <u>Homepage → Admissions → Admission for Secondary School Applicants</u> <u>Admission Requirements</u> <u>Academic criteria are the primary basis for determining admissibility to UBC. Many programs also consider non-academic information. For secondary school applicants, the academic assessment consists of an overall assessment and a core academic assessment, the latter being specific to the program(s) to which the student has applied. In addition, breadth, rigour and relevancy of</u></p>	<p><u>Proposed Academic Calendar Entry:</u> <u>Homepage (draft) Admissions Applicants Following the BC/Yukon High School Curriculum Minimum Academic Qualifications</u> <u>Proposed Academic Calendar Entry:</u> <u>Homepage (draft) Admissions Applicants Following Secondary School Curricula in Canada, Outside of BC/Yukon Determining Admissibility</u></p>

secondary school coursework may also factor into the admission decision.

Although there is not a strict minimum number of course required, UBC does recommend that students graduating with a Canadian secondary school credential present at least six academic ad non-academic Grade 12-level courses (including Grade 12-level courses taken in the Grade 11 year). Non-academic courses include subjects classified as Applied Design, Skills and Technologies, Career Education, Physical and Health Education, or Faith-based. For applicants from outside of Canada, the minimum number of senior-year courses will vary by jurisdiction. Students with fewer than the recommended number of Grade 12-level courses will be considered on a case-by-case basis.

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

The Overall Academic Assessment (All Programs)

The overall academic assessment is designed to broadly assess an applicant's academic history. The assessment is the same regardless of the program to which the student has applied and focuses on the marks presented in all academic Grade 11 and 12 coursework (regardless of the year in which the course was

Determining Admissibility

[15692] Academic criteria are the primary basis for determining admissibility to the UBC Okanagan campus; however, many programs consider non-academic information as well. See [youbc Okanagan](#) for further information on non-academic admission criteria.

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

[...]

Proposed Academic Calendar Entry:
[Homepage \(draft\) Admissions Applicants Following the American Secondary School Curriculum](#)

Applicants Following the American Secondary School Curriculum

[14981] Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:

[14982]

- graduation from an academic or college preparation program at a US regionally-accredited school;

completed). Wherever possible, UBC will exclude the academic course with the applicant's lowest grade so long as the course is not required or relevant to the intended area of study at UBC.

The Core Academic Assessment (Program-Specific)

The core academic assessment is designed to assess an applicant's aptitude for a particular area of study within the university. The core academic assessment will vary depending upon the program to which the student has applied (see table outlining "Program Requirements for Canadian Secondary School Applicants" [hotlink to table]). The assessment focuses on the grades presented in all relevant academic Grade 11 and 12 (or equivalent) coursework, although in cases where the student presents a course at both the Grade 11 and the Grade 12 level, emphasis is placed upon the mark obtained in the more senior-level course. There is not a minimum number of courses required for admission, but applicants are encouraged to challenge themselves with a substantial number of courses that are relevant to their intended area of study at UBC. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the core academic assessment.

...

URL:
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,326,0,0>

- ~~English to the senior level (not ESL);~~
- ~~at least three other senior academic subjects and prerequisites appropriate for the intended program of study;~~
- ~~three years of mathematics to the junior level; and~~
- ~~either (a) SAT I or (b) ACT plus Writing.~~

~~[14983] In countries where the SAT and ACT are unavailable, exemptions may be granted.~~

~~Proposed Academic Calendar Entry:~~
~~Homepage (draft) Admissions Applicants Following Other International Secondary School Curricula~~

~~Applicants Following Other International Secondary School Curricula~~

~~[14985] The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.~~

~~[...]~~

~~[14987] Because of the differences in world educational systems, satisfactory~~

[Homepage](#) → [Admissions](#) → [Applicants Following Canadian Secondary School Curriculum](#)

[Applicants Following Canadian Secondary School Curriculum](#)

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019.

For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for further information on non-academic admission criteria.

The following information should be considered in conjunction with the program-specific admission requirements listed in Program Requirements for Canadian Secondary School Applicants.

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

Applicants must arrange for their high school grades to be submitted to UBC Admissions before the stated document deadline. The grade record

~~completion of secondary school is not necessarily an acceptable basis for admission to first year. UBC reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.~~

~~[...]~~

Proposed Academic Calendar Entry:
[Homepage \(draft\)](#) [Admissions Applicants Following the BC/Yukon Secondary School Curriculum Admission Requirements](#)

Admission Requirements

[19761] Academic criteria are the primary basis for determining admissibility to UBC's Vancouver campus; however, many programs consider non-academic information as well. Academic averages for the purpose of admission to UBC's Vancouver campus are primarily based on Grade 12 final or in-progress course grades available in the spring; however, an applicant's full academic history (including grades for completed Grade 11 courses) may be considered, particularly where sufficient Grade 12 information is not yet available.

~~[...]~~

[95] The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Should final or in-progress Grade 12 grades not be available at the time of

must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements. Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required.

The following Provincial Requirements apply:

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URL:
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,293,0,0>

Homepage → Admissions → Applicants Following American Secondary School Curriculum

Applicants Following American Secondary School Curriculum

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Applicants following the American secondary school curriculum must

evaluation, final Grade 11 grades may be used as appropriate.

~~**Proposed Academic Calendar Entry:**~~

~~Homepage (draft) Admissions Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon Determining Admissibility~~

Determining Admissibility

~~[129] Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for further information on non-academic admission criteria.~~

~~[19142] Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available.~~

~~[...]~~

~~**Proposed Academic Calendar Entry:**~~

~~Homepage (draft) Admissions Applicants Following American Secondary School Curriculum~~

Applicants Following American Secondary School Curriculum

~~[17147] Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:~~

present the following minimum criteria to be considered for admission:

- graduation from an academic or college preparation program at a US regionally-accredited school;
- English to the senior level (not ESL);
- three years of mathematics to the junior level;
- a minimum final grade of 70% (or equivalent) in either junior or senior year English; and
- either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted).

Certain programs may require a competitive minimum grade in individual prerequisite courses.

Students applying with a US High school diploma are recommended to present at least six senior-level courses as part of their diploma. Applicants with a strong academic record who do not present the minimum number of courses as per above will be considered on a case-by-case basis.

Academic courses are generally taken in the junior or senior year of secondary school but some appropriate courses may be taken earlier than this. Inclusion of those courses in the overall or core assessment will be determined by the Undergraduate Admissions Office at the time of review. For example, it is possible for students to take AP courses, and some science courses,

[17148]

- ~~graduation from an academic or college preparation program at a US regionally-accredited school;~~
- ~~English to the senior level (not ESL);~~
- ~~at least three other senior academic subjects and prerequisites appropriate for the intended program of study;~~
- ~~three years of mathematics to the junior level;~~
- ~~a minimum final grade of 70% (or equivalent) in either junior or senior year English; and~~
- ~~either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted)~~

Present Academic Calendar Entry:
Homepage (draft) Admissions
Applicants Following Other
International Secondary School
Curricula

Applicants Following Other International Secondary School Curricula

[18228] ~~All applicants applying to UBC from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English. Final grades include both the school grade and mandatory standardized examination results.~~

earlier than junior year. Courses such as these are appropriate for admission, and will be in overall and core assessments.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the US secondary school curriculum presented for admission.

The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.

URL:
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,294,0,0>
 Homepage Admissions Applicants Following Other International Secondary School Curricula

Applicants Following Other International Secondary School Curricula

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

All applicants applying to UBC from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English. Final grades include both the school grade and mandatory standardized examination results.

[17149] The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

[...]

[17151] Because of the differences in world educational systems, satisfactory completion of secondary school is not necessarily an acceptable basis for admission to first year. The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the international secondary school curriculum presented for admission.

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

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URL:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,325,0,0>

Homepage → Admissions → Admission for Secondary School Applicants

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

Although there is not a strict minimum number of course required, UBC does recommend that students graduating with a Canadian secondary school credential present at least six academic and non-academic Grade 12-level courses (including Grade 12-level courses

taken in the Grade 11 year). Non-academic courses include subjects classified as Applied Design, Skills and Technologies, Career Education, Physical and Health Education, or Faith-based. For applicants from outside of Canada, the minimum number of senior-year courses will vary by jurisdiction. Students with fewer than the recommended number of Grade 12-level courses will be considered on a case-by-case basis.

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

The Overall Academic Assessment (All Programs)

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

The Core Academic Assessment (Program-Specific)

The core academic assessment is designed to assess an applicant's aptitude for a particular area of

study within the university. The core academic assessment will vary depending upon the program to which the student has applied (see table outlining “Program Requirements for Canadian Secondary School Applicants” [hotlink to table]). The assessment focuses on the grades presented in all relevant academic Grade 11 and 12 (or equivalent) coursework, although in cases where the student presents a course at both the Grade 11 and the Grade 12 level, emphasis is placed upon the mark obtained in the more senior-level course. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the core academic assessment.

...

URL:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,326,0,0>

Homepage → Admissions → Applicants
Following Canadian Secondary School Curriculum

Applicants Following Canadian Secondary School Curriculum

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for

further information on non-academic admission criteria.

The following information should be considered in conjunction with the program-specific admission requirements listed in Program Requirements for Canadian Secondary School Applicants.

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

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

The following Provincial Requirements apply:

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URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,293,0,0>

Homepage → Admissions → Applicants Following American Secondary School Curriculum

Applicants Following American Secondary School Curriculum

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:

- **graduation from an academic or college preparation program at a US regionally-accredited school;**
- **English to the senior level (not ESL);**
- **three years of mathematics to the junior level;**
- **a minimum final grade of 70% (or equivalent) in either junior or senior year English; and**
- **either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are**

unavailable, exemptions may be granted).

Certain programs may require a competitive minimum grade in individual prerequisite courses.

Students applying with a US High school diploma are recommended to present at least six senior-level courses as part of their diploma.

Applicants with a strong academic record who do not present the minimum number of courses as per above will be considered on a case-by-case basis.

Academic courses are generally taken in the junior or senior year of secondary school but some appropriate courses may be taken earlier than this. Inclusion of those courses in the overall or core assessment will be determined by the Undergraduate Admissions Office at the time of review. For example, it is possible for students to take AP courses, and some science courses, earlier than junior year. Courses such as these are appropriate for admission, and will be in overall and core assessments.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the US secondary school curriculum presented for admission.

The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,294,0,0>

[Homepage → Admissions → Applicants Following Other International Secondary School Curricula](#)

[Applicants Following Other International Secondary School Curricula](#)

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

All applicants applying to UBC from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English. Final grades include both the school grade and mandatory standardized examination results.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the international secondary school curriculum presented for admission.

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

....	
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Consultations:

Extensive consultation was undertaken outside of UBC: over 300 secondary school counselors from secondary schools on Vancouver Island, in the Lower Mainland, and in the Okanagan; and within UBC: Enrolment Services, Undergraduate Admissions, and UBC Okanagan and Vancouver Deans.

History:

Historically, the University has determined a *secondary school applicant's* a) achievement of the minimum admission requirements (as identified in the UBC calendar) and b) relative academic competitiveness (as determined by Faculty on a year-to-year basis) by calculating an *admission average*. In some cases, the University also uses individual course grades to determine admissibility, but only as it pertains to the published university minima for admission. An example would be the Vancouver campus' requirement of a final grade of 70% in either English 11 or English 12 (or equivalent); another would be the requirement of a minimum score of 67% in Pre-Calculus 12 (or equivalent) for admission to the Bachelor of Science program at either campus. But these are viewed as minimum admission requirements, not competitive requirements. In other words, an applicant with a grade of 90% in Pre-Calculus 12 cannot be considered "more competitive" for admission than another with a 75% in the same course; an assessment of relative academic competitiveness can only be made on the overall *admission average*.

Faculties have indicated that this approach does not allow the undergraduate admission process to select applicants who will be the most successful in first year. An applicant can mitigate a weak score in a key prerequisite subject (such as English 12 or Pre-Calculus 12, for example) with a strong score in an elective subject, gaining admission to UBC if their overall admission average is strong. But such a student is likely to struggle in their first year of study if their program requires 100-level coursework in English or Mathematics. Conversely, an applicant with a slightly lower admission average but stronger grades in prerequisite courses is seen as less competitive than the aforementioned student, even though they are more likely to perform better in required first-year coursework.

Prompted by changes to the Ministry of Education's New Graduation Program Requirements in 2017, the *Responsible Committee* undertook a review of

admission policies. As a result, in 2018, Senate approved a holistic approach to undergraduate admission which assesses an undergraduate applicant's full academic profile, which includes the evaluation of as many courses as possible within an applicant's penultimate and ultimate years of secondary school studies. The revised definitions and policy in *Policy J-53.1* reflect the calculation of overall and core admission averages to determine admissibility.

Related Policies:

J-51.1: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula*

J-52.2~~1~~: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*

Appendix:

N/A

Procedures:

1. If the applicant has applied to enter into a Faculty that specifies a competitive minimum threshold in one or more *prerequisite Grade 12 courses*, the applicant must meet that minimum threshold in order to be considered competitive for admission; and
2. The competitive minimum threshold required in one or more *prerequisite Grade 12 courses* shall be determined by the individual Faculty on a year-by-year basis.

Timing of Admission Decisions:

1. The University will make initial admission decisions for *direct-entry undergraduate programs* based upon data that is available/verifiable as of 1 April each year for the following Winter Session; the *admission average* used for these decisions will be made based upon *final* or *interim course grades* for *Grade 12 courses (or equivalents)*.
2. Faculties determine a) the overall and core admission averages and b) the minimum threshold on *prerequisite Grade 12 courses* used to assess the relative competitiveness of the applicant.
3. Once a complete set of *final course grades* for *Grade 12 courses (or equivalents)* becomes available (usually in the summer), an additional round of admission decisions for *secondary school applicants* may be

made if it is anticipated that space will remain in the program to which the applicant has applied.

4. Once a complete set of *final course grades* for *Grade 12 courses (or equivalents)* becomes available (usually in the summer), *secondary school applicants* who have already been admitted based upon an *interim admission average* will be evaluated to determine if all the conditions of admission (as referenced in the admission letter) have been met.
5. If the faculty requires minimum thresholds on *prerequisite Grade 12 courses* and the admitted student no longer meets those thresholds, then the student may be deemed to have been unsuccessful in meeting the conditions of admission referenced in the admission letter. In these instances, the original offer of admission may be revoked at the discretion of the faculty on a case-by-case basis.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca/okanagan
[n](#)

17 May 2018

To: Okanagan Senate

From: Admissions and Awards Committee

Re: e) Master of Management: Changes in Admission Requirements (approval)
f) Master of Social Work: Changes in Admission Requirements (approval)
g) Master of Science in Computer Science: Changes in Admission Requirements (approval)

e. Master of Management – Admissions Calendar Changes (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admissions for applicants to the Master of Management program. The larger than envisioned first cohort of students admitted in 2017 and the experimental nature of this new program has required that the Faculty carefully manage the frequency of future intakes of student cohorts. The proposed revisions will inform applicants of the admissions process for the program.

Motion: That Senate approve changes in admission for applicants to the Master of Management, effective for the 2018 Summer Session and thereafter.

f. Advanced One-Year Master of Social Work and Foundational Two-Year Master of Social Work – Revised Admission Requirements (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Master of Social Work program specifically in regards to acceptable pre-requisite degrees for the Advanced One-Year Master of Social Work. The changes will also allow for a more diverse student population to apply for admission to the Foundational Two-Year Master of Social Work program.

Motion: That Senate approve changes in admission requirements for applicants to the Advanced One-Year Master of Social Work and the Foundational Two-Year Master of Social Work, effective for admission to the 2018 Winter Session and thereafter.

- g. Master of Science in Computer Science – Revise Admission Requirements
(approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Master of Science in Computer Science program. The changes are intended to attract students with a degree in mathematics and who are interested in theoretical work in the broad area of computing.

Motion: *That Senate approve changes in admission requirements for applicants to the Master of Science in Computer Science, effective for admission to the 2018 Winter Session and thereafter.*

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

Faculty/School: Faculty of Management Dept./Unit: n/a Faculty/School Approval Date: April 12, 2018 Effective Session: 2018S	Date: April 12, 2018 Contact Person: Dr. Mike Chiasson Phone: 250.807.8248 Email: mike.chiasson@ubc.ca
Type of Action: [delete other choices] Other: Notification of practice	
Rationale: [explain why type of action is needed; please provide context and rationale as intended audience is from various Faculties]	
<p>The redeveloped Master of Management program officially launched in July 2017 with its first cohort of students. Originally, when the revised program was brought before Senate in 2014, the goal was to deliver the program to an initial cohort of 9 students. Higher than expected student interest resulted in a cohort of 21 students for the first offering (commencing July 2017).</p> <p>As noted in the package presented to Senate in April 2014: “The MM program will serve as a beta test, pilot and incubator for new styles of learning as we adapt to the growing use of on-line and blended teaching, MOOCs and other innovations in higher education.” Through the inaugural delivery of the redeveloped MM program, we have embraced this opportunity to experiment and learn, and to build a strong foundation for future cohorts.</p> <p>The larger than envisioned first cohort of students, the experimental nature of this first delivery, and the need to act in current and future students’ interests has prompted a need for carefully managing the frequency of future intakes of student cohorts (either bi-annually or annually).</p>	



<p>Proposed Academic Calendar Entry: [16112] The Master of Management (M.M.) offered by the Faculty of Management is an opportunity for enterprising, imaginative and adaptive managers in organizations facing rapid change in globally connected regional settings to acquire and apply in-depth knowledge in specific areas of managing and leading that will be applicable in all organizational settings.</p> <p><u>(Please note: Typically, the Faculty will admit a cohort of students to this 25-month long program on a biennial basis. Please refer to the Faculty website for details on entry years and specific dates for the MM).</u></p>	<p>Draft Academic Calendar URL: URL http://www.calendar.ubc.ca/okanagan/prooff/edit/index.cfm?tree=18,287,1042,1298</p> <p>Present Academic Calendar Entry: [16112] The Master of Management (M.M.) offered by the Faculty of Management is an opportunity for enterprising, imaginative and adaptive managers in organizations facing rapid change in globally connected regional settings to acquire and apply in-depth knowledge in specific areas of managing and leading that will be applicable in all organizational settings.</p>
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Admissions Proposal Form Okanagan Campus

Faculty/School: FHSD/School of Social Work Department/Unit: Faculty Approval Date: 20171129 Effective Session: 2018W	Date: 20171206 Contact Person: Dr. John Graham Phone: 250.807.9980 Email: john.graham@ubc.ca
Type of Action: Revise Admissions requirements – Program level	
Rationale: Admission requirements updated to allow a more diverse student population to apply to the M.S.W. Foundational Two-Year track. Additionally, more specificity in regards to acceptable pre-requisite degrees for the Advanced One-Year M.S.W. is incorporated.	
Proposed Academic Calendar Entry: [...] <p>[15985] Advanced One-Year M.S.W.</p> <p>[15986] The Advanced One-Year M.S.W. program track (30 credits) is designed for professionals who currently hold a B.S.W. degree, <u>from an institution accredited by the Canadian Associate for Social Work Education (CASWE) or the Council of Social Work Education (CSWE).</u> Individuals with <u>out such a</u> degree cannot be admitted into the Advanced One-Year M.S.W.</p> <p>[15987] Foundational Two-Year M.S.W.</p> <p>[15988] The Foundational Two-Year M.S.W. program track (60 credits) is designed for students who do not have a B.S.W. but who <u>do</u> hold <u>an</u> undergraduate degree.</p>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1175 Present Academic Calendar Entry: [...] <p>[15985] Advanced One-Year M.S.W.</p> <p>[15986] The Advanced One-Year M.S.W. program track (33 credits) is designed for professionals who currently hold a B.S.W. degree. Individuals with any degree other than a B.S.W. cannot be admitted into the Advanced One-Year M.S.W.</p> <p>[15987] Foundational Two-Year M.S.W.</p> <p>[15988] The Foundational Two-Year M.S.W. program track (60 credits) is designed for students who do not have a B.S.W., but who hold a related undergraduate degree.</p> <p>[15966] Personal Suitability for the Social Work Profession</p>



<p>Proposed Academic Calendar Entry:</p> <p>[16007] Admission Requirements</p> <p>[13561] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Advanced One-Year Track of the program must hold a Bachelor of Social Work degree, <u>from an institution accredited by the Canadian Associate for Social Work Education (CASWE) or the Council of Social Work Education (CSWE). Individuals without such a degree cannot be admitted into the Advanced One-Year M.S.W.</u> Applicants must have:</p> <p>Proposed Academic Calendar Entry:</p> <p>[15990] Admission Requirements</p> <p>[15991] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Foundational Two-Year Track will hold an undergraduate degree and have:</p>	<p>[15965] Please see the policy on Personal Suitability for the Social Work Profession.</p> <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1177</p> <p>Present Academic Calendar Entry:</p> <p>[16007] Admission Requirements</p> <p>[13561] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Advanced One-Year Track of the program must hold a Bachelor of Social Work degree from an accredited Canadian social work program (or the international equivalent from a program recognized by the Canadian Association of Social Workers or the Council of Social Work Education). Applicants must have:</p> <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1291</p> <p>Present Academic Calendar Entry:</p> <p>[15990] Admission Requirements</p> <p>[15991] The M.S.W. program is governed by the policies of the College of Graduate Studies and the School of Social Work. Students applying to the Foundational Two-Year Track will hold an undergraduate degree with preference given to social science and behavioural science courses and have:</p>
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Curriculum Proposal Form

Change to Course/Program – Okanagan campus

Category: 2	
Faculty/School: Arts and Sciences Dept./Unit: CMPS Faculty/School Approval Date: 20180313 Effective Session: 2018W	Date: 2018-01-12 Contact Person: Dr. Yong Gao Phone: 250.807.9503 Email: yong.gao@ubc.ca
Type of Action: Revision to Calendar Description (Computer Science Graduate Program: Admission Requirements) Change the description for applicants with a degree in Mathematics.	
Rationale: To attract students with a degree in mathematics and interested in theoretical work in the broad area of computing. These students, upon successful completion of their MSc program, have the potential to pursue their PhD at UBCO, specializing in Mathematical Foundation of Computing - an area in our Math PhD program supported by faculty members from computer science and mathematics.	
Proposed Academic Calendar Entry: Admission Requirements [17146] Master of Science (M.Sc.) [17147] The M.Sc. program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students [17148] Applicants to the M.Sc. program will normally have an honours or a bachelor's degree in Computer Science. Applicants in a related field that fits within the program are also welcome to apply. For example, applicants with interest in Optimization and Theoretical Computer Science may have a degree in Mathematics	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prooof/edit/index.cfm?tree=18,285,1087,1350 Present Academic Calendar Entry: Admission Requirements [17146] Master of Science (M.Sc.) [17147] The M.Sc. program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. [17148] Applicants to the M.Sc. program will normally have an honours or a bachelor's degree in Computer Science. Applicants in a related field that fits within the program are also welcome to apply. For example, applicants with interest in Optimization may have a degree in Mathematics and interest in scientific



<p>and interest in <u>the theory and practice of computing</u> while applicants interested in data science may have a degree in Statistics and computational skills.</p> <p>[...]</p>	<p>computing while applicants interested in data science may have a degree in Statistics and computational skills.</p> <p>[...]</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca/okanagan

4 May 2018

To: Okanagan Senate

From: Appeals of Standing and Discipline Committee

Re: Annual Report 2017-2018 (information)

Committee Terms of Reference:

Delegated Authority over the following by Senate:

- A. Appeals of decisions of the President on student discipline;
- B. Appeals of final decisions of Faculties on academic standing; and
- C. Appeals of final decisions of Faculties on promotion/advancement.

The Okanagan Senate Appeals of Standing and Discipline Committee is a standing committee of the Okanagan Senate established under section 37(1)(v) of the *University Act* R.S.B.C. 1996, c.468 (the “*Act*”) as the “standing committee of final appeal for students in matters of academic discipline.” The Committee also serves as the mechanism for student appeals of faculty decisions under section 40(g) of the *Act*.

As per Part 5, Section 37(a) of the *Rules and Procedures of the Okanagan Senate*, and following general legislative practice for a standing committee exercising delegated authority of a larger assembly, the Committee makes an annual report to Senate including the number of appeals heard, their disposition, and the general nature of the appeals.

The following provides a brief outline of disciplinary and academic standing appeals along with a summary of appeals considered by the Committee during the period 1 May 2017 to 30 April 2018.

A. Student Discipline

Under section 61(1) of the *Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2) of the *Act*, the President “must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3) of the *Act*, the “action of the president is final and subject in all cases to an appeal to the senate.”

Student discipline is governed by the Policies and Regulations section of the UBC Okanagan Academic Calendar (see UBC Okanagan Academic Calendar Policies and

Regulations, Student Discipline
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,0,0>).

1. Academic Misconduct

During the Period 1 May 2017 to 30 April 2018, the Senate Committee received no appeals involving students disciplined for academic misconduct by the President upon the recommendation of the President's Advisory Committee on Student Discipline.

2. Non-academic Misconduct

During the period 1 May 2017 to 30 April 2018, the Committee received one appeal involving a student disciplined by the President upon the recommendation of the President's UBC Okanagan Non-Academic Misconduct Committee.

The student was disciplined for non-academic misconduct for engaging in conduct that created conditions that endangered the health, safety, and well-being of another student. The discipline imposed by the President was suspension from the University for a period of 12 months, a notation of non-academic misconduct entered on the student's transcript (to be removed upon lapsing of the suspension), and permanent exclusion from living in UBC student residence. The student appealed on the following four grounds:

- 11.4(3) That there was a breach or unfair application of the University's procedure prior to the President's Committee hearing that was raised before the President's Committee but not adequately remedied through the President's Committee; and
- 11.4(4) That the procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or that the President gave insufficient reasons for his or her decision.

Where the appeal is under section 11.4(3) or section 11.4(4), the appropriate standard of review is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President's Committee to be unfair. If the Senate Committee finds this to be the case, it will refer the matter back to the President's Committee for a re-hearing, or with the consent of the student and the Initiator, reverse or vary the President's decision or substitute its own decision. The Senate Committee found that a reasonable person, knowledgeable about the facts, would perceive the process to be fair.

- 11.4(5) That the President erred in the President's assessment of the evidence in the President's Committee's report, including any factual inferences made by the President, or the credibility of the student or other witnesses.

Where the appeal is under paragraph 11.4 (5), the appropriate standard of review is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the President's assessment of the evidence in the President's Committee's report, including any factual inferences made by the President or the credibility of the student or other witnesses, is

unreasonable. The Senate Committee found that the President's assessment of the evidence in the President's Committee's report was reasonable.

- 11.5(6) That the discipline imposed by the President was excessive.

Where the appeal is under paragraph 11.4 (6), the appropriate standard of review is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the academic discipline imposed is unreasonable. The Senate Committee found that the discipline imposed by the President was excessive.

Appeal Allowed.

B. Academic Standing

The Okanagan Senate has delegated to the Appeals of Standing and Discipline Committee the authority to hear and dispose of student appeals from decisions of faculties in matters of academic standing. The Committee shall allow an appeal where it is decided that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a faculty member. The Okanagan Senate has conferred on the Committee the power to make final decisions pursuant to section 37(1)(b) of the *Act* (see UBC Okanagan Academic Calendar, Policies and Regulations, Senate Appeals on Academic Standing, section 2: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,106,0>).

Students may also appeal to the Committee for contravention of procedure with respect to a Review of Assigned Standing in a Course (see UBC Okanagan Academic Calendar, Policies and Regulations, Review of Assigned Standing in a Course: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,294,0,0>).

An appeal allowed by the Committee shall be by:

- reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or
- quashing of the decision of the Faculty, and the sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.

1. Academic Standing

During the period 1 May 2017 to 30 April 2018, the Committee heard 1 appeal on academic standing:

- The student appealed a decision of the Faculty to deny a request for deferred standing. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was

there a failure to consider information that ought properly to have been considered.

Appeal Dismissed.

Respectfully submitted,

Dr. Robert Campbell, Chair
Appeals of Standing and Discipline Committee

Members of the Committee:

- Dr. Robert Campbell (Chair)
- Dr. Shahria Alam
- Mr. Myron Campbell
- Dr. Diana Carter
- Dr. Jennifer Gustar
- Ms. Gillianne Hardy-Legault
- Ms. Brittini MacKenzie-Dale
- Ms. Kristen Morgan



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3333 University Way
Kelowna, BC Canada V1V 1V7

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17 May 2018

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

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

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval four revised programs, four revised courses and three new courses brought forward by the Faculty of Arts and Sciences, one new course brought forward by the Faculty of Education, two new courses brought forward by the Faculty of Creative and Critical Studies and one new program and nineteen new courses brought forward by the Faculty of Applied Science.*

- a. From the Faculty of Arts and Sciences
 - i. B.Sc. in Statistics Major (revised program)
 - ii. DATA 101 (3) Making Predictions with Data (new course)
 - iii. M.Sc. and Ph.D. in Biochemistry and Microbiology (revised program)
 - iv. M.Sc. and Ph.D. in Biology (revised program)
 - v. M.Sc. and Ph.D. in Chemistry (revised program)
 - vi. BIOC 549 (21) M.Sc. Thesis (revised course credits)
 - vii. BIOL 599 (21) M.Sc. Thesis (revised course credits)
 - viii. CHEM 549 (23) M.Sc. Thesis (revised course credits)
 - ix. INDG 404 (3) Indigenous Peoples' United Nations and Global Issues (new course)
 - x. COSC 210 (4) Software Construction (new course)
 - xi. MATH 160 (3) Mathematical Reasoning for Arts and Education (revised course)
- b. From the Faculty of Education
 - i. EDUC 160 (3) Mathematical Reasoning for Arts and Education (new course)
- c. From the Faculty of Creative and Critical Studies

- i. CULT 316 (3) Narrative Film Production (new course)
- ii. CULT 317 (3) Digital Documentary Production (new course)
- d. From the Faculty of Applied Science
 - i. B.A.Sc. in Manufacturing Engineering (new program)
 - ii. MANF 230 (4) Manufacturing Engineering Laboratory (new course)
 - iii. MAN 270 (3) Production Systems Management I (new course)
 - iv. MANF 330 (6) Manufacturing Engineering Project I (new course)
 - v. MANF 368 (3) Engineering Measurements and Instrumentation (new course)
 - vi. MANF 370 (3) Production Systems Management II (new course)
 - vii. MANF 386 (3) Industrial Automation (new course)
 - viii. MANF 430 (6) Manufacturing Capstone Design Project (new course)
 - ix. MANF 450 (3) Life Cycle Analysis and Sustainability (new course)
 - x. MANF 455 (3) Factory Planning (new course)
 - xi. MANF 460 (3) Supply Chain Tactics and Strategies (new course)
 - xii. MANF 465 (3) Digital Enterprise (new course)
 - xiii. MANF 470 (3) Production Systems Management III (new course)
 - xiv. ENGR 401(3) Bioinstrumentation (new course)
 - xv. ENGR 402 (3) Biotechnology: Fundamentals and Applications (new course)
 - xvi. ENGR 403 (3) Corrosion Science (new course)
 - xvii. ENGR 456 (3) Electrochemical Energy Storage Systems (new course)
 - xviii. ENGR 469 (3) Polymer Engineering (new course)
 - xix. ENGR 507 (3) Bio-Microelectromechanical Systems (new course)
 - xx. ENGR 508 (3) Specialty Alloys: Fundamentals, Applications and Development (new course)

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Arts & Sciences Dept./Unit: CMPS Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 2017-11-30 Contact Person: Dr. Jeffrey Andrews Phone: 250.807.9931 Email: jeff.andrews@ubc.ca
Type of Action: Program change	
Rationale: <p>The field of statistics recognizes its importance within the broader scientific community to provide the tools and theory necessary for science to progress, but also its reliance on that same community to generate hypotheses, data, and problems to tackle. It is of the utmost importance that students training in the practice of statistics recognize and embrace this symbiosis.</p> <p>Previously, the Statistics major incorporated a complicated swath of upper-level elective credits as a means to this end. Unfortunately, students found it difficult to plan their degrees such that they had the necessary lower-level pre-requisites to satisfy the upper-level electives within a four-year degree. The proposed “streams” are a solution to this problem, wherein students can choose a discipline that makes use of statistical theory and are then provided a well-structured, yet flexible, schedule to adhere to.</p> <p>Importantly, we expect the proposed revamp of the BSc in Statistics to come at no additional cost, as the included STAT/DATA courses are relied upon by other degree programs and are therefore consistently offered such that the degree can be finished within the standard four-year timeframe.</p> <p>Additionally, the minor in Statistics has been updated to match currently available offerings in the calendar.</p> <p>For further details, including upper-year course titles and comparisons to other programs offered from the Department of Computer Science, Mathematics, Physics and Statistics, please see the attached Introduction.</p>	
Proposed Academic Calendar Entry: [16033] Major in Statistics <p>[16035] This program provides students with a solid grounding in the theoretical, computational, and applied aspects of statistical science. Students also specialize in an area of application through upper-level electives <u>and fulfilling stream requirements in another discipline</u>. A graduate of this program is prepared for further study in statistical science, or to enter into a career in Statistics Canada, health sciences, business, government, industry, or</p>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tre=18,282,858,1292 Present Academic Calendar Entry: [16033] Major in Statistics <p>[17178] This program is currently under review. Students wishing to enroll in this program must contact the Statistics undergraduate program advisor.</p> <p>[16034] Note: The UBC Okanagan campus also offers a B.Sc. Major in Mathematics with a Statistics Concentration.</p> <p>[16035] This program provides students with a solid grounding in the theoretical, computational, and applied aspects of</p>



an actuarial/financial institution. Each student must consult with the program advisor in his or her first or second year for advice in planning third- and fourth-year courses.

[16036]

First <u>and Second</u> Years	Credits
CHEM 111 or CHEM 121; and CHEM 113 or CHEM 123	6
MATH 100, 101	6
Two of ENGL 112 or 114, 113, 150, 151, 153	6
PHYS 111 or 112; and PHYS 102, <u>121</u> , or 122	6
COSC 111	<u>3</u>
<u>DATA 101</u>	<u>3</u>
MATH 200, 221 ¹	<u>6</u>
STAT 230	<u>3</u>
Arts electives	6
<u>2nd-Year Science Electives</u>	<u>6</u>
<u>Stream requirements ²</u>	<u>9</u>
Total Credits	60
Third and Fourth Years	
STAT 303, <u>400, 401, 403</u>	<u>12</u>
<u>DATA 311, 405, 407, 410</u>	<u>12</u>
<u>Two of MATH 303, 307, COSC 303, 304, DATA 301, PHYS 420</u>	<u>6</u>
<u>Arts electives</u>	<u>6</u>
<u>Electives, of which at least 3 credits must be upper-level</u>	<u>15</u>
<u>Stream requirements ²</u>	<u>9</u>
Total Credits	60
Minimum credits for degree	120

¹ Math 221 may be taken in the second term of the first year.

statistical science. Students also specialize in an area of application through upper-level electives. A graduate of this program is prepared for further study in statistical science, or to enter into a career in Statistics Canada, health sciences, business, government, industry, or an actuarial/financial institution. Each student must consult with the program advisor in his or her first or second year for advice in planning third- and fourth-year courses.

[16036]

First Year	Credits
CHEM 111 or CHEM 121; and CHEM 113 or CHEM 123	6
MATH 100, 101	6
Two of ENGL 112 or 114, 113, 150, 151, 153	6
PHYS 111 or 112; and PHYS 102 or 122	6
COSC 111, 121	6
Total Credits	30
Second Year	
MATH 200, 220 , 221 ¹	9
STAT 230, 240	6
Arts electives	6
Electives	9
Total Credits	30
Third and Fourth Years	
STAT 400 or STAT 448	3
STAT 303, 309, 310	9
STAT 405 or STAT 407	3
9 credits from STAT 311, 336, 403, 405, 406, 407, 410, 448, 449²	9
9 credits from upper-level MATH and STAT courses	9
27 credits from upper-level electives, of which	27
9 credits must be in one discipline other than Mathematics and Statistics that is relevant to Statistics³	
6 credits must be from Science	
6 credits must be from Arts	
Total Credits	60



² Stream requirements:

Students must complete one of the following options. The program advisor maintains a list of suggested courses for which within-stream students will gain the pre-requisites for upper-level requirements.

Biology Stream:

All of: BIOL 116, 125, 201

All of: 9 credits upper-level BIOL

Biochemistry Stream:

All of: BIOL 116, 125, 200

All of: 9 credits upper-level BIOL or BIOC

Physical Geography Stream:

One of: GEOG 108, 109

Two of: GEOG 108, 109, 200, 207, 213, 222, 272

All of: 9 credits upper-level Science GEOG courses*

Earth and Environmental Sciences Stream:

All of: EESC 111 and 6 credits 2nd-year EESC

All of: 9 credits upper-level EESC

***See BSc requirement page**

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1065>) and program advisor

[16037] Statistics Honours Program

[16038] The course requirements are the same as in the Major in Statistics program, except that 6 credits must be in STAT 448.

[16039] Admission Requirements

[16040]

- Fourth-year standing (minimum of 78 credits in the Major in Statistics).
- Minimum grade average of **76%** in all courses taken to date applicable to the Major in Statistics.
- Enrolment in STAT 448 with a project and a supervisor.

[16041] Graduation Requirements

[16042]

Minimum credits for degree

120

¹ Math 221 may be taken in the second term of the first year.

~~² At least 6 credits from 400-level STAT courses are required.~~

[16037] Statistics Honours Program

[16038] The course requirements are the same as in the Major in Statistics program, except that 6 credits must be in STAT 448.

[16039] Admission Requirements

[16040]

- Fourth-year standing (minimum of 78 credits in the Major in Statistics).
- Minimum grade average of **75%** in all courses taken to date applicable to the Major in Statistics.
- Enrolment in STAT 448 with a project and a supervisor.



- Completion of the course requirements for the Major in Statistics.
- A minimum **76%** graduating grade average (GGA).
- Minimum grade average of 85% in all upper-level STAT courses.
- Completion of 6 credits of STAT 448. A written project is required with a public presentation of the project in the form of a seminar.

[16043] Minor in Statistics

[16044] A student must successfully complete **MATH 100, 101, 200, 221, STAT 230 and DATA 101,** and **18** credits in courses selected from STAT 303, **400, 401,** 403, 406, **448** 449, **DATA 311, 405, 407, 410.**

[16041] Graduation Requirements [16042]

- Completion of the course requirements for the Major in Statistics.
- A minimum **75%** graduating grade average (GGA).
- Minimum grade average of 85% in all upper-level STAT courses.
- Completion of 6 credits of STAT 448. A written project is required with a public presentation of the project in the form of a seminar.

[16043] Minor in Statistics

[16044] A student must successfully complete STAT **240** and **15** credits in **STAT** courses selected from STAT 303, **309, 310, 311, 336,** 403, **405,** 406, **407, 410,** 449.

Introduction to the Updated B.Sc. Major, Honours, and Minor in Statistics

The revamped B.Sc. Major in Statistics serves students interested in applying modern statistical reasoning to scientific questions. The structure is as follows.

First and Second Years	Credits
CHEM 111 or CHEM 121; and CHEM 113 or CHEM 123	6
MATH 100, 101	6
Two of ENGL 112 or 114, 113, 150, 151, 153	6
PHYS 111 or 112; and PHYS 102, 121, or 122	6
COSC 111	3
DATA 101	3
MATH 200, 221 ¹	6
STAT 230	3
Arts electives	6
2 nd -Year Science Electives	6
Stream requirements ²	9
Total Credits	60
Third and Fourth Years	
STAT 303, 400, 401, 403	12
DATA 311, 405, 407, 410	12
Two of MATH 303, 307, COSC 303, 304, DATA 301, PHYS 420	6
Arts electives	6
Electives, of which at least 3 credits must be upper-level	15
Stream requirements ²	9
Total Credits	60
Minimum credits for degree	120

¹ Math 221 may be taken in the second term of the first year.

² Stream Requirements:

Students must complete one of the following options. The program advisor maintains a list of suggested courses for which within-stream students will gain the pre-requisites for upper-year requirements.

Biology Stream:

All of: BIOL 116, 125, 201

All of: 9 credits upper-level BIOL

Biochemistry Stream:

All of: BIOL 116, 125, 200

All of: 9 credits upper-level BIOL or BIOC

Physical Geography Stream:

One of: GEOG 108, 109

Two of: GEOG 108, 109, 200, 207, 213, 222, 272

All of: 9 credits upper-level Science GEOG courses*

Earth and Environmental Sciences Stream:

All of: EESC 111 and 6 credits 2nd-year EESC

All of: 9 credits upper-level EESC

*See BSc requirement page and program advisor

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1065>)

The best students in the program will be advised to do an Honours in Statistics to gain intensive supervision over two semesters of directed studies. The Honours in Statistics is outlined next.

B.Sc. Statistics Honours Program

The course requirements are the same as in the Major in Statistics program, except the student must maintain a high grade level (at least 76% grade average in all courses taken to date applicable to the Statistics Major) and the student must complete 6 credits of STAT 448 Directed Studies.

Note that the previous grade level requirement (75%) has been changed to align with graduate school requirements, as suggested during the curriculum consultation process.

B.Sc. Minor in Statistics

The updated Minor in Statistics includes the same requirements as before – namely, 6 lower-level credits and 15 upper-level. Due to recent calendar changes, including the curriculum updates to introduce the Data Science program, many of the course options that were previously offered in the Minor have been renamed, or in some cases aggregated, including subject code changes to DATA. The actual course mappings will be discussed later in this introduction. It is noteworthy that these courses are still being taught by Statistics faculty.

Faculty members supporting the program

The following faculty members will support the program.

Name	Rank	Recent Funding	Research Expertise
Jeffrey Andrews	Assistant Professor	DG, Engage, Accel, JELF, Em	Statistical machine learning, clustering and classification with mixture models
W. John Braun	Professor	DG, CANSSI, JELF, Em	Computational statistics, statistical education
Paramjit Gill	Associate Professor		Spatial statistics, sports statistics, statistical stylometry, and social networks models
Jason Loeppky	Associate Professor	DG, CRD, Engage, Em	Design and analysis of experiments for physical processes and computer-based simulations

Abbreviations: DG (NSERC Discovery Grant), CRD (NSERC Collaborative Research and Development grant), Engage (NSERC Engage grant), Accel (MITACS Accelerate grant), CANSSI (Canadian Statistical Sciences Institute), JELF (John R. Evans Leaders Fund from the Canada Foundation for Innovation), Em (UBCO Eminence Fund - Cluster of Research Excellence in Medical Physics and Data Analytics).

Admission Requirements

- Major in Statistics: Admission into the B.Sc.
- Honours in Statistics: 4th-year standing, at least 76% grade average in all courses taken to date applicable to the Statistics Major

Completion Requirements

- Major in Statistics: To complete the program, the student must successfully pass 120 credits.
- Honours in Statistics:
 - Completion of the course requirements for the Statistics Major;
 - Completion of two semesters of STAT 448 Directed Studies with a minimum grade of 76%; and
 - A minimum 76% graduating grade average (GGA).

Program Capacity: 25 students/year

Course changes associated with the revamped Major in Statistics

Course Additions	Notes
^DATA 101 Making Predictions with Data	^Is currently undergoing curriculum consultation - provides an introduction to predictive modelling. Some modernized coverage of STAT 240
DATA 311 Machine Learning	Migrated STAT 311 Modern Statistical Methods and some modernized STAT 240 Statistical Reasoning

DATA 405 Modelling and Simulation	Modern statistics is heavily reliant on results from computational simulations. We therefore view DATA 405 as an important addition to the required program.
DATA 407 Sampling and Design	Modernized combination of STAT 405 Design and Analysis of Experiments and STAT 407 Sample Surveys
DATA 410 Regression and Generalized Linear Models	Modernized combination of STAT 310 Regression Analysis and STAT 410 Introduction to Generalized Linear Models.
STAT 401 Probability and Statistical Inference	Modernized STAT 309 Introduction to Statistical Inference.
STAT 403 Stochastic Processes	Comprehension of the theory underlying random variables is fundamental for a statistics degree.
Stream Requirements	Specific courses from other IKBSAS programs have been incorporated to emphasize applications for the practice of Statistics. See below for details.

Course Removal	Notes
COSC 121 Computer Programming II	Not deemed essential for application of statistical methods
MATH 220 Mathematical Proofs	Not deemed essential for application of statistical methods
STAT 240 Statistical Reasoning	No longer offered, see DATA 101/311 in “additions”
STAT 309 Probability and Statistical Inference	See STAT 401 in “additions”
STAT 405 Design and Analysis of Experiments	See DATA 407 in “additions”
STAT 407 Sample Surveys	See DATA 407 in “additions”

Factoring in the course changes noted above, we estimate an approximate effective change of 10% in the content of the revamped major.

The introduction of streams, which will be rationalized and described in the section that follows, is considered primarily a clarification of the elective structure that previously existed. Streams therefore should not be considered a substantive content change in the program.

Introduction of ‘Streams’ within the Major in Statistics

The field of statistics recognizes its importance within the broader scientific community to provide the tools and theory necessary for science to progress, but also its reliance on that same community to generate hypotheses, data, and problems to tackle. It is of the utmost importance that students training in the practice of statistics recognize and embrace this symbiosis.

The proposed streams, which we hope to expand over time in consultation with other disciplines, are a necessary step in this direction. Furthermore, these streams provide students with a well-defined program compared to the previous upper-level elective requirements (27 credits, with a number of broad guidelines), where students sometimes struggled to find courses in external disciplines that they had the pre-requisites for.

Each stream conforms to a requirement of 18 credits (9 lower-level, 9 upper-level) from another discipline. It is not the intention that stream credits be quantitative in nature. The application of statistics to other disciplines requires fundamental knowledge of that domain, and therefore the focus of streams (especially at the lower-level) is ensuring that students complete core courses in another discipline. What follows is a summary for the initial four streams:

Biology Stream

BIOL 116 Biology for Science Majors I

BIOL 125 Biology for Science Majors II

BIOL 201 Introduction to Evolution and Ecology

9 upper-level BIOL credits

Program Advisor Note: **BIOL 265** would be a suggested lower-level elective, and **BIOL 301, 308** would be suggested upper-levels to allow enrolment in any course on this list: **BIOL 366, 371, 372, 401, 417, 420, 422, 444, 452 460, 468**

Biochemistry Stream

BIOL 116 Biology for Science Majors I

BIOL 125 Biology for Science Majors II

BIOL 200 Cell Biology

9 upper-level BIOL or BIOC credits

Program Advisor Note: **BIOL 265** and **CHEM 204** would be suggested lower-level electives, and **BIOL 354** would be suggested upper-levels to allow enrolment in any course from this list: **BIOL 311, 312, 314, 318, 319, 341, 350, 356, 363, 366, 371, 372, 382, 393, 420, 452, 460, 461, 468; BIOC 308, 309, 402, 403, 405, 407**

Physical Geography Stream

GEOG 108 Introduction to Physical Geography I or GEOG 109 Introduction to Physical Geography II

Two of: GEOG 108, 109, 200, 207, 213, 222, 272

9 upper-level Science GEOG credits

Program Advisor Note: See BSc requirement page to determine Science eligibility of the upper-level GEOG credits.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1065>

Earth and Environmental Sciences Stream

EESC 111 Earth Science

6 second-year EESC credits

9 upper-level EESC credits

Program Advisor Note: Most EESC upper-levels require EESC 111 and/or upper-level standing and/or credits from 200 level EESC courses. Thus, most students opting for this stream should be well positioned for upper-year courses by default.

Course changes associated with the revamped Minor in Statistics

Since the course changes associated with the revamped minor have much overlap to those enacted for the Major, we will summarize by showing the abbreviated course mappings to the updated curriculum. As a general overview, the upper year changes amount to one removal (STAT 336), two two-to-one mappings, and two additions (DATA 405 and STAT 400). As such, by naive count the number of options have dropped from 11 to 10. However, since STAT 336 has not been offered since 2005/2006, we argue that there is no change in the effective number of offerings, and due to the variety of offerings has increased.

Old Course(s)	New Course(s)	Notes
STAT 336	None	Statistical Quality Control has not been offered since 2005/2006
STAT 240	DATA 101 and STAT 230	STAT 240 (no longer offered) previously had 230 as a prereq. We

		therefore replace 240 with DATA 101 and further require STAT 230.
STAT 309	STAT 401	See STAT 401 in Major “additions”
STAT 310 and 410	DATA 410	See DATA 410 in Major “additions”
STAT 311	DATA 311	See DATA 311 in Major “additions”
STAT 405 and 407	DATA 407	See DATA 407 in Major “additions”
NA	DATA 405	Modelling and Simulation has been added as an option
NA	STAT 400	Statistical Consulting has been added as an option

As an oversight, the revamped Minor was not included in the proposal that circulated during the consultation process.

However, as these offerings are relied on by the revamped Major, which was fully consulted on, we do not expect further concerns regarding the revamped Minor.

Program learning outcomes

Graduates will be able to

- demonstrate a thorough foundation in core statistics: inference, regression, statistical learning, diagnostics, design of experiments, and sampling theory;
- demonstrate an ability to handle and analyze data sets on a computer;
- demonstrate skills in mathematics: multivariable calculus and matrix algebra;
- apply statistical methods in an interdisciplinary setting: consulting and interdisciplinary streams.

The learning outcomes for the program remain unchanged. The previous Major in Statistics intended to provide the ‘interdisciplinary’ outcome through its elective structure, which, as noted earlier in this introduction, proved cumbersome for students to both plan and complete. As such, the proposed changes do not adjust the expected learning outcomes of the program.

Differences with existing programs

The revamped Statistics major is summarized in the table below, alongside existing programs for contrasting purposes.

Major or Honours	Focus	Mandatory upper-level core courses
Computer Science	Breadth of computer science skills especially software engineering, algorithms, human computer interaction; culminate with mandatory capstone project	<ul style="list-style-type: none"> • COSC 304 Introduction to Databases • COSC 310 Software Engineering • COSC 320 Analysis of Algorithms • COSC 341 Human Computer Interaction • COSC 499 Capstone Software Engineering Project
Data Science	Computing and statistical skills with data manipulation, modeling and visualization	<ul style="list-style-type: none"> • COSC 304 Databases • COSC 322 Artificial Intelligence • COSC 360 Web Programming • COSC 407 Parallel Computing • STAT 303 Introduction to Probability • DATA 301 Introduction to Data Analytics • DATA 311 Machine Learning

		<ul style="list-style-type: none"> • DATA 410 Regression and Generalized Linear Models
Mathematical Sciences	Combined degree between MATH and COSC with some STAT, emphasis on proofs and algorithms/software engineering	<ul style="list-style-type: none"> • MATH 220 Mathematical Proof • COSC 310 Software Engineering • COSC 320 Analysis of Algorithms • MATH 307 Applied Linear Algebra • MATH 311 Abstract Algebra I or MATH 327 Analysis I • MATH 319 Introduction to Partial Differential Equations or MATH 340 Introduction to Linear Programming • STAT courses (x3)
Mathematics	Breadth of mathematical skills with emphasis on proofs and foundations	<ul style="list-style-type: none"> • MATH 220 Proofs • MATH 225 Differential Equations • MATH 311 Abstract Algebra or MATH 327 Analysis • MATH 319 Partial Differential Equations or MATH 340 Linear Programming
Statistics	Breadth of statistical tools and theory, with emphasis on interdisciplinary application	<ul style="list-style-type: none"> • STAT 303 Introduction to Probability • STAT 400 Statistical Consulting • STAT 401 Probability and Statistical Inference • STAT 403 Stochastic Processes • DATA 311 Machine Learning • DATA 405 Modelling and Simulation • DATA 407 Sampling and Design • DATA 410 Regression and Generalized Linear Models • Stream requirements

Rationale for changes (Minor)

Students majoring in several other programs (for example, Biology, Biochemistry, Geography, EESC, etc.) may be interested in the Minor in Statistics in order to gain further insight on quantitative problems arising within their primary field of study. The proposed changes reflect current offerings while still matching the learning outcomes of the previous minor, and actually provide a larger variety of Statistics courses (consulting, modeling and simulation) than were available previously.

Rationale for changes (Major)

Statistics programs are a staple of university campuses worldwide. The differences between the proposed Statistics program and other majors offered on campus, including by this Department, are substantial enough to warrant it being offered. Furthermore, there are no budget implications as all program-essential courses are consistently offered in conjunction with other BSc/MSc (cross-listed) programs on campus. The introduction of “streams” within the program will provide students a feasible framework to complete interdisciplinary requirements, which heretofore proved problematic for students to plan. Importantly, these streams have received support from the departments whose courses will be relied on.

Conclusion

In summary, the revamped BSc Major, Honours, and Minor in Statistics will offer students with quantitative and interdisciplinary interests viable and attractive programs to enrol in, and as noted in the budget implication form, are expected to come at no additional cost to the Department or IKBSAS.



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Unit 5 Faculty/School Approval Date: 20180116 Effective Session: 2018W1	Date: Nov 30, 2017 Contact Person: Dr. Jeff Andrews Phone: 250.807.9931 Email: jeff.andrews@ubc.ca
Type of Action: New Course	
Rationale: There is a growing demand for a workforce that has the skills to handle data in order to make evidence-based decisions and predictions. This course will be suitable for students across the arts and sciences as it will provide them with the fundamental skills for using raw data and basic predictive techniques.	
Proposed Academic Calendar Entry: <u>DATA 101 (3) Making Predictions with Data</u> <u>Introduction to the techniques and software for handling real-world data. Topics include data cleaning, visualization, simulation, basic modeling, and prediction making. [3-1-0]</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Biology Faculty/School Approval Date: 20171201 Effective Session: 2018W	Date: 20171018 Contact Person: Laura Hooker Phone: 250.807.9551 Email: laura.hooker@ubc.ca
Type of Action: Revise Biochemistry and Molecular Biology MSc. program requirements	
Rationale: <p>At UBC Okanagan, M.Sc. students in the Biochemistry and Molecular Biology (BIMB) graduate program complete four graduate-level courses (3 credits each), including a graduate seminar course (BIOC 530). This is a higher course requirement than many similar programs in Canada. We have found that this reduces the amount of time available to students to learn hands-on skills in their laboratories and other research environments. We are proposing to reduce the four course (12 credit) requirement to a three course (9 credit) requirement, including the graduate seminar. For flexibility, and for consistency with the BIOL and CHEM programs, the course description has been altered to remove the specific requirement for a methods-based course (although students may still take this course, if offered). The course reduction represents a loss of 3 credits, which will be balanced by increasing the research-based thesis from 18 to 21 credits to maintain the required 30 credit program. Note: Graduate handbooks will clarify that students are expected to take their required courses from more than one faculty member and, as a backup, the student's supervisory committee will ensure that this is followed.</p> <p>This proposal is made in consultation with the CHEM and BIOL graduate programs which are proposing similar changes (i.e. two courses plus one seminar).</p> <p>Please refer to accompanying MSc BIMB course requirement reduction-background and rationale document for additional information.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[16075] Master of Science (M.Sc.)</p> <p>[16076] The M.Sc. degree requires completion of a 3-credit seminar course, 6 credits of graduate or advanced courses in Biochemistry or related subjects approved by the student's advisory committee, and the submission and defence of a 21-credit, research-based thesis (BIOC 549). Coursework must be completed with an average of 76% (B+) and a minimum in each course of 72% (B-).</p> <p><u>Students interested in transferring from the M.Sc. program into the Ph.D. program should be aware that additional coursework is required to qualify for transfer into the Ph.D. program. Students should refer to the Ph.D. admission requirements and program requirements below and contact the department for complete information about transferring into the Ph.D. program.</u></p> <p>[...]</p>	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1068,1296</p> <p>Present Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[16075] Master of Science (M.Sc.)</p> <p>[16076] The M.Sc. degree requires completion of a 3-credit seminar course, a 3-credit methods course, 6 credits of graduate or advanced courses in Biochemistry or related subjects approved by the student's advisory committee, and the submission and defence of a thesis. Coursework must be completed with an average of 76% (B+) and a minimum in each course of 72% (B-).</p> <p>[...]</p>
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Biochemistry and Molecular Biology M.Sc. Program Course Requirement Reduction.

Background and Rationale

1. Please briefly describe the category one change you are proposing and why. What program(s) are affected? What challenges, opportunities, or problems are you trying to address?

At UBC Okanagan, M.Sc. students in the Biochemistry and Molecular Biology (BIMB) graduate program complete four graduate-level courses (3 credits each), including a graduate seminar course (BIOC 530). This is a higher course requirement than many similar programs in Canada. Our program has found that this reduces the amount of time available to students to learn hands-on skills in their laboratories and other research environments. We are proposing to reduce the four course requirement to a three course requirement, which will include the graduate seminar. For flexibility, and for consistency with the BIOL and CHEM programs, the course description has been altered to remove the specific requirement for a methods-based course (although students may still take this course, if offered). The course reduction represents a loss of 3 credits, which will be balanced by increasing the research-based thesis from 18 to 21 credits to maintain the required 30 credit program. This proposal is made in coordination with the CHEM and BIOL graduate programs, which are proposing similar changes (i.e. two courses + seminar).

2. In general terms, what is the rationale for this? What are your primary objectives (e.g. educational/ societal goals, revenue generation, student diversification, reputational enhancement, faculty interest, industry demand, other)? What are benefits to students, to the department, to the Faculty, to the campus, to UBC, to the community?

The graduate school experience should be one that imparts new knowledge in the classroom and subsequently allows each student to discover new knowledge through research in the laboratory. The four course requirement is excessive and would be better served as a three course requirement (including BIOC 530). This reduction in course load allows ample opportunity to learn new material in the classroom, while increasing their time in the lab to generate new knowledge. A written poll was distributed to the nine BIMB MSc students, five responses were returned with 4/5 indicating support for a reduction. Presumably, the four non-respondents weren't strongly interested one way or the other. The tenor of the student comments in support went along the lines of this student's response, "More time to focus on the research. The course selection is limited and many courses are not relevant to your thesis. More time working on the actual thesis would be more beneficial." There was no written comment from the student opposed to the change.

3. Please describe the existing capabilities, capacity, and infrastructure in the department and beyond to make this change feasible. Are there any additional resources / conditions that must be in place to make the change feasible and effective?

No new resources or infrastructure would be needed to make this change.

4. What are the challenges to enacting the change?

The change is a simple one requiring no new funding or infrastructure requirements.

5. How does the change align with UBC's strategy? With UBC Okanagan strategic plan? With Faculty strategy and plans? With government policies? With public or private sector needs? With other existing or planned UBC programs?

UBC's strategic plans have emphasized the importance of experiential learning. This course load change will allow students to have a better balance between classroom learning and experiential learning in their research program. This will result in graduate students being better equipped to formulate a hypothesis and investigate that hypothesis using the scientific method directly due to the increased research time made available through a reasonable course load reduction. This will result in students authoring more and better publications, which will make them more competitive for awards and jobs. Graduating research students will be much better prepared and desirable to academia, government, and industry due to their increased research and laboratory skills.

6. Please discuss the evidence for the rationale for the change proposed. Why is now the right time and UBC the right place? What has changed/is changing to create a demand for this change?

The rationale for this change is based on a course load requirement which is largely anachronistic. This has the effect of reducing the amount of time that our graduate students spend in their research environment. This results in students from UBC Okanagan being less competitive than those from other institutions in research output, and our program being less attractive to incoming students.

7. Does the proposed change have analogues in other institutions comparable to UBC? If so which ones? Provide examples and details where possible.

MSc programs in biochemistry at the Universities of Calgary, Dalhousie, McGill, McMaster, Toronto, and Victoria require two or fewer courses of graded course work (i.e. the equivalent of 6 or fewer credits). Most of these programs also require a seminar course, which may or may not be 3 credits. The proposed change would bring the UBCO MSc BIMB program into alignment with these institutions.

We note that most MSc programs in biochemical and biological sciences at UBC-V nominally require 12 credits of coursework. As described above, in our opinion this reflects an outmoded philosophy of graduate education that limits opportunities for research-based experiential learning. Furthermore, we note that while some of the UBC-V programs nominally required 12 credits, in practice they are much closer to the model we have proposed: e.g. the UBC-V Microbiology MSc program requires 12 credits, but 6 of these credits are in a seminar course.



BIMB response to:

“How will the learning objectives (LO) associated with the courses that are being removed be now achieved? What is the impact on the overall program LOs?”

1. In the context of learning objectives, the 2012 proposal that created the UBCO BIMB M.Sc. program emphasized the primacy of original laboratory research and career development, as follows:

“[The program will] provide current and future students with **advanced training and development in leading edge research**. It will place a strong emphasis on the career development (i.e. writing grants/papers, knowledge translation, public presentations), so that when students graduate, they will have the necessary skill set for future careers in academia or industry. The program will foster interdisciplinary and collaborative studies in a collegial atmosphere, enhancing the University’s research profile and output.”

The proposed changes therefore help to align the curriculum with the original intent of the program. In this system, the foundational knowledge is acquired largely during the B.Sc. coursework, and the M.Sc. is where this knowledge is applied through original, experiential research.

2. The BIMB program has the following learning objectives for M.Sc. students, which are adapted from the B.C. Ministry of Advanced Education’s guidelines:

- Understand foundational knowledge and current research problems within the sub-discipline.
- Identify a specific, original research problem and design experiments to address it.
- Critically analyze primary literature relevant to the research problem.
- Apply techniques in the laboratory or field to address the research problem.
- Interpret the original data generated in the laboratory, using appropriate analyses.
- Communicate the outcomes of the research to specialist and non-specialist audiences in both written and oral formats, including a thesis.
- Demonstrate an awareness of the limitations of the research project.
- Develop skills and intellectual independence required for continuing professional development.

These learning objectives further demonstrate that the investigation of an original research problem is the main focus the BIMB M.Sc. program. Engagement in laboratory research relevant to the thesis, rather than graded course work, is therefore most relevant to these objectives. The reduction in graded coursework does not compromise these objectives, and in fact better supports them. Students will still be able to add to their foundational knowledge through the minimum of 9 credits of graded courses required in the proposed revision, including the mandatory BIOC 530 which emphasizes communication and professional skills development. Furthermore, BIMB graduate program policies explicitly provide the supervisory committee with a mandate to assign additional readings or coursework whenever they detect a deficit in a student’s preparedness to undertake a research project.

3. The learning objectives outlined above are typical for BIMB M.Sc. programs across Canada, and indeed many of these programs achieve these objectives with 9 credits graded of coursework allowing more time for experiential learning in the laboratory, as proposed in the revised BIMB program. M.Sc. programs in biochemistry sciences at the Universities of Calgary, Dalhousie, McMaster, McGill, Toronto, and Victoria require two courses of graded course work (i.e. the equivalent of 6 credits). Most of these programs also require a seminar course, which may or may not be 3 credits. The proposed change would bring the UBCO M.Sc. Biology program into alignment with these institutions.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Biology Faculty/School Approval Date: 20171201 Effective Session: 2018W	Date: 20171018 Contact Person: Laura Hooker Phone: 250.807.9551 Email: laura.hooker@ubc.ca
Type of Action: Revise program requirements	
Rationale: <p>At UBC Okanagan, M.Sc. students in the Biology (BIOL) graduate program complete four graduate-level courses (3 credits each), including a graduate seminar course (BIOL 501). This is a higher course requirement than many similar programs in Canada. We have found that this reduces the amount of time available to students to learn hands-on skills in their laboratories and other research environments. We are proposing to reduce the four course (12 credits) requirement to a three course requirement (9 credit), including the graduate seminar requirement. The course reduction represents a loss of 3 credits, which will be balanced by increasing the research-based thesis from 18 to 21 credits to maintain the required 30 credit program. Note: Graduate handbooks will clarify that students are expected to take their required courses from more than one faculty member and, as a backup, the student's supervisory committee will ensure that this is followed.</p> <p>This proposal is made in consultation with the CHEM and BIMB graduate programs which are proposing similar changes (i.e. two courses plus one seminar).</p> <p>Please refer to accompanying MSc BIOL course requirement reduction-background and rationale document for additional information.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[14191] Master of Science (M.Sc.)</p> <p>[14192] The M.Sc. degree requires completion of BIOL 501, a 21-credit research-based thesis (BIOL 599), and a minimum of 6 additional credits of coursework. All coursework must be completed with a cumulative average of 75% or higher.</p> <p>[16312] The elective course(s) must be approved by the student's supervisory committee. The supervisory committee may require additional coursework, if this is necessary for successful completion of the thesis research.</p> <p><u>Students interested in transferring from the M.Sc. program into the Ph.D. program should be aware that additional coursework is required to qualify for transfer into the Ph.D. program. Students should refer to the Ph.D. admission requirements and program requirements below and contact the department for complete information about transferring into the Ph.D. program</u></p> <p>[...]</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1005,1222</p> <p>Present Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[14191] Master of Science (M.Sc.)</p> <p>[14192] The M.Sc. degree requires completion of BIOL 501, an 18-credit research-based thesis (BIOL 599), and a minimum of 9 additional credits of coursework. All coursework must be completed with a cumulative average of 75% or higher.</p> <p>[16312] The elective course(s) must be approved by the student's supervisory committee. The supervisory committee may require additional coursework, if this is necessary for successful completion of the thesis research.</p> <p>[...]</p>
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Biology M.Sc. Program Course Requirement Reduction.

Background and Rationale

1. Please briefly describe the category one change you are proposing and why. What program(s) are affected? What challenges, opportunities, or problems are you trying to address?

At UBC Okanagan, M.Sc. students in the Biology (BIOL) graduate program complete four graduate-level courses (3 credits each), including a graduate seminar course (BIOL 501). This is a higher course requirement than many similar programs in Canada (see section 7, below). We have found that this course load reduces the amount of time available to students to learn hands-on skills in their laboratories and other research environments. We are proposing to reduce the four-course (12 credit) requirement to a three-course (9 credit) requirement, including the graduate seminar requirement. This proposal is made in consultation with the CHEM and BIMB graduate programs, which are proposing similar changes (i.e. two courses plus one seminar).

2. In general terms, what is the rationale for this? What are your primary objectives (e.g. educational/ societal goals, revenue generation, student diversification, reputational enhancement, faculty interest, industry demand, other)? What are benefits to students, to the department, to the Faculty, to the campus, to UBC, to the community?

The graduate school experience should be one that imparts new knowledge in the classroom and subsequently allows each student to discover new knowledge through research in the laboratory. The four-course requirement is excessive and would be better served as a three-course requirement (including BIOL 501). This reduction in course load allows ample opportunity to learn new material in the classroom, while increasing their time in the lab to generate new knowledge. A written poll was distributed to the twenty-six BIOL MSc students, thirteen responses were returned with 8/13 indicating support for a reduction. Presumably, the thirteen non-respondents weren't strongly interested one way or the other. The tenor of the student comments in support went along the lines of this student's response, "Don't need the extra courses. Most times they do not help with the thesis writing or the research project. The extra courses are just a hindrance in the long term. Could use that time to spend more time on the research project (so end thesis is of a higher quality) or going to conferences and presenting data." The tenor of the student comments opposed went along the lines of this student's response, "While I do think that there is a great benefit to having time to devote to research purposes, I think that there is an even greater value to having coursework. The structure and the fact that you are encouraged to expand your thoughts on topics that may not be within your wheelhouse seem to me to be valuable. An alternative would be to have one of the courses be a mandatory directed studies with your supervisor, which is directly related to the



BIOL response to:

“How will the learning objectives (LO) associated with the courses that are being removed be now achieved? What is the impact on the overall program LOs?”

1. In the context of learning objectives, the 2006 proposal that created the UBCO BIOL M.Sc. program emphasized the primacy of original laboratory research, as follows:

[The] M.Sc. graduate program must build on knowledge acquired during a student's B.Sc. program. This new knowledge takes the form of further coursework but **primarily should lead in the direction of original laboratory research** and to the discovery and publication of new information.

The proposed changes therefore help to align the curriculum with the original intent of the program. In this system, the foundational knowledge is acquired largely during the B.Sc. coursework, and the M.Sc. is where this knowledge is applied through original, experiential research.

2. The BIOL program has the following learning objectives for M.Sc. students, which are adapted from the B.C. Ministry of Advanced Education's guidelines:

- Understand foundational knowledge and current research problems within the sub-discipline.
- Identify a specific, original research problem and design experiments to address it.
- Critically analyze primary literature relevant to the research problem.
- Apply techniques in the laboratory or field to address the research problem.
- Interpret the original data generated in the laboratory or field, using appropriate analyses.
- Communicate the outcomes of the research to specialist and non-specialist audiences in both written and oral formats, including a thesis.
- Demonstrate an awareness of the limitations of the research project.
- Develop skills and intellectual independence required for continuing professional development.

These learning objectives further demonstrate that the investigation of an original research problem is the main focus the BIOL M.Sc. program. Engagement in laboratory (including field) research relevant to the thesis, rather than graded course work, is therefore most relevant to these objectives. The reduction in graded coursework does not compromise these objectives, and in fact better supports them. Students will still be able to add to their foundational knowledge through the minimum of 9 credits of graded courses required in the proposed revision including the mandatory BIOL 501 which emphasizes communication and professional skills development. Furthermore, BIOL graduate program policies explicitly provide the supervisory committee with a mandate to assign additional readings or coursework whenever they detect a deficit in a student's preparedness to undertake a research project.

3. The learning objectives outlined above are typical for BIOL M.Sc. programs across Canada, and indeed many of these programs achieve these objectives with 9 credits graded of coursework allowing more time for experiential learning in the laboratory, as proposed in the revised BIOL program. M.Sc. programs in biological sciences at the Universities of Alberta, Calgary, McGill, McMaster, Toronto, Ottawa, Western, and Victoria require two courses of graded course work (i.e. the equivalent of 6 credits). Most of these programs also require a seminar course, which may or may not be 3 credits. The proposed change would bring the UBCO M.Sc. Biology program into alignment with these institutions.

study of your thesis, through a structured discussion of papers throughout the term.”

3. Please describe the existing capabilities, capacity, and infrastructure in the department and beyond to make this change feasible. Are there any additional resources / conditions that must be in place to make the change feasible and effective?

No new resources or infrastructure would be needed to make this change.

4. What are the challenges to enacting the change?

The change is a simple one requiring no new funding or infrastructure requirements.

5. How does the change align with UBC's strategy? With UBC Okanagan strategic plan? With Faculty strategy and plans? With government policies? With public or private sector needs? With other existing or planned UBC programs?

UBC's strategic plans have emphasized the importance of experiential learning. This course load change will allow students to have a better balance between classroom learning and experiential learning in their research program. This will result in graduate students being better equipped to formulate a hypothesis and investigate that hypothesis using the scientific method directly due to the increased research time made available through a reasonable course load reduction. This will result students authoring more and better publications, which will make them more competitive for awards and jobs. Graduating research students will be much better prepared and desirable to academia, government, and industry, due to their increased research and laboratory skills.

6. Please discuss the evidence for the rationale for the change proposed. Why is now the right time and UBC the right place? What has changed/is changing to create a demand for this change?

The rationale for this change is based on a course load requirement which is largely anachronistic. The current model has the effect of reducing the amount of time that our graduate students spend in their research environment. This results in students from UBC Okanagan being less competitive than those from other institutions in research output, and our program being less attractive to incoming students.

7. Does the proposed change have analogues in other institutions comparable to UBC? If so which ones? Provide examples and details where possible.

MSc programs in biological sciences at the Universities of Alberta, Calgary, McGill, McMaster, Toronto, Ottawa, Western, and Victoria require two courses of graded course work (i.e. the equivalent of 6 credits). Most of these programs

also require a seminar course, which may or may not be 3 credits. The proposed change would bring the UBCO MSc Biology program into alignment with these institutions.

We note that most MSc programs in biological sciences at UBC-V nominally require 12 credits of coursework. As described above, in our opinion, this reflects an outmoded philosophy of graduate education that limits opportunities for research-based experiential learning. Furthermore, we note that while some of the UBC-V programs nominally require 12 credits, in practice, they are much closer to the model we have proposed: e.g. the UBC-V Microbiology MSc program requires 12 credits, but 6 of these credits are in a seminar course.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Chemistry Faculty/School Approval Date: 20171201 Effective Session: 2018W	Date: 20170816 Contact Person: Dr. E. Neeland/ Dr. Paul Shipley Phone: 250.807.9572/ 250.807.8749 Email: e.neeland@ubc.ca / paul.shipley@ubc.ca
Type of Action: Revise program requirements	
Rationale: <p>At UBC Okanagan, M.Sc. students in the chemistry graduate program complete four graduate-level courses and a graduate seminar course. This is a higher course requirement than many similar programs in Canada. Our program is finding that this is reducing the amount of time available to the students to be learning hands-on skills in their laboratories and other research environments. We are proposing to reduce the four course requirement to a two course requirement, while keeping the graduate seminar requirement. The course reduction represents a loss of 6 credits which will be balanced by increasing the research-based thesis from 18 to 23 credits to maintain the required 30 credit program. Note: Graduate handbooks will clarify that students are expected to take their required courses from more than one faculty member and, as a backup, the student's supervisory committee will ensure that this is followed.</p> <p>Please refer to attached .pdf, <i>MSc CHEM_course requirement reduction_background and rationale.pdf</i> for additional information.</p> <p>The College of Graduate Studies requires that all steps to candidacy be completed by the end of the third-year of a PhD student's program, including the comprehensive examination. The Chemistry program has the shortest timeline for completing the comprehensive examination in the Calendar (12 months), and we have been finding that most students benefit with more time to prepare. This update in policy reflects the reality that most students are better prepared for the comprehensive examination in their second year. The revised deadline allows for a full year before the final CoGS deadline for advancement to candidacy for those cases in which the examination needs to be repeated.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[14479] Master of Science (M.Sc.)</p> <p>[14480] The M.Sc. degree requires a research-based thesis (23 credits) and completion of 7 credits of coursework with a B+ (76%) average or higher. The required Chemistry Seminar provides 1 credit, and the remaining 6 credits may be obtained from an array of courses.</p> <p><u>Students interested in transferring from the M.Sc. program into the Ph.D. program should be aware that additional coursework is required to qualify for transfer into the Ph.D. program. Students should refer to the Ph.D. admission requirements and program requirements below and contact the department for complete information about transferring into the Ph.D. program.</u></p> <p>[14475] Doctor of Philosophy (Ph.D.)</p> <p>[14476] The Ph.D. degree is based on substantial original research conducted under the supervision of a faculty member of the Chemistry graduate program. Ph.D. students must submit their research in the form of a thesis and are not required to complete coursework unless specified by their supervisory committee, or as a condition of admission. Within 24 months of registering in the Ph.D. program students are required to <u>have their</u> research proposal <u>approved by their supervisory committee</u> and <u>to take</u> a comprehensive</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prooff/edit/index.cfm?tree=18,285,1013,1245</p> <p>Present Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[14479] Master of Science (M.Sc.)</p> <p>[14480] The M.Sc. degree requires a research-based thesis (18 credits) and completion of 13 credits of coursework with a B+ (76%) average or higher. The required Chemistry Seminar provides 1 credit, and the remaining 12 credits may be obtained from an array of courses.</p> <p>[14475] Doctor of Philosophy (Ph.D.)</p> <p>[14476] The Ph.D. degree is based on substantial original research conducted under the supervision of a faculty member of the Chemistry graduate program. Ph.D. students must submit their research in the form of a thesis and are not required to complete coursework unless specified by their supervisory committee, or as a condition of admission. Within 12-months of registering in the Ph.D. program (or 24 months if entering with only a B.Sc.), students are required to present a research proposal and pass a comprehensive oral examination designed to assess the student's breadth of knowledge in the general subject area(s) of the proposed research.</p>
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oral examination designed to assess the student's breadth of knowledge in the general subject area(s) of the proposed research.

Chemistry M.Sc. Program Course Requirement Reduction.

Background and Rationale

1. Please briefly describe the category one change you are proposing and why. What program(s) are affected? What challenges, opportunities, or problems are you trying to address?

At UBC Okanagan, M.Sc. students in the chemistry graduate program complete four graduate-level courses and a graduate seminar course. This is a higher course requirement than many similar programs in Canada (see bar diagram at question 7). Our program is finding that this is reducing the amount of time available to the students to be learning hands-on research skills in their laboratories and other research environments. We are proposing to reduce the four course requirement to a two-course requirement, while keeping the graduate seminar requirement.

2. In general terms, what is the rationale for this? What are your primary objectives (e.g. educational/ societal goals, revenue generation, student diversification, reputational enhancement, faculty interest, industry demand, other)? What are benefits to students, to the department, to the Faculty, to the campus, to UBC, to the community?

The graduate school experience should be one which imparts new knowledge in the classroom and subsequently allows each student to generate new knowledge through research in the laboratory. The four-course requirement is excessive and students would be better served having the opportunity to enhance their research skills. This reduction in course load still allows ample opportunity to learn new material in the classroom, while increasing their time in the lab to generate new knowledge which, frankly, is a focal point for chemistry graduate students. Students are highly supportive of the proposed change. In fact, this proposal was the result of the difficulties students have in completing meaningful and challenging research projects (part of the degree requirement) in two years while also working as TA's. A recent survey (Oct 2, 2017) among chemistry M.Sc. students showed unanimous approval for the course reduction.

3. Please describe the existing capabilities, capacity, and infrastructure in the department and beyond to make this change feasible. Are there any additional resources / conditions that must be in place to make the change feasible and effective?

No new resources or infrastructure would be needed to make this change.

4. What are the challenges to enacting the change?

The course reduction requires no new funding or infrastructure requirements.

5. How does the change align with UBC's strategy? With UBC Okanagan strategic plan? With Faculty strategy and plans? With government policies? With public or private sector needs? With other existing or planned UBC programs?

In short, UBC's strategy is to equip students to better the world. This course load reduction will allow students to have a better balance between classroom learning and experiential learning in their research program. This will result in graduate students being better equipped to formulate a hypothesis and investigate that hypothesis using the scientific method directly due to the increased research time made available through a reasonable course load reduction. These graduating research students will be

better prepared and desirable to academia, government, and industry, due to their increased research and laboratory skills.

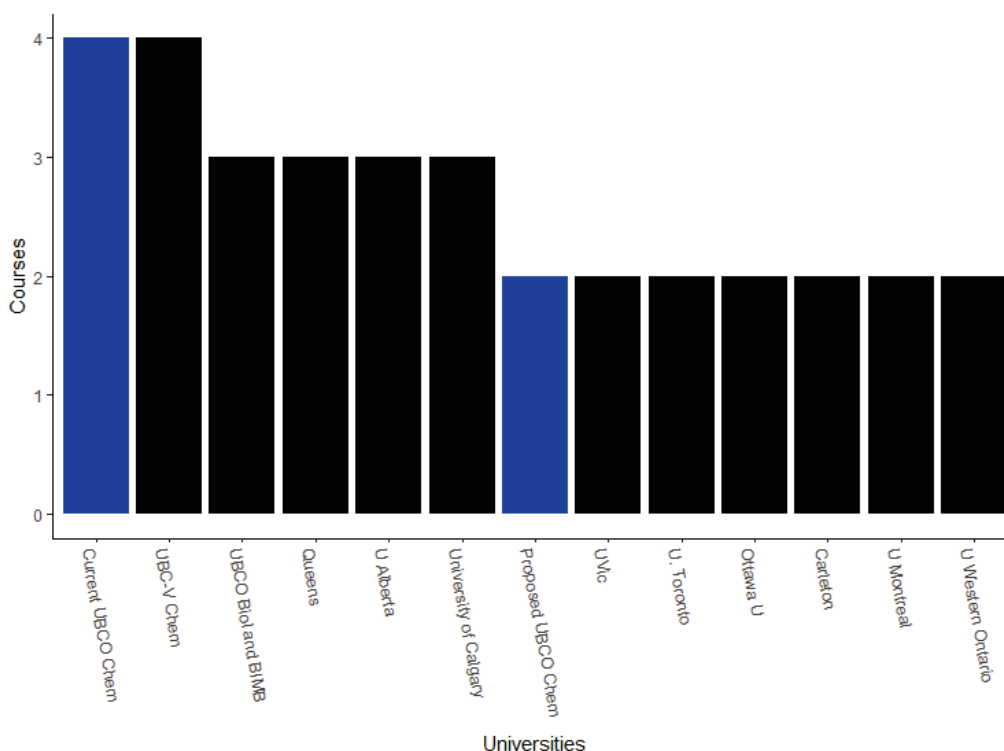
6. Please discuss the evidence for the rationale for the change proposed. Why is now the right time and UBC the right place? What has changed/is changing to create a demand for this change?

The rationale for this change is based on a course load requirement which is largely anachronistic. There are sound pedagogical reasons for moving in this direction of a two-course requirement. Graduate students having more exposure to research, learn and retain more chemistry and develop a wide range of professional skills that make them more competitive in the job market (e.g. effective written and verbal communication, research project management, resource allocations, time-management). Furthermore, with a higher allocation of time to research studies, students are more likely to be able to successfully take on projects with more complexity and are more likely to publish their work in peer-reviewed scientific journals. This makes them more competitive for entry into PhD programs and associated scholarships. Publications also provide tangible evidence to potential employers that the students were able to see projects through to successful conclusions. Students from many other institutions already benefit from a research output which is greater than that of UBC Okanagan M.Sc. students, due to decreased course requirements. As a result, our current program may be less attractive to incoming M.Sc. students.

7. Does the proposed change have analogues in other institutions comparable to UBC? If so which ones? Provide examples and details where possible.

Referring to the graph below, our proposed two-course requirement for M.Sc. graduation is a reasonable standard already accepted at many other Canadian universities. Indeed, many institutions require less than 4 courses for their M.Sc. students to graduate. Furthermore, some institutions do not have the additional graduate seminar required by UBC Okanagan.

For the following plot, the value for each university represents the number of courses, excluding any seminar course that is required for graduation in their MSc program. A course equivalent is defined as three hours a week for half of an academic term (excluding summer terms).



8. How does the change benefit students or other stakeholders? How does the change benefit UBC in term of reputation or other values?

The extra time made available from the course load change will allow M.Sc. students to concentrate their efforts in the lab to generate new knowledge. The students and UBC Okanagan will clearly benefit in the form of increased scientific publications, increased conference presentations, increased external funding and increased practical knowledge and confidence in the students. The focus of the UBC Okanagan Chemistry department's graduate program is for students to experience learning new knowledge and then to turn around and generate further new knowledge. Our emphasis is on the latter skill of developing research skills as the B.Sc. program has given the students ample opportunity to learn in a classroom setting. The graduate program focuses on acquiring research skills while supplementing that with classroom learning. The proposed change in no way hurts M.Sc. students, but rather enriches their experience with a balance of classroom learning and hands-on laboratory research learning.

9. Ideally, when would you like to enact the change? Is this date tied to anything else either within or external to the university? Are there any other key dates?

This change should be enacted at the earliest opportunity and "grandfather in" current M.Sc. students who will benefit from the change in course requirement.



“How will the learning objectives (LO) associated with the courses that are being removed be now achieved? What is the impact on the overall program LOs?”

The Chemistry department has no official learning objectives for the M.Sc. program but certainly any M.Sc. graduate program must build on knowledge acquired during a student’s undergraduate B.Sc. program. This new knowledge takes the form of further coursework but primarily should lead in the direction of original laboratory research and to the discovery and publication of new information.

Among Canadian universities, research-oriented Master’s programs have become the norm and many universities apply a graduation requirement of only 2 or 3 courses in order for students to spend greater time in the laboratory (Figure 1.0). As you can see from the bar graph, our proposed reduction is an already accepted standard at many universities.

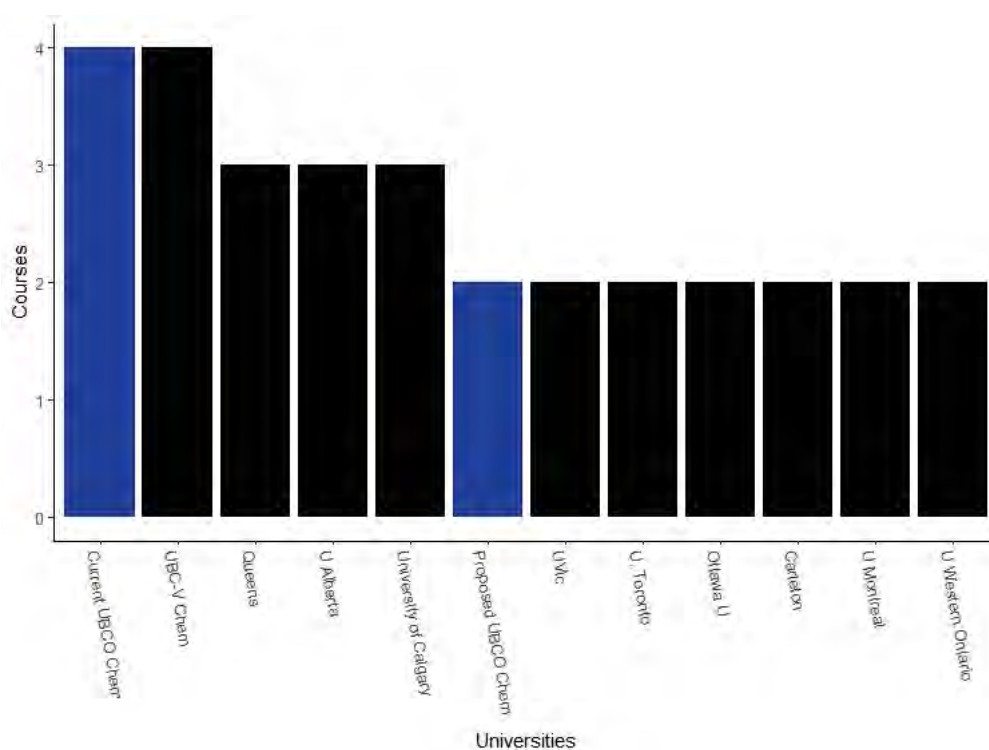


Figure 1.0. Bar graph: Number of required M.Sc. courses vs. Canadian Universities



Indeed, the design and outcome emphasis published by the B.C. Ministry of Education (p 17-18) emphasizes that students in M.Sc. programs:

- 1) Are research oriented
- 2) Focus on research, analytical, methodological, interpretive and expository skills
- 3) Require sound judgement, personal responsibility and initiative in complex and unpredictable professional environments
- 4) Have critical awareness of current problems
- 5) Use established techniques of research and inquiry to create and interpret knowledge
- 6) Show competency in the research process
- 7) Have intellectual independence required for continuing professional development.

Clearly, concentrating the efforts of M.Sc. students towards research in a program with a reduced course workload aligns well with the Ministry's guidelines.

It is our experience that the current UBC Okanagan M.Sc. course requirement of 4 courses is "out of touch" with the *modus operandi* of many Canadian M.Sc. programs and that UBC Okanagan M.Sc. students may be at a competitive disadvantage with students from other universities which emphasize research rather than a heavier courseload. M.Sc. students with greater exposure to research learn and retain more chemistry knowledge and develop a wider range of professional skills requiring sound judgement, personal responsibility and initiative. Students doing more research naturally keep up with the literature in their field which gives them critical awareness of current problems. M.Sc. students who focus on research have the advantage of using established lab techniques to create knowledge and develop intellectual independence to evaluate their results. The burden of a heavier courseload, currently seen at UBC Okanagan, does not allow M.Sc. students to achieve their full research potential. A survey of current M.Sc. students showed unanimous agreement with the proposal to reduce the courseload in favour of increased research.

In summary, the proposed course reduction still allows students to benefit from new academic knowledge in the classroom but the subsequent focus on increased research better serves M.Sc. students where independent thinking, awareness of current literature and the challenge of discovery are expected norms. This increased research standard is already met by many of Canada's universities and is a major plank in the platform published by the B.C. Ministry of Education's manuscript outlining expectations of a M.Sc. program. The learning objectives of a reduced courseload highlight the advantages of greater time spent doing research in the laboratory.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Biology Faculty/School Approval Date: 20171201 Effective Session: 2018W	Date: 20171018 Contact Person: Laura Hooker Phone: 250.807.9551 Email: laura.hooker@ubc.ca
Type of Action: Revise Credits	
Rationale: An increase in credit value of Biochemistry and Molecular Biology MSc thesis (BIOL 549) from 18 credits to 21 credits allows for the reduction in the number of required courses in the MSc program while maintaining a total of 30 credits for the program. Note: Graduate handbooks will clarify that students are expected to take their required courses from more than one faculty member and, as a backup, the student's supervisory committee will ensure that this is followed. See accompanying program proposal and rationale & background documents for further information.	
Proposed Academic Calendar Entry: BIOC 549 (21) M.Sc. Thesis Pass/Fail.	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=BIOC Present Academic Calendar Entry: BIOC 549 (18) M.Sc. Thesis Pass/Fail.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Biology Faculty/School Approval Date: 20171201 Effective Session: 2018W	Date: 20171018 Contact Person: Laura Hooker Phone: 250.807.9551 Email: laura.hooker@ubc.ca
Type of Action: Update Credits	
Rationale: An increase in credit value of Biology MSc thesis (BIOL 599) from 18 credits to 21 credits allows for the reduction in the number of required courses in the MSc program while maintaining a total of 30 credits for the program. Note: Graduate handbooks will clarify that students are expected to take their required courses from more than one faculty member and, as a backup, the student's supervisory committee will ensure that this is followed. See accompanying program proposal and rationale & background documents for further information.	
Proposed Academic Calendar Entry: BIOL 599 (21) M.Sc. Thesis Pass/Fail.	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=BIOL Present Academic Calendar Entry: BIOL 599 (18) M.Sc. Thesis Pass/Fail.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Chemistry Faculty/School Approval Date: 20171201 Effective Session: 2018W	Date: 20170816 Contact Person: Dr. E. Neeland Phone: 250.807.9572 Email: e.neeland@ubc.ca
Type of Action: Revise credits	
Rationale: At UBC Okanagan, M.Sc. students in the chemistry graduate program complete four graduate-level courses and a graduate seminar course. This is a higher course requirement than many similar programs in Canada. Our program is finding that this is reducing the amount of time available to the students to be learning hands-on skills in their laboratories and other research environments. We are proposing to reduce the four course requirement to a two course requirement, while keeping the graduate seminar requirement. The course reduction represents a loss of 6 credits which will be balanced by increasing the research-based thesis from 18 to 23 credits to maintain the required 30 credit program. Note: Graduate handbooks will clarify that students are expected to take their required courses from more than one faculty member and, as a backup, the student's supervisory committee will ensure that this is followed. Please refer to attached .pdf, <i>MSc CHEM_course requirement reduction_background and rationale.pdf</i> for additional information.	
Proposed Academic Calendar Entry: CHEM 549 (23) M.Sc. Thesis Pass/Fail.	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=CHEM Present Academic Calendar Entry: CHEM 549 (18) M.Sc. Thesis Pass/Fail.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: CCGS Faculty/School Approval Date: 20180320 Effective Session: 2018W	Date: 2018/01/12 Contact Person: Dr. Gregory Younging Phone: 250.807.9622 Email: gregory.younging@ubc.ca
Type of Action: New Course	
Rationale: The new course will fill a gap in 300- and 400-level Indigenous Studies courses by covering the history of international Indigenous issues in various UN forums, and the role Indigenous Peoples and nation states played, that led up to The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 2007. Students will come out of the course with an understanding of Indigenous Rights under International Law that is not covered in depth in other 300-400 level courses. It will also give students a clear understanding of the content and possibilities of UNDRIP, both internationally and domestically, as Canada has endorsed it and committed to its implementation as part of the Truth and Reconciliation Commission of Canada's 94 Calls to Action (2015).	
Proposed Academic Calendar Entry: <u>INDG 404 Indigenous Peoples' United Nations and Global Issues</u> <u>Focuses on Indigenous Peoples' common experience of colonialism, non-recognition, conflicts with nation states and decolonization. Also covers Indigenous Peoples' international engagement and lobbying in various UN forums, including The UN Declaration on the Rights of Indigenous Peoples 2007. [3-0-0]</u> <u>Prerequisite: INDG 100 and third-year standing.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: ARSC Dept./Unit: CMPS Faculty/School Approval Date: April 9, 2018 Effective Session: 2019W	Date: 20180329 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: New Course	
<p>Rationale: The BASc stream in manufacturing MANF requires students to learn about software engineering. At UBCV, software engineering is offered as CPSC (Computer Science) 310 and CPEN (Computer Engineering) 321 with 2 parallel paths: the CPSC majors take CPSC 110, 210, 310, while the CPEN majors take APSC 160, CPEN 221, CPEN 321. Note that credit is only granted for one of CPSC 310 or CPEN 321.</p> <p>The proposed new course creates similar paths: MANF students will take APSC 177, COSC 210, COSC 310 while COSC students will take COSC 111, 121, 222, 310. (An unrelated path was created for BMS students who will take COSC 122, 123, 223, 310.)</p> <p>The prerequisite is either APSC 177 or COSC 111. Adding COSC 111 is important to capture APSC students who are doing a minor in computer science.</p> <p>The restriction statement prevents students from accumulating credits on the same material, namely data structures and object-oriented programming.</p> <p>The new course will be 4 credits with a vector of [3-2-2*], which is the same as CPEN 221 (CPSC 210 is also 4 credits). COSC 210 covers the same material as CPEN 221 and CPSC 210. In addition, the content covered by COSC 121 and COSC 222 (totaling 6 credits) can be split as Part A: 4 credits covering object-oriented programming and data structure from a user's point of view and Part B: 2 credits diving deeper into asymptotic analysis and creating new data structures. Part B is required for advanced computer science courses like COSC 320 Analysis of algorithms that build from asymptotic analysis while Part A is exactly the content covered in COSC 210. There is a lot to cover in terms of abstraction concepts that more effort to master than our regular 3-credit courses; hence deserve the 4 credits for COSC 210.</p> <p>COSC has the experience in delivering software engineering content (COSC 310, 499) on our campus and it makes sense to consolidate all offerings to lead to COSC 310.</p> <p>The proposal therefore includes: (1) new course COSC 210, (2) pre-req change to COSC 310 with minor description update to reflect current offering, (3) credit exclusion COSC 222, (4) clean up pre-reqs to COSC 305 (all removed pre-reqs are redundant and included in the COSC 310 requirement as a co-requisite).</p>	



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<p>Proposed Academic Calendar Entry:</p> <p><u>COSC 210 (4) Software Construction</u></p> <p><u>Design, and implementation of software components. Data structures, object-oriented design, debugging, testing.</u></p> <p><u>Credits will only be granted for one of COSC 210 or COSC 222. [3-2-2*]</u></p> <p><u>Prerequisite: One of APSC 177, COSC 111</u></p>	<p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Mathematics Faculty/School Approval Date: 20180320 Effective Session: 2018W	Date: 2017/12/20 Contact Person: Wayne Broughton Phone: 250.807.9531 Email: wayne.broughton@ubc.ca
Type of Action: Revision to Calendar Description Revision to Prerequisite	
Rationale: The title of the course, course description, and prerequisites are being updated to reflect current course content and attract a broader audience, and so this should also now count as elective credit for most programs in the B.A. degree. This will be equivalent to the new EDUC 160 and will be accepted as the mathematics credit required for entry to the Education program by the external governing body, the BC Teacher Regulation Branch. It will also be a required course (as EDUC 160) in the new Minor in Education program.	
Proposed Academic Calendar Entry: <u>MATH 160 (3) Mathematical Reasoning for Arts and Education</u> <u>For Arts and prospective Education students who wish to gain a deeper understanding of mathematics. Using the approach of problem solving and logical reasoning throughout, topics are chosen from discrete mathematics, elementary number theory, probability and statistics, measurement and geometry, linear algebra, and applications. Credit will only be granted for one of MATH 160 or EDUC 160. Cannot be used for credit towards a B.Sc. or B.M.S. degree, or for the B.A. Major in Mathematics program.</u> <u>Prerequisite: Foundations of Mathematics 11 or Pre-calculus 11 [3-0-0]</u> <u>Equivalency: EDUC 160.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=MATH Present Academic Calendar Entry: MATH 160 (3) Mathematics for Elementary Teachers Numeration systems, algorithms, elementary number theory, rational numbers, irrational numbers, real numbers, basic ideas in geometry, triangles, three-dimensional geometry. This course cannot be used for credit towards a B.A. or B.Sc. degree. [3-0-0]



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Faculty of Education Dept./Unit: N/A Faculty Approval Date: YYYYMMDD Effective Session: 2018W	Date: 2017-12-21 Contact Person: Dr. Wendy Klassen Phone: 250.807.8106 Email: wendy.klassen@ubc.ca / lindsay.cox@ubc.ca
Type of Action: New Course	
Rationale: EDUC 160 is a new course that is being proposed to be equivalent to MATH 160, a course currently in the Academic Calendar. In conjunction with this proposal, the IKBSAS Dept/Unit 5 is proposing update the course title, course description, and prerequisites of MATH 160 to attract a broader audience and to count as elective credit for most programs in the BA degree. Students who are tracking Education to take this course as MATH 160, which will be acceptable as the mathematics credit required for entry to the Education program by the external governing body, the BC Teacher Regulation Branch. EDUC 160 will also be one of the required courses in a proposed Minor in Education, which the Faculty of Education is in the process of creating.	
Proposed Academic Calendar Entry: <u>EDUC 160 (3) Mathematical Reasoning for Arts & Education</u> <u>For Arts and prospective Education students who wish to gain a deeper understanding of mathematics. Using the approach of problem solving and logical reasoning throughout, topics are chosen from discrete mathematics, elementary number theory, probability and statistics, measurement and geometry, linear algebra, and applications. Cannot be used for credit towards a B.Sc. or</u>	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – <u>not</u> the current, posted Academic Calendar. Note: URL not required for individual courses.] Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.) This is a new course proposed to be cross-listed with MATH 160.



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B.M.S. degree, or for the B.A. Major in Mathematics program.

Prerequisite: Foundations of Mathematics 11 or Pre-calculus 11

[3-0-0]

Equivalency: MATH 160



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Critical Studies Faculty/School Approval Date: 20180328 Effective Session: 2018W	Date: 20180209 Contact Person: Dr. D. Keyes Phone: 250.807.9320 Email: Daniel.keyes@ubc.ca
Type of Action: Revision to Calendar Description 1. Cross-list of FILM 303 and 371 as CULT 316 and 317 respectively	
Rationale: These two screen production courses will be a valuable addition to the CULT program's media and popular culture stream. The CULT program has recently cross-listed a number of other practice based visual arts courses with the idea that media studies is best enhanced by not just the theory and criticism but also the practice of media. By cross-listing these courses, Cultural Studies students will more readily find these courses and see these courses as an integral option within the program (e.g., cultural studies students planning a career in activism, video production or journalism will benefit greatly from the team based work and technical expertise gained in these courses). The pre-requisites for both courses are now aligned to ensure students know all the different routes into the course. Formally ENGL 215, CULT 210, THTR 103, FILM 100, were listed as recommended courses. These courses are now listed as possible pre-requisites.	
Proposed Academic Calendar Entry: <u>CULT 316 (3) Narrative Film Production</u> <u>The theory and practice of producing a short narrative motion picture for the purpose of developing narrative film literacy. [2-2-0]</u> <u>Credit will be granted for only one of CULT 316 or FILM 303.</u> <u>Prerequisite: One of CULT 210, CULT 215, ENGL 215, VISA 106, THTR 103, CRWR 250, FILM 100, and third-year standing. Recommended courses: VISA 261 and 271.</u> <u>Equivalency: FILM 303.</u> FILM 303 (3) Narrative Film Production The theory and practice of producing a short narrative motion picture for the purpose of developing narrative film literacy. [2-2-0]	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: n/a for CULT program FILM 303 (3) Narrative Film Production The theory and practice of producing a short narrative motion picture for the purpose of developing narrative film literacy. [2-2-0] <i>Prerequisite:</i> One of VISA 106, THTR



<p><u>Credit will be granted for only one of FILM 303 or CULT 316. [2-2-0]</u> <i>Prerequisite:</i> One of <u>CULT 210, CULT 215, ENGL 215</u>, VISA 106, THTR 103, CRWR 250, FILM 100, and third-year standing. Recommended courses VISA 261 and 271. <u>Equivalency: CULT 316.</u></p>	<p>103, CRWR 250, FILM 100 and third-year standing. Recommended courses: VISA 261 and VISA 271 and either CULT 210 or ENGL 215.</p>
<p><u>CULT 317 (3) Digital Documentary Production</u> <u>Theory and practice from the point of view of producer/writer/director. Course culminates in the creation of a short-form documentary. [2-2-0]</u> <u>Credit will be granted for only one of CULT 317 or FILM 371.</u> <i>Prerequisite:</i> One of <u>CULT 210, CULT 215, CRWR 250, ENGL 215, FILM 100, FILM 220, VISA 106, VISA 265, VISA 271</u>, and third-year standing. <u>Equivalency: FILM 371.</u></p>	<p>N/A</p>
<p>FILM 371 (3) Digital Documentary Production Theory and practice from the point of view of producer/writer/director. Course culminates in the creation of a short-form documentary. [2-2-0] <u>Credit will be granted for only one of FILM 371 or CULT 317. [2-2-0]</u> <i>Prerequisite:</i> One of <u>CULT 210, CULT 215, CRWR 250, ENGL 215, FILM 100, FILM 220, VISA 106, VISA 265, VISA 271</u>, and third-year standing. <u>Equivalency: CULT 317.</u></p>	<p>FILM 371 (3) Digital Documentary Production Theory and practice from the point of view of producer/writer/director. Course culminates in the creation of a short-form documentary. [2-2-0] <i>Prerequisite:</i> One of CRWR 250, FILM 100, FILM 220, VISA 106, VISA 265, VISA 271, and third-year standing.</p>

The University of British Columbia

Faculty of Applied Science

New Program Proposal

Bachelor of Applied Science

in Manufacturing Engineering

2018-04-20

Approved at the
School of Engineering Faculty Council 2018-03-06

1. EXECUTIVE SUMMARY

Overview

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. Its Faculty of Applied Science is internationally recognized, with its undergraduate Engineering program consistently ranked in the top 3 in Canada by MacLean's magazine and the QS World Rankings for Engineering and Technology. This proposal draws on that expertise and defines a new program for B.A.Sc. students at UBCO to pursue a rigorous and innovative CEAB¹ accredited Manufacturing Engineering degree in Kelowna. A parallel program is being proposed at UBC's Vancouver campus.

Manufacturing is the 4th largest industry in BC, supporting roughly 161,000 jobs and accounting for 7% of the provincial GDP². It has been a focus area for the *Science Technology and Innovation Council* and the *Government of Canada*. Engineers with the skills required for advanced manufacturing are critical to the growth and maintenance of the sector in Canada. Currently, BC has no manufacturing engineering programs to support this evolving sector and there are very few programs in Canada addressing its evolving needs.

The proposed B.A.Sc. degree will develop engineers specializing in modern manufacturing environments, who will be in demand in both industry and research. It is based on a Manufacturing Engineering curriculum proposed by the International Academy for Production Engineering (CIRP)³. The UBCO program will run in parallel and in cooperation with a separately proposed UBCV program. This will provide opportunities for inter-institutional collaborative teaching, and open up opportunities for students to direct their studies to either technical aspects of production or production management in their final year.

Students will apply to the common engineering first year, and specialize in MANF starting in the second year. Steady-state annual intake will be 50 students. Students will study foundational engineering disciplines, manufacturing processes and platforms, production management and modern and emerging manufacturing practices.

Credential

The credential awarded will be the Bachelor of Applied Science (B.A.Sc.) in Manufacturing Engineering. It is designed to be accredited by the Canadian Engineering Accreditation Board.

Location

The proposed UBCO program, specializing in Production Management, will be offered in Kelowna. UBCV will offer specialization in the technical aspects of manufacturing. The first three years of each program are designed for equivalency. A *Memorandum of Agreement* between campuses will govern opportunities for a limited number of students to take 4th year courses at the sister campus.

¹ Canadian Engineering Accreditation Board

² Mah, T. (2017, May 3). Manufacturing a Growing Industry in BC. Chartered Professional Accountants of BC Industry Update. Retrieved from: <https://www.bccpa.ca/industry-update/news/may-2017/manufacturing-a-growing-industry-in-bc/>

³ Developed by members of an international taskforce including representatives from North America, Europe, Japan and China, and led by UBC Applied Science Professor, and past CIRP President, Yusuf Altintas – See Appendix 1 citation #1

Faculty Offering Program

The program will be offered and administered by the Faculty of Applied Science jointly between Materials and Mechanical Engineering (UBC Vancouver). Course instruction will be primarily through APSC, with some courses delivered by the Faculty of Arts and Science.

Program Start Date

The program will start September 2019. Students will enter the second year of the MANF program after completing the common engineering first year.

Program Completion Time

Anticipated time for completion of the 149 Credit program is four years of full-time academic study. Participation in optional co-op, exchange programs, or the addition of Minor programs may extend the duration of study. Students may study part time with the approval of the Dean.

Goals of the Program

The MANF program will:

- Create a talent pool of uniquely educated engineers satisfying provincial, national and international priorities in the manufacturing sector.
- Prepare students for careers in industry and for advanced education
- Reinforce and build on UBC's leading position in manufacturing engineering education.

Contribution to UBC's Mandate and Strategic Plan

The MANF program aligns with the UBC strategic plan and will enhance the profile of the Faculty of Applied Science and the University. The program will offer an exceptional learning environment and attract students from around the world. It will provide clear opportunities for cooperation and collaboration with UBC Vancouver campus in ways that enhance learning and program quality at both institutions.

Delivery Methods

Required and elective courses address core concepts, skills and graduate attributes in manufacturing engineering. Courses include lectures, flipped classroom, laboratory, tutorials and design projects, and will leverage the expertise of specialized faculty at both campuses through state of the art, video connected classrooms. Students participating in co-op will complete 5 work terms. Eligible students may participate in the *Coordinated International Experience* Exchange program for opportunities for internships and/or study internationally.

Program Learning Outcomes

Graduates will be able to integrate engineering and production management knowledge and skills across a wide range of highly complex manufacturing processes and platforms. Specifically, at the end of the program, students will be able to:

- Design, operate, and optimize advanced manufacturing environments to create high-value products.
- Develop digital models for manufacturing processes based on the principles of mathematics, physics, thermodynamics, chemistry and materials engineering.

- Design and control manufacturing machinery by applying principles of kinematics, structural mechanics and dynamics, and control methods complemented with knowledge in instrumentation, software engineering and automation.
- Manage the manufacturing environment by applying the principles of production scheduling, inventory and quality control, cost analysis and shop floor automation.
- Communicate effectively in a professional environment through technical reports and presentations. Articulate and justify technical solutions to diverse audiences.
- Recognize and evaluate the societal benefits of manufacturing engineering. Appreciate and evaluate the environmental and societal impact of manufacturing operations.
- Recognize and promote the importance of professional and ethical responsibilities, the evolving nature of manufacturing engineering and the importance of lifelong learning.

Linking Learning Outcomes and Curriculum Design, Optional Work-terms

The number and variety of courses is limited to ensure a robust, streamlined learning experience. Each learning outcome is a core driver of the courses in the program. Work and research experience in the co-op/internship component further support the learning outcomes. The capstone project brings the course-work and practical learning together to demonstrate that the outcomes are achieved.

Program Strengths

The program is comprehensive and grounded in foundational engineering principles. It includes real-life project based courses that develop strong engineering and teamwork skills. Coordination with UBCV will allow for integrating project teams. Students will also study communications and humanities electives. Students will be qualified for accreditation as professional engineers, and well prepared for graduate studies, and careers in industry and entrepreneurship.

Related Programs at UBC or other BC Post-secondary Institutions

There are no B.A.Sc. degrees specifically in Manufacturing in BC, and few in Canada. Although there is insufficient overlap to suggest that the proposed program would compete in any way with UBC Vancouver campus's B.Sc. in Wood Products Processing, there may be opportunities for cooperation and synergy between the programs.

Institutional Contact

University of British Columbia

Faculty of Applied Science

Warren Poole, Professor, Materials Engineering

Warren.poole@ubc.ca

(604) 822 - 3674

APPENDIX A: Appendix to the Executive Summary (for internal UBC purposes only)

Budget and Funding

This program will follow the same tuition model as all other existing B.A.Sc. programs. These programs assess tuition on a per-credit basis. Current rates are published on the UBC website: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=14,339,1031,0>

This program will share the common first year of existing UBCO engineering programs. Additionally, a number of the courses for the program, both core and elective, are pre-existing courses. In total we propose the creation of several new courses, with some courses being offered simultaneously and in cooperation at both campuses.

Additional resources to support the program, specifically new faculty hires and staff for the program will be supported by new seats allocated to UBC Okanagan and Vancouver as part of the “tech expansion”, recently announced (January 16, 2018) by the province and UBC.

Space Requirements

Initially, the program will make use of existing space within the Applied Science footprint. It is anticipated that the program will enroll 50 students each year. At steady-state, there will be approximately 200 undergraduates in this program and expectations are that the number of graduate students will also increase.

Plans are already in place to address the impending increases in enrollment. UBC recently bought a new building of 22,000 sq ft right beside the Okanagan campus. The School of Engineering is working with the Provost’s Office to identify and secure space from this new building to support the development of the new program. In July 2016, Avcorp Industries and the University of British Columbia agreed to explore the establishment of a Learning Factory for Advanced Composites at UBC’s Okanagan campus. The Learning Factory will integrate industrial production with learning and research and provide UBC students and faculty with new opportunities for research, knowledge translation, and hands-on experiential learning. The Learning Factory will also provide technical and skills training opportunities for students in the Manufacturing Engineering Program.

The new courses for this program have been reviewed by the library as part of the consultation process. The courses requiring new resources will be funded by the APSC Dean’s Office.

1. Introduction

The University of British Columbia consistently ranks among the 40 best comprehensive research-intensive 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. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning. It is recognized for its expertise in, among other things, its Faculty of Applied Science. This proposal defines a new program that will continue that tradition of innovation and discovery and has the potential to advance UBC's and BC's reputation, capacity and influence in the rapidly evolving Advanced Manufacturing sector.

The manufacturing sector is one of the biggest drivers of the Canadian economy. It is changing rapidly, becoming more complex and is employing evolving high-tech solutions. To compete on a global scale, Canadian industry needs engineers who are trained and prepared to meet these demands. There are currently a limited number of engineering programs in Canada preparing undergraduates to specialize in manufacturing and the evolving nature of manufacturing engineering. This 149 credit undergraduate program, designed to twin and cooperate with a similar program being concurrently proposed at the UBC's Vancouver campus represents an innovative approach to filling that niche and contributing to Canadian capacity in advanced manufacturing.

Program Rationale

2.1. Defining the Need for the Program

Manufacturing⁴ is a high-tech sector accounting for 11% of Canada's GDP, making it the largest goods producing sector in the country; comfortably ahead of mining, oil & gas at 8.6% and the other traditional sector of the economy, agriculture, forestry and fisheries, at 1.6%. The sector employs 1.7m people nationally, represents 80% of national private sector R&D and accounts for over \$200bn in exports every year. Manufacturing research has become an increasingly timely topic in recent years. The USA, for instance, has invested \$1bn through its *National Network for Manufacturing*. In Canada, Advanced Manufacturing became a *Science Technology and Innovation Council* priority area in 2014, and this positioning was confirmed in the 2017 federal budget, which announced nearly \$1bn in innovation funding support for strategic sectors of the Canadian economy, including advanced manufacturing and digital technologies.

The 2016 *Deloitte's Survey of Global Manufacturing Competitiveness* puts talent as the number 1 source of manufacturing competitiveness. In Canada, over half of the members of the *Association of Canadian Manufacturers & Exporters* report labour shortages. Canada's manufacturing workforce is also ageing. Over 20% of Canada's manufacturing workforce is over 55, up from 10% in 1990. This MANF program, unique in Canada, will address future demand and is consistent with the province of BC's commitment to substantially increase the number of graduates from new engineering programs in the Province.

The proposed program builds upon the success of the *Advanced Materials Manufacturing* research cluster at UBC, an established research cluster recently funded through the *Vice President Research*

⁴ Value-added goods production such as aerospace, automotive, machinery, electronics etc.

Grants to Catalyze Research Clusters (GCRC) competition. The advanced materials manufacturing cluster brings together the academic strengths of 29 engineering faculty in Materials and Mechanical Engineering with experts in Physics and Chemistry, working collaboratively across both campuses. Importantly, this research group has established strong partnerships with many regional and international industrial manufacturing companies, including prominent companies Mercedes Benz, AFCC, Ballard, Seaspan, Avcorp, Rio Tinto Aluminum, Convergent Manufacturing and many local small SME⁵s. These partnerships will be instrumental in helping to ensure students in MANF are exposed to examples of real world engineering design problems in manufacturing. The proposed MANF program may be further strengthened with establishment of the Learning Factory in the Okanagan, and a proposed digital twin of the factory in Vancouver.

2.2. Market Analysis

2.2.1. Market Research Approach

In order to establish the viability of the proposed program, the following activities were undertaken:

1. Market research & industry analysis projections were conducted by an independent consultant⁶ through review and synthesis of the following data:
 - a. Statistics Canada – Canadian socioeconomic database (CANSIM) tables 282-0008 and 282-0087 and catalogue no. 71-001-XIE
 - b. Employment projections from the Government of Canada Canadian Occupational Projection System (COPS) Industry data website
 - c. Population and labour force data from the Government of Canada Canadian Occupational Projection Systems website
2. Validation by external (industry) sector experts was obtained by representatives of many, including some of the largest, manufacturing companies in Canada. These include: ASCO Aerospace Canada, Ayva, Festo Didactic Ltd., DLR Germany, Honeywell Process Solutions, MTU Canada, Nemak Canada and Vertex Precision Manufacturing.

2.2.2. Market Insights

A review of labour market, industry association reports and recent government reports supports the large and growing need for manufacturing engineering graduates ready to take on the new challenges facing the manufacturing industry in BC, Canada and the world. See *9.1 Appendix 1: Industry and Labour Market Reports*. Specifically, recent surveys have indicated that in general, most industrial and manufacturing growth in Canada to 2024 is expected to arise from productivity improvements and value-added services exploiting advanced and emerging technologies. MANF graduate skills relating to these areas will place them in an especially strong employment position regardless of their field of specialization.

⁵ Small and Medium Enterprises

⁶ David J. Roughley CPhys MInstP, Strategic Technology Consulting, Gibsons, BC, djrstc@telus.net, 604 886 6888

Manufacturing is the 4th largest industry in BC, supporting roughly 161,000 jobs and accounting for 7% of the provincial GDP⁷. After a brief recession in 2008 – 2009, manufacturing sales have been rising steadily in BC, along with manufacturing employment opportunities. In 2014, advanced manufacturing became a *Science Technology and Innovation Council* priority area, and the government of Canada is investing in initiatives designed to promote and protect the manufacturing sector in Canada. These initiatives include creation of economic policy along with promoting skills training and investments in R&D for advanced technologies to support manufacturing⁸. In a series of reports published by the *Canadian Manufacturing Coalition*, entitled *Industrie 2030*, it is noted that for manufacturing in Canada to grow and succeed in the new competitive market we must invest and remain at the forefront of technology and innovation in this sector. To accomplish this, manufacturing must leverage advanced technologies and adopt *Industry 4.0*⁹ strategies including cyber physical production, and digital strategies¹⁰. In May 2017, the *Parliamentary Standing Committee on Industry, Science and Technology* released a report entitled “The Canadian Manufacturing Sector: Urgent Need to Adapt.” It made 17 recommendations for the manufacturing sector in Canada, including a specific recommendation (#3), for the federal government to

“...establish sector councils in order to make students and post-secondary institutions more aware of what skills are required by manufacturing businesses, advanced manufacturing, in merging fields that will be important to Canada’s growth. These sector councils will be tasked to work with local educational institutions to create streams to reemployment, including work experience for students and share best practices on processes and innovation as well as promoting investment”¹¹.

At present BC has no manufacturing engineering program to support this important and evolving sector. Moreover, there are currently very few programs in Canada which aim to address the rapidly evolving needs and changes in the manufacturing sector outlined in these recent reports. As the manufacturing sector advances there is a need for traditional educational programs to progress and adapt the needs of the sector. Noted by many industry experts, skills in *digital design* are required along with *simulation* skills. These two areas are not traditionally part of manufacturing programs. Together these powerful tools support fast-tracking complex manufacturing processes and products, and together count as one of the most powerful advanced mechanisms to compress production cycles and thereby enhance competitive advantage for a company, an industry, or a nation. The wide spread engagement of engineers well versed in these disciplines will precede the wider economic benefits.

The curriculum for the proposed program was well received by our industry advisors across a range of different industries, many of whom would serve as potential employers for graduates from the

⁷ Mah, T. (2017, May 3). Manufacturing a Growing Industry in BC. Chartered Professional Accountants of BC Industry Update. Retrieved from: <https://www.bccpa.ca/industry-update/news/may-2017/manufacturing-a-growing-industry-in-bc/>

⁸ Industry Canada (2015). Strengthening Canada’s Manufacturing Sector. Retrieved from: <http://www.ic.gc.ca/eic/site/mfg-fab.nsf/eng/00201.html>

⁹ Industry 4.0 is a name for the current trend of automation and data exchange in manufacturing technologies. It includes cyber-physical systems, the Internet of things, cloud computing and cognitive computing.

¹⁰ Canadian Manufacturers and Exporters (2017). Industrie 2030 Manufacturing Matters. Reports Presentations and Speeches. Retrieved from: <https://www.industrie2030.ca/english/actions/reports-presentations-and-speeches.html>

¹¹ Standing Committee on Industry, Science and Technology, Report. (2017). The Canadian Manufacturing Sector: Urgent Need to Adapt. Published under the authority of the Speaker of the House of Commons

MANF program. Key insights around current trends in manufacturing from industry advisors have been incorporated into the program, including courses that provide learners with the necessary background, experience and skill to determine best solutions for the following:

- Process and factory automation
- Use of robotics in manufacturing, including industrial, mobile and collaborative robotics.
- Integrated vision and systems sensors
- Motion control systems
- Additive manufacturing including 3D printing for prototyping
- Programming, networking and data analysis to support move to *Industry 4.0*
- Efficiency
- Ensuring safety in manufacturing processes

The proposed program aligns with the feedback of industry, and market projections. Importantly, it aligns with federal government priorities for revitalization of the manufacturing sector in Canada. The courses (core and elective) were determined based on market and industry insights and the CIRP¹² curriculum for Manufacturing Engineering. Students will develop robust core engineering skills in industrial automation, computer aided manufacturing, production management, logistics and control in addition to the business and economic evaluation skills desired by employers. Our optional co-op work experience is designed and timed to align with the need of industry to have students who have had specific experiences prior to the work placement and can stay in the position for extended periods of time.

2.2.3. Potential Sectors of Employment for Graduates

A preliminary analysis of opportunities for graduates of the MANF program (See 9.1 *Appendix 1: Industry and Labour Market Reports, Analysis, and Predictions*) was compiled by review of ongoing and incremental job openings across the country, and used weighting factors to adjust the predictions to reflect

- 1) manufacturing jobs specifically requiring university education,
- 2) industry groupings with engineering intensive jobs, and
- 3) regional jobs in the province of BC.

The adjusted predictions suggest that over the 10 year analysis and forecast period (2015 -2024) there will be an estimated total of 4849 job openings in British Columbia, i.e. an average of 485 manufacturing engineering job openings per year in BC alone. This compares to the anticipated steady state rate of 100 MANF graduates per year from UBCO and UBCV. Importantly, this does not take into account job openings projected in Alberta and Saskatchewan which may offer additional employment opportunities for MANF grads due to the unique nature of the program. An analysis was conducted which reviewed 362 currently posted job openings (January 2018), comparing the required qualifications and skills to the proposed learning outcomes of the MANF program and its courses. The analysis suggests that approximately 40 of the posted jobs would be suitable for MANF graduates upon program completion. Assuming the postings represent a normal number of jobs posted on a monthly basis the yearly total jobs would be approximately 490. These

two approaches to labour market assessment both suggest that there are sufficient job openings for the MANF graduates each year in BC alone.

Finally, over the same analysis period described, most of the industrial and manufacturing growth in Canada is projected to arise from productivity improvements; value added services that leverage advanced and emerging technologies. Graduates from the MANF program will be uniquely trained with the skills necessary to support the projected growth in a variety of primary industries, regardless of their field of specialization. Any future increasing focus of Canadian manufacturing sectors on advanced technologies, digital media and design, to add value and enhance productivity would simply strengthen and expand the number of opportunities and the employability of MANF graduates.

Undergraduate MANF students will take several different pathways upon graduation. These primarily include research, graduate/advanced/professional degrees, industry and entrepreneurial activities. For those that go on to employment, manufacturing engineers may be employed in industrial and government research facilities, government and regulatory agencies, as well as industry in areas of rubber, plastics and chemical manufacturing, manufactured mineral products, computer and electronics manufacturing, aerospace, transportation manufacturing and manufacturing management. Manufacturing engineers may also be employed as consultants in professional business services and in educational services.

2.3. Program Description and Specifications

The structure of the program is analogous to that of other established engineering programs, with a strong unified core and a companion suite of courses to provide breadth. The MANF program's focus is on providing learners with a general engineering knowledge base and a discipline specific focus on integration of domain knowledge from mechanical, materials, electrical and computer engineering applied to modern manufacturing practices.

Students will study foundational engineering disciplines, manufacturing processes and platforms, and production management and modern manufacturing practices, including newly emerging practices in digital modeling, virtual machining, additive manufacturing and composites. The confluence of these key domain areas will provide learners with the knowledge base to support careers in manufacturing optimization, design and process management that will support the growth and creation of new manufacturing opportunities in BC and in Canada. The program will establish UBC as a leader in manufacturing engineering education.

The full time, 149 credit Okanagan program will enroll 50 new students annually at steady state. This credit load is consistent with other APSC engineering degrees at UBC. Students will attend 8 academic semesters and most will attend 20 months of Co-op work placement, leading to a CEAB accredited Engineering B.A.Sc. degree in under 5 years (56 months). See *9.2 Appendix 2: Sample Degree Progression Schedule with Co-op* for sample degree progression schedules with co-op. As in existing APSC undergraduate programs, the curriculum includes the usual common first year engineering experience, and MANF specialization in the subsequent years.

2.3.1. Mission

This program will support the education and development of engineers with a combination of technical and managerial skills preparing them for sought-after careers in the exceptionally demanding and evolving domain of advanced design and manufacturing.

2.3.2. Goals of the Proposed Program

The program will

- Create a talent pool of uniquely educated engineers satisfying provincial, national and international priorities in the manufacturing sector.
- Prepare students for careers in industry and for advanced education.
- Reinforce UBC's leading position in manufacturing engineering education.

2.3.3 Program Learning Outcomes

Broadly:

Graduates of the program will be able to:

- Integrate engineering and management knowledge and skills across a wide range of highly complex manufacturing processes and platforms.

Specifically:

At the end of the program, students will be able to:

- **Design, operate, and optimize** advanced manufacturing environments to create high-value products.
- **Develop digital models** for manufacturing processes based on the principles of mathematics, physics, thermodynamics, chemistry and materials engineering.
- **Design and control manufacturing machinery** by applying principles of kinematics, structural mechanics and dynamics, and control methods complemented with knowledge in instrumentation, software engineering and automation.
- **Manage the manufacturing environment** by applying the principles of production scheduling, inventory and quality control, cost analysis and shop floor automation.
- **Communicate effectively in a professional environment** through technical reports and presentations. Articulate and justify technical solutions to diverse audiences.
- **Recognize and evaluate the societal benefits of manufacturing engineering.** Appreciate and evaluate the environmental and societal impact of manufacturing operations. Recognize the importance of professional and ethical responsibilities, the evolving nature of manufacturing engineering and the importance of lifelong learning.

2.3.4. Program Degree Requirements

The program requires the completion of 149 credits including the following mandatory courses: APSC 169, 171, 172, 173, 176, 177, 178, 179, 180, 181, 182, 183, 201, 246, 248, 252, 253, 254, 255, 259, 260; COSC 210, 310; MANF 230, 270, 330, 368, 370, 386, 430, 450, 455, 460, 465, 470; ENGR 305, 376, 377, 381, 385, 413, 416, 476.

Students must also complete 3 credits of a Humanities and Social Sciences elective and 9 Credits in Technical electives**. A sample list of technical electives can be found in Appendix 9.3

** Students should confer with their academic advisor and consult the MANF program webpage for a list of acceptable Technical electives.

A full comparison of the two programs offered at Vancouver and the Okanagan is given in Appendix 3.

The parallel programs at UBCO and UBCV produce opportunities for students in Kelowna to specialize outside of what UBCO offers. Up to 10 students each year from UBCO will be permitted to attend 4th year classes at UBCV, in order to specialize in the technical aspects of manufacturing. Similarly, up to 10 students from UBCV will be permitted to attend 4th year classes at UBCO, in order to specialize in Production Management.

UBCO students at UBCV will take the standard technical specialty courses that constitute the UBCV 4th year curriculum. Those courses will be accepted towards their UBCO degree. All UBCO students will have to meet the degree requirements outlined in Section 2.3.4, however, successful completion of the UBCV 4th year program requirements (See Appendix 3: Comparing the UBCV and UBCO Curricula) will be accepted in lieu of ENGR 413, MANU 430, 450, 455, 460, 465, 470; ENGR 387. Students who attend classes at the UBCV campus to focus on technical specialties will do so through cross-campus registration and will not be considered transfer students.

2.3.5. Admission Requirements

Admission requirements for the UBCO Manufacturing Engineering Program will be the same as the admission requirements for all other direct entry engineering programs at the Okanagan campus. For reference, the existing calendar text is available at the following link: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,317,988,0#13687>.

Between mid-March and May 15, students finishing the first year of their common engineering courses submit a *Preference Form* in which they indicate and prioritize the engineering programs they would like to study for the remainder of their degree. The students will select their preference and the administrative selection process is competitive-based.

We will add MANF as an option for students to choose from in March 2019. It will carry the caveat that the program will only be offered if and when it receives approval from the UBC Senate, Board of Governors, and from the Ministry of Advanced Education Skills and Training (AEST). We will select students into the program according to the same processes outlined for the other programs. Students are not limited in the number of placements to which they can apply. They are encouraged to apply to all engineering programs. Therefore, applying to MANF is not a disadvantage to students if the program is not approved by AEST prior to September 2019. The program will not launch unless and until it has Ministry approval.

Transfers into 2nd and 3rd year between the Okanagan and Vancouver campuses will be handled through our standard transfer program. Students who wish to go to Vancouver for their 4th year will not be considered transfer students, as they will return to the School of Engineering to graduate.

2.3.6. Program Management and Assessment

The UBCO MANF program will be situated within the Faculty of Applied Science. The program will be managed in the same manner as other undergraduate engineering programs. Decision making and ultimate responsibility for the program will lie with the Dean of Applied Science. A Director and Associate Director will be appointed from the Departments of Mechanical and Materials Engineering (UBC Vancouver department) such that one position will be filled from each department and the positions will rotate between the two departments.

To ensure equivalency between the UBCO and UBCV programs in years 1 – 3, there will be a joint curriculum committee consisting of members from both campuses. The committee will advise the Directors and Associate Directors of each program. Any proposed changes to the curriculum of a program will have to be approved by the joint curriculum committee before such changes can be approved by the Faculty.

In alignment with other engineering programs at UBC, which have either an Industrial Advisory Committee (IAC) or a Board of Study, the MANF program will have an IAC who will meet biannually to review all aspects of the program. A typical IAC consists of industry representatives, faculty members from each department involved in the delivery of course material, representatives of student government (program specific) and a representative of the Dean, typically an Associate Dean. Representatives of the Industry partners with whom we have met during the planning stages of this program proposal have agreed to sit on the continuing IAC committee.

In addition to the IAC, this program conforms to the accreditation standards of the Canadian Engineering Accreditation Board (CEAB). As such, an accreditation site visit will occur during the fall of the year during which the first cohort is scheduled to graduate and at least every 6 years thereafter.

2.4. Contribution to UBC Okanagan Mandate and Strategic Plan

The proposed program aligns with UBCO's strategic plan, *Aspire*, by directly supporting the following aims:

- Creating expanded experiential learning opportunities, such as co-op and capstone projects, throughout all faculties through community partnerships.
- Providing collaboration or interdisciplinary project opportunities.
- Facilitating research collaborations and support for intra campus, inter campus and community collaboration
- Increasing local and global impact by supporting the development of an innovation hub to bring together interdisciplinary groups of students, faculty and external partners to work on the development of projects with economic impact.

2.4.1. Student Learning

The MANF program will offer an exceptional learning environment for students, will attract students from around the world to study in the Okanagan's diverse environment, and will be in demand across the globe. The program's comprehensive curriculum draws upon the expertise of faculty in Applied Sciences. The program will synthesize theory and practice through a challenging learning experience that will equip students with the attitudes, skills and experience needed to excel in one

of Canada's fastest changing sectors. Strong stakeholder support and existing relationships between UBC APSC and local companies promises students both a rich educational experience and employment opportunities after graduation.

2.4.2. Innovation Excellence

The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination, and application of research within and across disciplines, working collaboratively across both campuses in the areas of: (1) composites (2) mixed reality robotics (3) additive manufacturing (4) advanced metals processing (5) virtual machining. This combination of different expertise makes us very unusual. No other university in Canada can claim capacity in both composite material manufacturing and advanced metal processing. \$6m NSERC strategic network for lightweight magnesium applications (*Poole*), \$5m NSERC strategic network for automated machining (*Altintas*), renewed for a second \$5m term in 2016, the \$10m Composites Research Network (*Poursartip*), Prometheus, a \$20m multi-institutional CFI award in advanced materials science, led by *Ko*, a \$5m partnership with Fraunhofer Institute focused on materials and manufacturing for clean energy applications (*Merida, Wilkinson et al*).

2.5. Relationship to Established Programs

2.5.1. The University of British Columbia

The Faculty of Applied Science currently offers three different undergraduate engineering program options at the Okanagan campus and 13 different undergraduate engineering programs at the Vancouver campus. The MANF program is the first program in APSC that has been entirely conceived and developed collaboratively across both campuses. The program represents an exciting opportunity to build upon the strengths of popular existing programs at both campuses. At the Vancouver campus, B.A.Sc. programs in Mechanical Engineering, Computer Engineering, and Electrical Engineering are high demand programs with limited space. An undergraduate degree focused on manufacturing engineering would offer students interested in robotics, cyber-physical infrastructure and digital manufacturing an additional option to explore outside these more traditional disciplines.

Students in the Faculty of Forestry at UBCV may pursue a Bachelor of Science in Wood Products Processing, specifically focusing on the manufacturing of wood products. This program does include fundamentals of wood science, business and advanced manufacturing operations, and offers students an opportunity to complete co-op work terms and a minor in commerce option. It is not an engineering degree. There may be opportunities to explore synergies particularly for 3rd and 4th year technical electives, but it not anticipated that the proposed program will affect enrollment in this existing and award winning program.

The Faculty of Applied Science offers the professional graduate program: Masters of Engineering Leadership in Advanced Materials Manufacturing. This program is open to students who already hold a relevant undergraduate degree and have a minimum of two years relevant work experience and therefore the new proposed program is not anticipated to adversely affect this graduate program. However, graduates of the proposed undergraduate degree may be excellent candidates for the professional Master's program once they have the required employment experience.

2.5.2. Other British Columbia and Canadian Universities

BCIT offers a Bachelor of Technology in Manufacturing, in the School of Energy. The program is offered as a part-time program for individuals who already hold a diploma or degree in a manufacturing related field including mechanical engineering or mechatronics and robotics who are wishing to upgrade their skills to meet the demands of the evolving sector. Applicants must have at least 6 months' work experience. This is not an engineering degree and graduates of the BCIT program would not be eligible for Professional Engineer Status with Engineers and Geoscientists of BC.

BCIT also offers a certificate program in Operations Management, with an Industrial Engineering Option through the School of Business. The program is offered as a part-time program to be completed over 3 – 5 years. It is not a bachelor degree program and its graduates would not be eligible for Professional Engineer status.

The University of Victoria offers a Bachelors of Engineering in Mechanical Engineering, allowing students to specialize in areas of advanced materials and computer aided engineering & advanced manufacturing. It is not expected that the proposed B.A.Sc. in Manufacturing Engineering will compete for the same students who are wishing to pursue a degree in Mechanical Engineering.

The proposed UBC program is designed to be accredited with the Canadian Engineering Accreditation Board (CEAB). There are currently no fully CEAB accredited undergraduate degree programs in Manufacturing Engineering in B.C. The proposed MANF program at UBC, would be the only program of its kind offered in Western Canada. At present only two Canadian post-secondary institutions offer CAEB accredited undergraduate programs in manufacturing engineering. These programs are listed below.

University	Department	Program	Engineering Discipline
Ontario Institute of Technology <i>*CEAB accredited 2007 – present</i>	Faculty of Engineering and Applied Science	B.Eng B.Eng & Management (honors)	Manufacturing Engineering
Ecole de technologie superieure (ETS) <i>* CEAB accredited 1990 – present</i>	Department of Automated Production Engineering	B.Ing & optional concentration in Heath Technologies	Génie de la production automatisée

A review of the Engineers Canada website lists a total of six programs in Canada offering Manufacturing Engineering. The remaining four currently offer manufacturing engineering programs as options, minors or as courses within their accredited programs. More information about these programs can be found below:

University	Department	Current Programs Offered (2017)
University of Calgary <i>CEAB accredited 1997 – 2015</i>	Mechanical & Manufacturing Engineering	B. Sc. Mechanical Engineering with a minor in manufacturing

University of Manitoba <i>CEAB accredited 2003 – 2013</i>	Mechanical Engineering	B. Sc. Mechanical Engineering with Manufacturing Option (12 courses)
McMaster University in collaboration with Mohawk <i>CEAB accredited 1982 – 2005</i>	W Booth School of Engineering Practice & Technology	B. Tech Manufacturing Engineering Technology
Quebec à Trois-Rivieres <i>CAEB accredited 1987 – 1999</i>	Génie Mécanique	B.Ing Mechanical Engineering or Mechatronics Engineering

Included in this proposal is a summary of accredited industrial engineering programs offered in Canada. Industrial engineering is a related but distinctly different engineering discipline. However, as manufacturing continues to evolve adopting more data driven, automated and computerized processes, there may be increased overlap between disciplines of industrial and manufacturing engineering. Modern manufacturing engineering programs focusing on training students for future jobs in the evolving sector, similar to the program offered by École de Technologie Supérieure (ETS) and this proposed program contain elements of both industrial engineering and traditional manufacturing engineering.

Industrial engineering programs focus on the integration of people, materials, machines and information and tend to focus on training students in specific streams of human factors engineering, operations research management and can extend into areas of health care management and finance management. Programs combine the principles of engineering design with project management and the study of human factors (social sciences). Manufacturing is one area where industrial engineers can apply their broad overall training. There are currently nine Canadian post-secondary institutions offering undergraduate programs in industrial engineering.

University	Department	Program	Engineering Discipline
Concordia University 1995 – present	Department of Mechanical, Industrial & Aerospace Engineering	B.Eng	Industrial Engineering
Dalhousie University 1969 - present	Department of Industrial Engineering	B.Eng	Industrial Engineering
Ecole Polytechnique 1973 – present	Department of Mathematics and Industrial Engineering	B.Ing	Genie industriel
Universite Laval 2014 – present	Department of Mechanical Engineering	B.Ing	Genie industriel
Universite Quebec a Trios-Rivieres 1980 – present	Department of Industrial Engineering	B.Ing	Genie industriel
University of Regina 1984 – present	Faculty of Engineering & Applied Science	B.A.Sc.	Industrial systems Engineering

Ryerson University 1992 - present	Mechanical & Industrial Engineering	B.Eng	Industrial Engineering
University of Toronto 1965 – present	Department of Mechanical & Industrial Engineering	B.A.Sc. Minor offered in Advanced Manufacturing	Industrial Engineering
Windsor 1974 – present	Department of Mechanical, Automotive and Materials Engineering	B.A.Sc.	Industrial Engineering

In addition to UBC graduate programs, graduates of the UBC MANF undergraduate program will be well positioned for application to Canadian graduate programs in Manufacturing, Advanced Manufacturing or Industrial Engineering including but not limited to the following:

University	Department	Program
University of Alberta	Mechanical Engineering	M.Eng, M.Sc. or Ph.D. in Engineering Management
University of Calgary	Mechanical & Manufacturing Engineering	M.Eng, M.Sc. or Ph.D. in Mechanical & Manufacturing Engineering
Concordia University	Department of Mechanical, Industrial & Aerospace Engineering	M.Eng, M.A.Sc or Ph.D. in Industrial Engineering
Dalhousie University	Department of Industrial Engineering	M.Eng, M.A.Sc or Ph.D. in Industrial Engineering
Ecole Polytechnique	Department of Mathematical & Industrial Engineering	M.Eng, M.Sc, Ph.D, or DESS in Industrial Engineering (DESS – <i>diplome d'études supérieures spécialisées</i>)
Université Laval	Department of Mechanical Engineering	DESS, in Industrial Engineering & Postgraduate microprogram in Industrial Engineering – Production Management & Technology
University of Manitoba	Department of Mechanical Engineering	M.Eng, M.Sc or Ph.D in Manufacturing & Production
McMaster University	W Booth School of Engineering Practice & Technology	M.Eng Manufacturing
University of Regina	Faculty of Engineering & Applied Science	M.Eng., M.A.Sc., or Ph.D in Industrial Systems Engineering
Ryerson University	Faculty of Engineering & Architectural Science	M.Eng, M.A.Sc, or Ph.D in Mechanical & Industrial Engineering
University of Toronto	Mechanical & Industrial Engineering	M.Eng in Advanced Manufacturing, M.A.Sc and Ph.D, Industrial Engineering
University of Windsor	Mechanical, Automotive & Materials Engineering	M.Eng & M.A.Sc in Industrial Engineering

International post-secondary institutions of note offering similar undergraduate degrees Manufacturing Engineering include:

University	Department	Program	Engineering Discipline
Dublin Institute of Technology	School of Mechanical and Design Engineering	B.Eng (honors)	Manufacturing Engineering
University of New South Wales	School of Mechanical & Manufacturing Engineering	B. Eng	Mechanical & Manufacturing Engineering
Northwestern University	McCormick School of Engineering	B.Sc	Manufacturing & Design Engineering
Texas A&M University	Department of Engineering Technology and Industrial Distribution	B.Sc	Manufacturing & Mechanical Engineering Technology

2.5.3. Level of support and recognition from other post-secondary institutions

UBC is recognized as one of the Canada's leading academic centers for Engineering. The MANF program is designed to meet the accreditation standards of the Canadian Engineering Accreditation Board (CEAB). Coordination and cooperation between the sister programs at UBCO and UBCV are described in Section 2.3.4.

2.6. Target Students

Engineering programs at UBC currently receive four qualified applications for every available seat in the existing programs. MANF students will be drawn from the same strong candidate pool. Traditionally, approximately 89% of our students register directly out of high school, and <2% transfer to UBC engineering from other degree programs at UBC. The MANF program will target students who are interested in combining traditional disciplines of mechanical, materials, electrical and computer engineering to support newly emerging areas in manufacturing technology.

2.6.1. Enrolment Predictions and Capacity

The first year of the program may have a reduced pilot cohort. In subsequent years, we anticipate 50 students to be enrolled per year. Due to high application pressure, we anticipate no difficulty in reaching these targets.

2.6.2. Tuition Rationale

Tuition for the MANF program will be the same as for other UBC Okanagan engineering programs.

2.6.3. Scholarships

Students in the MANF program will have access to the same scholarship opportunities as other UBC engineering students, namely, the UBC Undergraduate Engineering Scholarship.

2.6.4. Opportunities for Further Study

The MANF program will prepare students for advanced research degrees in engineering (i.e. Ph.D., M.A.Sc.), and for graduate professional programs such as the Master of Engineering Leadership once the graduate has the appropriate professional work experience. Graduate programs at other institutions for which MANF graduates would be strong candidates are described in Section 2.5.2.

3. Program Resources

3.1. Program Funding and Budget

New funding to support the development and launch of the MANF program has been secured from provincial funding already announced in support of the “tech expansion” across the province. The proposed plan allocates 160 new seats for MANF across both campuses, and includes a provision for start-up funding to support costs associated with bridging new faculty and staff hires. Base funding for the MANF program will be used to support the new hires for the program in collaboration with the program at UBC Vancouver.

This program will follow the same tuition model as all other existing B.A.Sc. programs. These programs assess tuition on a per-credit basis. Current rates are published on the UBC Okanagan website: <http://students.ok.ubc.ca/finance/tuition.html>.

This program will share the common first year of existing UBCO engineering programs. Additionally, a number of the courses for the program, both core and elective, are pre-existing courses. In total, we propose the creation of fourteen new courses.

Additional financial and human resources are required to manage and deliver the new program. Final details are being confirmed at this time. In brief, we anticipate hiring a total of seven new faculty, in Okanagan, including two instructors and five research faculty to support the development and teaching of the MANF courses. A similar complement of faculty will be hired in Vancouver. Importantly, faculty hires across both campuses will be coordinated as to not duplicate expertise and maximize opportunities for synergy within the program.

3.2. Space Requirements

Initially, the program will make use of existing space within the Applied Science footprint. It is anticipated the program will enroll 50 students each year beyond what APSC currently enrolls. At steady-state, there will be approximately 200 undergraduates in this program and expectations are that the number of graduate students will also increase. As the program grows, current classroom space within the Faculty will be insufficient for the program.

In a proactive measure aimed at addressing the space issue, UBC recently bought a new building of 22,000 sq ft right beside the Okanagan campus. The School of Engineering is working with the Provost’s Office to identify and secure space from this new building to support the development of the new program. In July 2016, Avcorp Industries and the University of British Columbia agreed to explore the establishment of a Learning Factory for Advanced Composites at UBC’s Okanagan campus. The Learning Factory will integrate industrial production with learning and research and provide UBC students and faculty with new opportunities for research, knowledge translation, and hands-on experiential learning. The Learning Factory will also provide technical and skills training opportunities for students in the Manufacturing Engineering Program.

The Faculty of Applied Science Dean's Office will support the renovation of teaching space to ensure that there are sufficient classrooms available that are video-linked to the Vancouver campus to encourage cross-site teaching where possible, and encourage interaction of students at both campuses throughout the program.

3.3. Library Resources

The new courses for this program have been reviewed by the library. Courses requiring new resources will be funded by the APSC Dean's Office.

3.4. Qualified Faculty

UBC Engineering has faculty experienced, qualified and recognized as leaders in their fields. This includes the numerous faculty currently engaged in the core engineering courses that current students and MANF students will take, as well as faculty with specific expertise related to manufacturing and advanced materials manufacturing. A list of Faculty with expertise in MANF is found in *9.5 Appendix 5: Faculty Expertise in Manufacturing Engineering*. Funding for the MANF program will be used to hire additional faculty at both the Okanagan and Vancouver campuses who will be able to collaborate with and form strong partnerships in the already strong advanced manufacturing research cluster faculty members. At present this includes a total of 29 faculty, with 2 CRC Tier I chairs, 3 CRC Tier II chairs, and 2 Professorships.

UBC's advanced manufacturing research excellence has traditionally been anchored on a core group of academics within the Departments of Materials and Mechanical Engineering. Over the last 5 years, this group, has widened to include 30 PIs from across the Faculty of Applied Science and, within the Faculty of Science, the Departments of Physics and Chemistry. We have strengths across seven research themes:

- (1) composites
- (2) mixed reality robotics
- (3) additive manufacturing
- (4) advanced metals processing
- (5) virtual machining
- (6) digital modelling and
- (7) materials catalysis and clean energy manufacturing.

This combination of varied expertise makes us unique. No other university in Canada can claim capacity in both composite material manufacturing and advanced metal processing.

Our careful fostering of academic excellence has led to measurable success:

- A \$6m NSERC strategic network for lightweight magnesium applications (*Poole*),
- A \$5m NSERC strategic network for automated machining (*Altintas*),
- A \$10m Composites Research Network (*Poursartip*) - renewed for a second \$5m term in 2016,
- Prometheus, a \$20m multi-institutional CFI award in advanced materials science, led by *Ko*, and
- A \$5m partnership with Fraunhofer Institute focused on materials and manufacturing for clean energy applications (*Merida, Wilkinson et al*).

The group has collaborated with some 160 academic and governmental partners over the last decade, and approximately 130 industrial partners. Our metrics show an exceptional record of scholarly output, for example with the highest number of research citations per faculty member per year in Canada. This combined expertise will be an excellent resource for the MANF programs and their students.

4. Calendar Statements

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2019W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course Code (create)	
Rationale: This subject code is needed to identify new courses specific to and required for the new (proposed) B.A.Sc. in Manufacturing Engineering. This will differentiate it from courses that are not manufacturing engineering courses.	
Proposed Academic Calendar Entry: MANF Manufacturing Engineering	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2019W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: A new course code for MANF should be represented in the course codes.	
Proposed Academic Calendar Entry: APPP Applied Science Professional Platform APSC Applied Science ENGR Engineering MANF Manufacturing Engineering VURS Visiting Undergraduate Research Student	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&institution=2 Present Academic Calendar Entry: APPP Applied Science Professional Platform APSC Applied Science ENGR Engineering VURS Visiting Undergraduate Research Student

Category: 1																											
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2019W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca																										
Type of Action: New Program																											
Rationale: Create new calendar entry for the proposed undergraduate program in Manufacturing Engineering in the Faculty of Applied Science																											
Proposed Academic Calendar Entry: Bachelor of Applied Science (B.A.Sc.) in MANUFACTURING ENGINEERING Program Overview In the second, third and fourth years, students will follow a program in Manufacturing Engineering. The Mission of the MANF program is to develop engineers with technical and managerial skills preparing them for sought-after careers in the exceptionally demanding and evolving domain of advanced design and manufacturing.	Draft Academic Calendar URL: Homepage>>Faculties, Schools, and Colleges >> School of Engineering >> Bachelor of Applied Science>> Manufacturing Engineering Present Academic Calendar Entry: None																										
Second Year <table border="0"> <tr><td>APSC 201</td><td>3</td></tr> <tr><td>APSC 246</td><td>3</td></tr> <tr><td>APSC 248</td><td>3</td></tr> <tr><td>APSC 252</td><td>3</td></tr> <tr><td>APSC 253</td><td>3</td></tr> <tr><td>APSC 254</td><td>3</td></tr> <tr><td>APSC 255</td><td>3</td></tr> <tr><td>APSC 259</td><td>3</td></tr> <tr><td>APSC 260</td><td>3</td></tr> <tr><td>COSC 210</td><td>4</td></tr> <tr><td>MANF 230</td><td>3</td></tr> <tr><td>MANF 270</td><td>3</td></tr> <tr><td colspan="2">Total Credits: 37</td></tr> </table>		APSC 201	3	APSC 246	3	APSC 248	3	APSC 252	3	APSC 253	3	APSC 254	3	APSC 255	3	APSC 259	3	APSC 260	3	COSC 210	4	MANF 230	3	MANF 270	3	Total Credits: 37	
APSC 201	3																										
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APSC 259	3																										
APSC 260	3																										
COSC 210	4																										
MANF 230	3																										
MANF 270	3																										
Total Credits: 37																											

Third Year

ENGR 305	3
ENGR 376	3
ENGR 377	3
ENGR 381	3
ENGR 385	3
ENGR 416	3
ENGR 476	3
COSC 310	3
MANF 330	6
MANF 368	3
MANF 370	3
MANF 386	3

Total Credits: 39

Fourth Year

ENGR 413	3
MANF 430	6
MANF 450	3
MANF 455	3
MANF 460	3
MANF 465	3
MANF 470	3
Technical Electives ²	9
Humanities/Social Sciences Elective ¹	3

Total Credits: 36

¹ In general, scientific geography courses, statistical courses, and studio/performance courses in fine arts, music, and theatre will not satisfy this requirement. Courses that teach language skills are not acceptable. See Complementary Studies Courses

² To be chosen from a list of Manufacturing Engineering elective courses provided by the School of Engineering.

Contact Information

School of Engineering
EME 4242 – 1137 Alumni Ave
Kelowna, BC Canada
(250)-807-8723
Engineering.okanagan@ubc.ca

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2019W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: The list of programs should include the new program when it is approved by the Ministry of Advanced Education and it is launched.	
Proposed Academic Calendar Entry: Dean's Office James Olson, Dean B. Gopaluni, Associate Dean C. Jaeger, Associate Dean W. Merida, Associate Dean S. Thorne, Associate Dean R. Sadiq, Associate Dean The University of British Columbia Okanagan Campus 3333 University Way Kelowna, BC V1V 1V7 Tel: 250.807.8723 Fax: 250.807.9850 The University of British Columbia Vancouver Campus 5000-2332 Main Mall Vancouver, BC V6T 1Z4 Tel: 604.822.6413 Fax: 604.822.7006 Engineering Advising Office Tel: 250.807.8723 Email: engineering.okanagan@ubc.ca The Faculty of Applied Science is a dual-campus faculty with activities at both the Okanagan and Vancouver campuses.	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tre=18,281,0,0 Present Academic Calendar Entry: Dean's Office Marc Parlange, Dean E. Croft, Associate Dean C. Jaeger, Associate Dean J. Olson, Associate Dean S. Thorne, Associate Dean R. Sadiq, Associate Dean The University of British Columbia Okanagan Campus 3333 University Way Kelowna, BC V1V 1V7 Tel: 250.807.8723 Fax: 250.807.9850 The University of British Columbia Vancouver Campus 5000-2332 Main Mall Vancouver, BC V6T 1Z4 Tel: 604.822.6413 Fax: 604.822.7006 Engineering Advising Office Tel: 250.807.8723 Email: engineering.okanagan@ubc.ca

At the Okanagan campus, the Faculty operates through the Office of the Dean and the [School of Engineering](#), and offers undergraduate programs through the School of Engineering leading to the Bachelor of Applied Science (B.A.Sc.) in Civil Engineering, Electrical Engineering, **Manufacturing Engineering** and Mechanical Engineering.

At the Vancouver campus, the Faculty operates through various components of the Office of the Dean, six Engineering departments, the School of Architecture and Landscape Architecture, the School of Nursing, School of Community and Regional Planning, and several research centres. The Faculty offers undergraduate programs leading to the B.A.Sc. in Chemical Engineering, Chemical and Biological Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics, Environmental Engineering (jointly with the University of Northern British Columbia), Geological Engineering, Integrated Engineering, Materials Engineering, **Manufacturing Engineering**, Mechanical Engineering, and Mining Engineering.

Extending engineering studies to the graduate level is becoming increasingly important. At both the Okanagan and Vancouver campuses, the Faculty offers graduate programs leading to the degrees of Master of Engineering (M.Eng.), Master of Applied Science (M.A.Sc.), and Doctor of Philosophy (Ph.D.). Information regarding admission requirements for graduate programs offered at the UBC Okanagan campus can be obtained from the [College of Graduate Studies](#).

The [Faculty of Applied Science](#) is a dual-campus faculty with activities at both the Okanagan and Vancouver campuses.

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Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2019W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 230 (4) Manufacturing Engineering Laboratory Theory, operational constraints, and problem solving in traditional manufacturing processes. Casting, heat treatment, bulk deformation (i.e. rolling, extrusion, drawing), machining, joining, and shaping of composites. Experiments in process and product characterization. [1-2*-0; 1-2*-0] Prerequisites: 2 nd year standing	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2019W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 270 (3) Production Systems Management I Introduction to production systems management and operations. Focus on the impact of operations in increasing productivity, reducing waste in manufacturing facilities. [3-0-0] Prerequisite: 2 nd year standing	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2020W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 330 (6) Manufacturing Engineering Project I Project-based, multi-step manufacturing engineering design and problem solving. [1-4-0; 1-4-0] Prerequisites: MANF 230	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2020W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 368 (3) Engineering Measurements and Instrumentation Industrial measurement needs: architecture of electronic instrumentation systems; electrical representation of physical quantities; sensors and actuators; analog signal processing using linear and non-linear circuits; computer based readout including programming for user-interface and data acquisition. [3-2*-0] Prerequisites: APSC 255	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/ School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2020W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 370 (3) Production Systems Management II Functional area of production and operations management. Decision-making, capacity planning, aggregate planning, inventory management, distribution planning, materials requirements planning and quality control. [3-0-0] Prerequisite: MANF 270	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2020W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 386 (3) Industrial Automation Principle components of manufacturing automation, modeling of sensors-actuators and control systems, robotic programming, programmable logical control (PLC) systems and development of PLC ladder diagrams. [2-2-1] Prerequisites: APSC 246 Co-requisite: MANF 330	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2021W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 430 (6) Manufacturing Capstone Design Project Project-based, multi-step, multi-part Capstone design project involving manufacturing engineering design methods, problem solving. [1-4-0; 1-4-0] Prerequisites: 4 th year standing	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/ School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2021W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 450 (3) Life Cycle Analysis and Sustainability Practical and theoretical applications of life cycle thinking in engineering projects, products, and processes. Understand international standards and methods in life cycle assessment (LCA), life cycle costing (LCC). Interpret and provide critical feedback on LCA/LCC studies and analyze claims on sustainability. Credit will be granted for only one of MANF450 or ENGR 544. [3-0-0] Prerequisites: 4 th year standing.	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2021W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 455 (3) Factory Planning Planning of resources, layout and logistics for manufacturing plants; hands-on training on modular production and cyber-physical manufacturing systems in a laboratory scale, virtual manufacturing environments and factory automation. [2-2-0] Prerequisite: MANF 465.	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2021W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 460 (3) Supply Chain Tactics and Strategies Key concepts and techniques to analyze, manage and improve supply chain processes for different industries and markets. Emphasis on assessment of supply chain performance to improve competitiveness. [3-0-0] Prerequisites: 4 th year standing	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/ School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 Effective Session: 2021W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 465 (3) Digital Enterprise Build the software foundation for product lifecycle management (PLM) including integrated mechanical design, electronics design, software delivery, simulation and test, manufacturing planning and operations, production automation, data management and analytics.[2-2-1] Prerequisites: 4 th year standing.	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None

Category: 1	
Faculty/School: Faculty of Applied Science/School of Engineering Dept./Unit: Faculty/School Approval Date: 20180306 YYYYMMDD Effective Session: 2021W	Date: March 9, 2018 Contact Person: Yang Cao Phone: 7-9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This will be a required course in the new Bachelor of Applied Science in Manufacturing Engineering program.	
Proposed Academic Calendar Entry: MANF 470 (3) Production Systems Management III Modeling and analysis of manufacturing systems and assembly lines, operational contingencies, multiple-product manufacturing systems, scheduling theory and inventory systems [3-0-0] Prerequisites: MANF 370	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None



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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: 2018.03.06 Effective Session: 2019W	Date: 2018.02.06 Contact Person: Dr. Sabine Weyand Phone: 250.807.8068 Email: Sabine.weyand@ubc.ca
Type of Action: New course	
Rationale: Bioinstrumentation plays a crucial role in our health care system. Students with both a mechanical and electrical background may find bioinstrumentation knowledge and skills beneficial for future endeavors. The bioinstrumentation industry is experiencing rapid growth and biomedical engineering jobs are cited as one of the most rapidly growing areas in the USA. This course would be an introductory bioinstrumentation course and focus on four body systems (vascular, muscular, nervous, and respiratory). The course will introduce students to the fundamentals of each body system, electrical safety, signal acquisition, biosensors, transducers, and amplifiers for human physiological measurements. Students will get hands-on experience with sensors, biomedical devices, and design.	
Proposed Academic Calendar Entry: <u>ENGR 401 (3) Bioinstrumentation</u> <u>Bioinstruments used for tracking vitals, diagnosis, and treatment of disease in the vascular, muscular, nervous, and respiratory systems. Introduction to the fundamentals of each body system, electrical safety, signal acquisition, biosensors, transducers, amplifiers, and analysis of human physiological measurements. Hands-on experience with sensors, biomedical devices, and design through labs. [3-2*-0]</u> <u>Prerequisite: APSC 254</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ENGR Present Academic Calendar Entry: N/A

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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: 2018.03.06 Effective Session: 2018W	Date: 2018.02.06 Contact Person: Dr. Sepideh Pakpour Phone: 250.807.9103 Email: sepideh.pakpour@ubc.ca
Type of Action: New course	
<p>Rationale: It is increasingly becoming apparent that applications of engineering to the life sciences are critical enough that engineers should know about Biotechnology, especially those engineers who plan careers in biological and biomedical engineering fields. The field of Biotechnology is multidisciplinary, not idealized like mathematics, nor succeeding in reducing its science to a small number of basic principles like physics. To expand student learning opportunities at the School of Engineering in this field, this elective course, in the first part, will present basic principles of Biotechnology in as simplified a form as possible and demonstrate their relevance to bio-engineering applications. In the second part, it will focus on introducing current biotechnologies along with related societal and ethical issues. The course is primarily aimed for engineers who would have limited background in the field, but also of possible interest to other students across campus, which can provide student interaction opportunities from different disciplines.</p>	
Proposed Academic Calendar Entry: <u>ENGR 402 (3) Biotechnology: Fundamentals and Applications</u> <u>Basics of biotechnology, DNA and RNA technologies, nanobiotechnology, medical biotechnology, ethics in biotechnology [3-0-0]</u> <u>Prerequisite: 3rd year standing</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ENGR Present Academic Calendar Entry: N/A

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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: 2018.03.06 Effective Session: 2018W	Date: 2018.02.06 Contact Person: Dr. Lukas Bichler Phone: 250.807.8816 Email: lukas.bichler@ubc.ca
Type of Action: New course	
Rationale: The purpose of the course is to provide students with a fundamental understanding of corrosion issues pertaining to engineering materials. The initiation, progression and failure due to corrosion of metallic and ceramic materials will be studied subject to various conditions, including aqueous and high temperature environments.	
Proposed Academic Calendar Entry: <u>ENGR 403 (3) Corrosion Science</u> <u>Principles of corrosion, forms of degradation, kinetics, prevention mechanisms, and measurement tools. [3-0-0]</u> <u>Prerequisites: ENGR376</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ENGR Present Academic Calendar Entry: N/A

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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: 2018.03.06 Effective Session: 2018W	Date: 2018.02.06 Contact Person: Dr. Jian Liu Phone: 250.807.8708 Email: Jian.liu@ubc.ca
Type of Action: New course	
Rationale: Electrochemical energy storage technologies play a crucial role in future energy systems for storing electricity harvested from renewable energy resources of an intermittent nature, such as solar, wind, and hydro, and for utilizing electricity for a wide range of applications, such as electric vehicles, wearable electronics. The increasing global markets for electric vehicles has attracted large capital investments into energy storage technologies from government and automotive industries, and brought growing job opportunities for students. This course will arm engineering students with both fundamental knowledge and practical skill-sets in rechargeable batteries and supercapacitors, and help them succeed in renewable energy related fields.	
Proposed Academic Calendar Entry: <u>ENGR 456 (3) Electrochemical Energy Storage Systems</u> <u>Thermodynamics and kinetics of electrochemical reactions, rechargeable batteries, Li-ion batteries, anode and cathode materials, nanostructured materials for batteries, liquid-solid and solid-solid interfaces in batteries, next-generation Na-ion and Li-S batteries, supercapacitors, and hybrid Li-ion supercapacitors. [3-0-0]</u> <u>Prerequisites: APSC 252, APSC 259</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=ENGR Present Academic Calendar Entry: N/A

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

Category: 1	
Faculty/School: Faculty of Applied Science Department/Unit: School of Engineering Faculty Approval Date: 2018.03.06 Effective Session: 2018W	Date: 2018.02.06 Contact Person: Dr. Kevin Golovin Phone: 250.807.9774 Email: kevin.golovin@ubc.ca
Type of Action: New course	
<p>Rationale: Polymeric materials are ubiquitous in engineering, common household items, and the natural world. The development of a sustainable and energy-efficient future depends heavily on the usage and properties of polymers. Lightweight electric vehicles, wind turbines blades, recyclable housing, sustainable textiles and apparel, humanity's mission to Mars, and artificial limbs and organs are all made possible by polymers. The objective of the first half of this course is for students to understand the relationships between a polymer's structure and its resultant physical, thermal, and chemical properties. The objective of the second half of the course is to learn about state-of-the-art polymers and polymeric innovations that are at the forefront of current engineering technologies. Students will investigate case studies and teach the rest of the class how the polymer's structure enables its innovation. Components of a novel, polymer-based vehicle will be designed during the course of the class, and teams of students will each research and design a new component of the vehicle that would traditionally not be made from a polymer.</p>	
<p>Proposed Academic Calendar Entry:</p> <p><u>ENGR 469 (3) Polymer Engineering</u></p> <p><u>Polymer synthesis, structure-property relations of polymers, mechanical properties of polymers, thermal properties of polymers, recyclable and biodegradable polymers, biopolymers, polymeric interfaces. [3-0-0]</u></p> <p><u>Prerequisites: APSC 259, APSC 260</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ENGR</p> <p>Present Academic Calendar Entry: N/A</p>



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

Category: 1	
Faculty/School: Faculty of Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: 2018.03.06 Effective Session: 2018W	Date: 2018.02.06 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This new course aims to introduce fundamentals of bio-microelectromechanical systems (BioMEMS) technology and their applications to graduate students. This course will provide the working principle of design, simulation, testing and analysis of various BioMEMS devices for students interested in innovative biomedical device technology.	
Proposed Academic Calendar Entry: <u>ENGR 507 (3) Bio-Microelectromechanical Systems</u> <u>Techniques in patterning biomolecules, machining three-dimensional microstructures and building microfluidic devices; microfabrication technology.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=code&code=ENGR Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: 2018.03.06 Effective Session: 2018W	Date: 2018.02.07 Contact Person: Dr. Dimitry Sediako Phone: 250.807.8714 Email: dimitry.sediako@ubc.ca
Type of Action: New course	
Rationale: The course is intended to replace ENGR 595 and will address the most critical components of development of new materials and their manufacturing processes aiming the most advanced applications in automotive, aerospace, and marine industries. The course will cover the fundamentals of solidification and evolution of intermetallic phases in metal alloys during casting, heat treatment, and forming in relation to custom service properties of the produced material therefore enabling development on the next-generation technologies in Clean Transportation.	
Proposed Academic Calendar Entry: <u>ENGR 508 (3) Specialty Alloys: Fundamentals, Applications, and Development</u> <u>Fundamentals of development of specialty metal alloys and manufacturing technologies for the most critical applications in automotive, aerospace, and marine industries. Modelling and physical phenomena controlling industrial casting, welding, forming and heat treatment processes, and custom fitness-for-service characterization.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ENGR Present Academic Calendar Entry: N/A

16 May 2018

To: Senate

From: Senate Curriculum Committee and Senate Admissions and Awards Committee

RE: Policy O-127: *Diploma Programs* and Policy O-128: *Academic-Credit Certificate Programs*

The Senate Curriculum Committee and Senate Admissions and Awards Committee recommend that Senate approve Policy O-127: *Diploma Programs* and Policy O-128: *Academic-Credit Certificate Programs*.

In 2016, in response to growing interest in non-degree programming across the UBC Okanagan campus, the Senate Curriculum Committee commenced policy development efforts aimed at providing guidance to units interested in developing such programming. Following initial discussions among the entire Committee, a working group was struck to refine the policies.

The working group produced three draft policies. The two presently before Senate were circulated to all Faculties, the College of Graduate Studies, and several administrative units in December 2017. The third draft policy addresses non-credit programming and remains in development.

Proposed Senate policies O-127 and O-128 are intended to establish a framework for the development of diploma and academic-credit certificate programs. They establish a classification system for such programs, identify minimum requirements, and delineate approval processes.

The Committee requests the following:

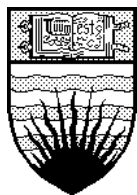
Motion: *That Senate approve Policies O-127: Diploma Programs and O-128: Academic-Credit Certificate Programs, effective 17 May 2018.*

Respectfully submitted,

Dr. Peter Arthur, Chair, Senate Curriculum Committee

Dr. Marianne Legault, Chair, Senate Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
O-127OKANAGAN SENATE
c/o Enrolment Services
University Centre
UBC Okanagan campus**Number & Title***O-127: Diploma Programs***Effective Date:**

17 May 2018

Approval Date:

17 May 2018

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *Responsible Committees*. The review should be done in conjunction with review of policy O-128, *Academic-Credit Certificate Programs*.

Responsible Committees:

Senate Curriculum Committee
Senate Admissions & Awards Committee

Authority:*University Act, S. 37(1)*

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

...(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university...

and,

...(h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;" ...

University Act, S. 40

“A faculty has the following powers and duties:

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

Purpose and Goals:

The purpose of this policy is to:

- 1) Define *Diploma Programs*;
- 2) Establish categories for and associated admission requirements for *Diploma Programs*;
- 3) Outline criteria for establishment of *Diploma Programs*;
- 4) Delineate an approval process for *Diploma Programs*; and
- 5) Define the parameters for double-counting of credits and *Laddering* opportunities.

Applicability:

This policy is applicable to all *Diploma Programs*, approved on or after the effective date of this policy, offered by the *University* through the College of Graduate Studies or the Faculties of the Okanagan campus.

Exclusions:

None.

Definitions:

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

Course of Instruction shall mean a course assigned a credit value and designated by an alpha-numeric course code which is offered by a *Faculty* or the College of Graduate Studies and approved by the *Okanagan Senate* or *Vancouver Senate*.

Course of Study shall mean a sequence of *Courses of Instruction* and other requirements approved by the *Okanagan Senate* or *Vancouver Senate* to constitute a degree, diploma, certificate or other academic program, or part thereof, such as a major, minor, or specialization.

<i>Diploma Program</i>	shall mean a <i>Course of Study</i> that conforms to the requirements of this policy and is approved by the <i>Okanagan Senate</i> .
<i>Laddering</i>	shall mean the application of credit earned as part of a completed <i>Course of Study</i> towards a different <i>Course of Study</i> .
<i>Previously-Earned UBC Credit</i>	shall mean academic credit earned at the University of British Columbia (Okanagan or Vancouver campuses) prior to a <i>Student's</i> enrollment in a <i>Course of Study</i> .
<i>Transfer Credit</i>	shall mean academic credit earned at a post-secondary institution other than The University of British Columbia (Okanagan or Vancouver campuses) or through a program other than one offered by The University of British Columbia (Okanagan or Vancouver campuses) for which credit applicable towards the completion of a <i>Course of Study</i> is granted.

Policy:1. Categories of *Diploma Programs*

a. Post-baccalaureate Diploma

- i. Typical minimum admission requirements are equivalent to UBC Okanagan general undergraduate-level admission requirements including the English Language Admission Standard, and program-specific admission requirements. An undergraduate degree from a recognized post-secondary institution will also normally be required.
- ii. Program completion should normally require 30 to 60 upper-division (300-400) level credits.
- iii. Academic rigor and assessment level should be equivalent to the upper-division of UBC's undergraduate degree programs.

b. Graduate Diploma

- i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement, an undergraduate degree from a recognized post-secondary institution, and program-specific admission requirements.
- ii. Program completion should normally require 30 to 60 graduate-level credits.

- iii. Academic rigor and assessment level should be equivalent to UBC's graduate degree programs.
 - iv. As graduate-level diplomas are similar in length to professional masters (course-based) programs, graduate-level diplomas are discouraged unless a compelling rationale is provided by the proposing *Faculty* or *Faculties* or College of Graduate Studies.
 - v. May be combined with masters or doctoral degrees to create dual degree/diploma programs.
- c. Post-graduate Diploma
- i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement and program-specific admission requirements. A graduate degree from a recognized post-secondary institution will also normally be required.
 - ii. Program completion should normally require 30 to 60 graduate-level credits.
 - iii. Academic rigor and assessment level should be equivalent to that of UBC graduate degree programs.
- d. The *University* may approve only *Diploma Programs* that comply with the requirements of one of the above listed categories. The formal title of any *Diploma Program* must include the title of the *Diploma Program* category to which it belongs.
- e. *Diploma Programs* at the lower-division undergraduate-level (100-200 level) shall not be approved.
- g. Non-credit *Diploma Programs* shall not be approved.

2. Establishment Criteria

- a. In order to be considered for *Senate* approval, a proposed *Diploma Program* must:
- i. Consist of subject matter appropriate to university-level teaching;
 - ii. Align with a *Diploma Program* category as defined in this policy;
 - iii. Focus on a clear purpose, such as skills acquisition, disciplinary or interdisciplinary knowledge enhancement, career progression and professional development, or a combination of the aforementioned.
 - iv. Demonstrate a cohesive theme through an integrated sequence of learning opportunities and include a coherent organization around clearly-defined learning objectives and outcomes, assessed in an academically rigorous manner that is consistent with *University* standards (i.e. simply bundling the requisite number of credits

using existing *Courses of Instruction* does not qualify as a diploma);

- v. Clearly indicate credit requirements and any *Transfer Credit* regulations, and required timeframe for completion; and
- vi. Be operationally viable, as determined by the Dean(s) of the responsible *Faculty* or *Faculties* or the College of Graduate Studies and the Office of the Provost and Vice-Principal Academic.

3. Approval Process

- a. *Diploma Programs* require the approval of the proposing *Faculty* or *Faculties* or the College of Graduate Studies, the Senate Curriculum Committee (program requirements), Senate Admissions & Awards Committee (admission requirements), *Senate*, and Board of Governors.
- b. New *Courses of Instruction* that will form part of a *Diploma Program* must be approved in the manner by which new *Courses of Instruction* are typically approved.
- c. Proposals to create new *Courses of Instruction* that will form part of a *Diploma Program* must demonstrate academic rigor equivalent to that which is normally required for a *Course of Instruction*.

4. Academic Calendar Inclusion

- a. Admission and program completion requirements of approved *Diploma Programs* must appear in the Academic Calendar.

5. Credit Recognition and *Transfer Credit* to a *Diploma Program*

- a. *Previously-Earned UBC Credit* and *Transfer Credit* from external institutions will be accepted as determined by the receiving *Diploma Program* in accordance with *University* regulations.

6. Administrative Responsibility

- a. Administrative responsibility for post-baccalaureate *Diploma Programs* offered by the *Faculties* will be held by the *Registrar*.
- b. Administrative responsibility for graduate and post-graduate *Diploma Programs* will be held by the College of Graduate Studies unless administration by one or more *Faculties* is approved by the Senate Academic Policy Committee and *Senate*.

7. Academic Responsibility

- a. Academic responsibility for post-baccalaureate *Diploma Programs* offered by the Faculties will be held solely by the Faculties.
- b. Academic responsibility for graduate and post-graduate *Diploma Programs* will be held by the College of Graduate Studies or by one or more Faculties with the support of the College of Graduate Studies.

8. Student Rights and Responsibilities

- a. *Students* registered in *Diploma Programs* have all the rights and responsibilities of UBC *Students* as set out in the *University Act*, RSBC 1996, c 468, and *University* policy and regulations.
- b. For purposes of tuition and fee regulation and services provided, individuals registered in *Diploma Programs* shall be registered as *Students*.

9. Conferral

- a. Upon successful completion of a *Diploma Program*, a notation on the *Student's* academic transcript will be made indicating that the *Diploma Program* has been completed.
- b. Indication of the *Diploma Program* category (academic level), as defined in this policy, should be noted on the academic transcript, and parchment. This is accomplished by including the title of one of the *Diploma Program* categories identified in this policy in the title of the *Diploma Program*.
- c. Graduates of *Diploma Programs* are granted a diploma by *Senate* and will receive a diploma parchment issued and signed by *University* representatives, typically representatives of the *Faculty* or *Faculties* offering the program or of the College of Graduate Studies.
- d. Graduates of *Diploma Programs* do not attend the convocation ceremony.

10. Double-Counting of Credits

- a. Credits earned in *Courses of Instruction* applicable towards a *Diploma Program* may also be applied towards a degree program with the approval of *Senate*, the *Faculty* or *Faculties* offering the degree program, or in the case of graduate programs, the College of Graduate Studies, and the *Faculty*, *Faculties* or College offering the *Diploma Program*. Normally, credits must be earned within five years of commencement of the degree program. A request to apply credits completed more than five years prior to the start of a degree program will be reviewed on a case by

case basis by the *Faculty* or *Faculties* offering the degree program or in the case of graduate programs, the College of Graduate Studies.

- b. Credits that have been applied towards a completed *Diploma Program* may not be counted towards another *Diploma Program*.

11. *Laddering* from a *Diploma Program*

- a. A successfully completed *Diploma Program* may only be *Laddered* into a related degree program if permitted by the receiving degree program regulations. If so permitted by the receiving program, some or all credits may *Ladder*, at the discretion of the receiving program. Successful completion of a *Diploma Program* does not guarantee admission into any other *Course of Study*.

Calendar Statement:

There are no calendar statements under this policy.

Consultations:

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

Enrolment Services

Registrar

Deputy Registrar

Records & Registration

Undergraduate Admissions

Deputy Vice-Chancellor & Principal

Office of the Provost

UBC Okanagan Faculties and College of Graduate Studies

UBCSUO

University Counsel

University Librarian

Ceremonies

Associate Vice-President, Students and Director of Continuing Education,

Okanagan Campus

Director of Continuing Education, Vancouver campus

History:

This is the first version of this policy for the Okanagan campus.

Related Policies:

O-128: *Academic-Credit Certificate Programs*

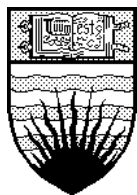
Appendix:

There is no appendix to this policy.

Procedures:

None.

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
O-128**OKANAGAN SENATE**
c/o Enrolment Services
University Centre
UBC Okanagan campus**Number & Title***O-128: Academic-Credit Certificate Programs***Effective Date:**

17 May 2018

Approval Date:

17 May 2018

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *Responsible Committees*. The review should be done in conjunction with review of policy O-127, *Diploma Programs*.

Responsible Committees:

Senate Curriculum Committee
Senate Admissions & Awards Committee

Authority:*University Act, S. 37(1)*

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

...(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university...

and,

...(h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;" ...

University Act, S. 40

“A faculty has the following powers and duties:

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

Purpose and Goals:

The purpose of this policy is to:

- 1) Define *Academic-Credit Certificate Programs*;
- 2) Establish categories for and associated admission requirements for *Academic-Credit Certificate Programs*;
- 3) Outline criteria for establishment of *Academic-Credit Certificate Programs*;
- 4) Delineate an approval process for *Academic-Credit Certificate Programs*; and
- 5) Define the parameters for double-counting of credits and *Laddering* opportunities.

Applicability:

This policy is applicable to all *Academic-Credit Certificate Programs*, approved on or after the effective date of this policy, offered by the *University* through the College of Graduate Studies or the *Faculties* of the Okanagan campus.

Exclusions:

This policy does not apply to non-credit programming.

Definitions:

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

Academic-Credit Certificate Program shall mean a *Course of Study* that conforms to the requirements of this policy and is approved by the *Okanagan Senate*.

Course of Instruction shall mean a course assigned a credit value and designated by an alpha-numeric course code which is offered by a *Faculty* or the College of Graduate Studies and approved by the *Okanagan Senate* or *Vancouver Senate*.

<i>Course of Study</i>	shall mean a sequence of <i>Courses of Instruction</i> and other requirements approved by the <i>Okanagan Senate</i> or <i>Vancouver Senate</i> to constitute a degree, diploma, certificate or other academic program, or part thereof, such as a major, minor, or specialization.
<i>Laddering</i>	shall mean the application of credit earned as part of a completed <i>Course of Study</i> towards a different <i>Course of Study</i> .
<i>Previously-Earned UBC Credit</i>	shall mean academic credit earned at The University of British Columbia (Okanagan or Vancouver campuses) prior to a <i>Student's</i> enrollment in a <i>Course of Study</i> .
<i>Transfer Credit</i>	shall mean academic credit earned at a post-secondary institution other than The University of British Columbia (Okanagan or Vancouver campuses) or through a program other than one offered by The University of British Columbia (Okanagan or Vancouver campuses) for which credit applicable towards the completion of a UBC <i>Course of Study</i> is granted.

Policy:1. Categories of *Academic-Credit Certificate Programs*

a. Undergraduate Certificate

- i. Typical minimum admission requirements are equivalent to UBC Okanagan general undergraduate-level admission requirements, including the English Language Admission Standard, and program-specific admission requirements.
- ii. Program completion should normally require 15 undergraduate (100-400) level credits, but may consist of 9 to 21 credits with sound academic rationale.
- iii. Academic rigor and assessment level should be equivalent to UBC's undergraduate (100-400) level.

b. Post-baccalaureate Certificate

- i. Typical minimum admission requirements are equivalent to UBC Okanagan general undergraduate-level admission requirements including English Language Admission Standard, and program-specific admission requirements. An undergraduate degree from a

recognized post-secondary institution will also normally be required.

- ii. Program completion should normally require 15 upper-division (300-400) level credits, but may consist of 9 to 21 credits with sound academic rationale.
- iii. Academic rigor and assessment level should be equivalent to the upper-division of UBC's undergraduate degree programs.

c. Graduate Certificate

- i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement, an undergraduate degree from a recognized post-secondary institution, and program-specific admission requirements.
- ii. Program completion should normally require 9 to 15 graduate-level credits.
- iii. Academic rigor and assessment level should be equivalent to UBC's graduate degree programs.

d. Post-graduate Certificate

- i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement, and program-specific admission requirements. A graduate degree from a recognized post-secondary institution will also normally be required.
- ii. Program completion should normally require 9 to 15 graduate-level credits.
- iii. Academic rigor and assessment level should be equivalent to that of UBC graduate degree programs.

- e. The *University* may approve only *Academic-Credit Certificate Programs* that comply with the requirements of one of the above listed categories. The formal title of any *Academic-Credit Certificate Program* must include the title of the *Academic-Credit Certificate Program* category to which it belongs.

2. Establishment Criteria

- a. In order to be considered for *Senate* approval, a proposed *Academic-Credit Certificate Program* must:
 - i. Consist of subject matter appropriate to university-level teaching;
 - ii. Align with an *Academic-Credit Certificate Program* category as defined in this policy;

- iii. Focus on a clear purpose, such as skills acquisition, disciplinary or interdisciplinary knowledge enhancement, career progression and professional development, or a combination of the aforementioned;
- iv. Demonstrates a cohesive theme through an integrated sequence of learning opportunities and includes a coherent organization around clearly-defined learning objectives and outcomes, assessed in an academically rigorous manner that is consistent with *University* standards (i.e. simply bundling the requisite number of credits derived from existing *Courses of Instruction* does not qualify as a certificate);
- v. Clearly indicate credit requirements and any *Transfer Credit* regulations, and required timeframe to completion; and
- vi. Be operationally viable, as determined by the Dean(s) of the responsible *Faculty* or *Faculties* or College of Graduate Studies and the Office of the Provost and Vice-Principal Academic.

3. Approval Process

- a. *Academic-Credit Certificate Programs* require the approval of the proposing *Faculty* or *Faculties* or College of Graduate Studies, Senate Curriculum Committee (program requirements), *Senate* Admissions & Awards Committee (admission requirements), *Senate*, and Board of Governors.
- b. New *Courses of Instruction* that will form part of an *Academic-Credit Certificate Program* must be approved in the manner by which new *Courses of Instruction* are typically approved.
- c. Proposals to create new *Courses of Instruction* that will form part of an *Academic-Credit Certificate Program* must demonstrate academic rigor equivalent to that which is normally required for a *Course of Instruction*.

4. Academic Calendar Inclusion

- a. Admission and program completion requirements of approved *Academic-Credit Certificate Programs* must appear in the Academic Calendar.

5. Credit Recognition and *Transfer Credit* to an *Academic-Credit Certificate Program*

- a. *Previously-Earned UBC Credit* and *Transfer Credit* from external institutions will be accepted as determined by the receiving *Academic-Credit Certificate Program* in accordance with *University* regulations. At least 50% of the credits applied towards an *Academic-Credit Certificate Program* must be UBC credits.

6. Administrative Responsibility

- a. Administrative responsibility for undergraduate and post-baccalaureate *Academic-Credit Certificate Programs* offered by the *Faculties* will be held by the *Registrar*.
- b. Administrative responsibility for graduate-level *Academic-Credit Certificate Programs* will be held by the College of Graduate Studies unless administration by one or more *Faculties* is approved by the Senate Academic Policy Committee and *Senate*.

7. Academic Responsibility

- a. Academic responsibility for undergraduate and post-baccalaureate *Academic-Credit Certificate Programs* offered by the *Faculties* will be held solely by the *Faculties*.
- b. Academic responsibility for graduate and post-graduate *Academic-Credit Certificate Programs* will be held by the College of Graduate Studies or by one or more *Faculties* with the support of the College of Graduate Studies.

8. Student Rights and Responsibilities

- a. *Students* registered in *Academic-Credit Certificate Programs* have all the rights and responsibilities of UBC *Students* as set out in the *University Act*, RSBC, c 468, and *University* policy and regulations.
- b. For purposes of tuition and fee regulation and services provided, individuals registered in *Academic-Credit Certificate Programs* shall be registered as *Students*.

9. Conferral

- a. Upon successful completion of an *Academic-Credit Certificate Program*, a notation on the *Student's* academic transcript will be made indicating that the *Academic-Credit Certificate Program* has been completed.
- b. Indication of the *Academic-Credit Certificate Program* category (academic level), as defined in this policy, should be noted on the academic transcript, and parchment. This is accomplished by including the title of one of the *Academic-Credit Certificate Program* categories identified in this policy in the title of the *Academic-Credit Certificate Program*.
- c. Graduates of *Academic-Credit Certificate Programs* are granted a certificate by *Senate* and will receive a certificate issued and signed by *University* representatives, typically representatives of the *Faculty* or

Faculties offering the *Academic-Credit Certificate Program* or of the College of Graduate Studies.

- d. Graduates of *Academic-Credit Certificate Programs* do not attend the convocation ceremony.

10. Double-Counting of Credits

- a. Credits earned in *Courses of Instruction* applicable towards an *Academic-Credit Certificate Program* may also be applied towards a diploma or degree program with the approval of *Senate*, the *Faculty* overseeing the diploma or degree program, or in the case of graduate programs, the College of Graduate Studies, and the *Faculty, Faculties* or College offering the *Academic-Credit Certificate Program*. Normally, credits must be earned within five years of commencement of the diploma or degree program. A request to apply credits completed more than five years prior to the start of a diploma or degree program will be reviewed on a case by case basis by the *Faculty* or *Faculties* offering the diploma or degree program, or in the case of graduate programs, the College of Graduate Studies.
- b. Credits that have been applied towards a completed *Academic-Credit Certificate Program* may not be counted towards another *Academic-Credit Certificate Program*.

11. Laddering from an *Academic-Credit Certificate Program*

- a. A successfully completed *Academic-Credit Certificate Program* may only be *Laddered* into a related diploma or degree program if permitted by the receiving diploma or degree program regulations. If so permitted by the receiving program, some or all credits may *Ladder*, at the discretion of the receiving program. Successful completion of an *Academic-Credit Certificate Program* does not guarantee admission into any other *Course of Study*.

Calendar Statement:

There are no calendar statements under this policy.

Consultations:

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

Enrolment Services

Registrar

Deputy Registrar

Records & Registration

Undergraduate Admissions
Deputy Vice-Chancellor & Principal
Office of the Provost
UBC Okanagan Faculties and College of Graduate Studies
UBCSUO
University Counsel
University Librarian
Ceremonies
Associate Vice-President, Students
Director of Continuing Education, Vancouver campus

History:

This is the first version of this policy for the Okanagan campus.

Related Policies:

O-127: *Diploma Programs*

Vancouver Senate Policy on the Approval of Certificate Programs (Feb. 2008)

Appendix:

There is no appendix to this policy.

Procedures:

None.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

17 May 2018

To: Okanagan Senate

From: Curriculum Committee and Admissions and Awards Committee

Re: Joint Report Curriculum and Admissions Proposals (approval)
-Ph.D. in Kinesiology (new program)
-Interdisciplinary Graduate Studies Themes (revised program)

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

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Ph.D. in Kinesiology program brought forward from the Faculty of Health and Social Development and the revised Interdisciplinary Graduate Studies (IGS) program and themes and related new courses brought forward from the Faculty of Arts and Sciences and the Faculty of Creative and Critical Studies.*

- a. From the Faculty of Health and Social Development
 - i. Ph.D. in Kinesiology (new program)
- b. From the Faculty of Arts and Sciences
 - i. Interdisciplinary Graduate Studies Program Themes:
 1. Community Engagement, Social Change and Equity Theme
 - M.A. and Ph.D. in Interdisciplinary Graduate Studies Program (revised program)
 - IGS 586 (3-6) Community Engagement, Social Change, and Equity Theme Seminar (new course)
 2. Global Studies Theme
 - M.A. and Ph.D. in Interdisciplinary Graduate Studies Program (revised program)
 - IGS 587 (3) Global Politics, Culture and Theory (new course)

- IGS 588 (3) Global Studies Panorama (new course)
- 3. Power, Conflict and Ideas Theme
 - M.A. and Ph.D. in Interdisciplinary Graduate Studies Program (revised program)
 - IGS 589 (3) Governance Frameworks of governance systems and public policy (new course)
 - IGS590 (3) Power and Ideas (new course)
 - IGS 591 (3) Society and Conflict (new course)
 - IGS 592 (3) History Theory and Method (new course)
- 4. Sustainability Theme
 - M.A. and Ph.D. in Interdisciplinary Graduate Studies Program (revised program)
 - IGS 584 (3) Sustainability Theme Seminar (new course)
 - IGS 585 (3) Knowledge Mobilization and Sustainability Policy
- 5. Urban, Rural and Regional Dynamics Theme
 - M.A. and Ph.D. in Interdisciplinary Graduate Studies Program (revised program)
 - IGS 583 (3) Urban, Rural and Regional Dynamics (new course)
- c. From the Faculty of Creative and Critical Studies
 - i. Interdisciplinary Graduate Studies Theme:
 - Digital Arts and Humanities Theme
 - M.A. and Ph.D. in Interdisciplinary Graduate Studies Program (revised program)
 - IGS 502 (3/6) Seminar in Digital Arts and Humanities (new course)

For the Committees,

Dr. Peter Arthur
Chair, Curriculum Committee



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Health and Social Development

School of Health and Exercise Sciences

Okanagan Campus

Executive Summary for a New Degree Program:

Doctor of Philosophy in Kinesiology

April 2018

Overview

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.

The proposed Doctor of Philosophy program in Kinesiology is offered in parallel with the existing PhD in Kinesiology at UBC Vancouver and will consist of course work as required, completion of a comprehensive exam, original research, and the submission of a dissertation that is defended at an oral examination. The program will be housed within the School of Health and Exercise Sciences in the Faculty of Health and Social Development at the University of British Columbia's Okanagan campus.

The School's mission is to 'optimize human health, from the individual to the population, through excellence in teaching, research, and community engagement'. In order to realise this mission the School has strategically expanded over the last 5 years with current enrolment at well over 800 students, including 41 graduate students. The School now has 17 tenured and tenure-track faculty members with well-funded research programs in the biological, natural and social sciences as applied to health and exercise sciences. These programs fit within the broader discipline of Kinesiology and place the School in an excellent position to offer a PhD program that closely aligns to the unique research strengths of the School.

Graduate education within the School of Health and Exercise Sciences was initially facilitated via the Interdisciplinary Graduate Studies program, which served as an incubator for graduate degree program development on the Okanagan campus. As our Interdisciplinary Graduate Studies program theme in Health and Exercise Sciences matured, we upheld the original intent of incubation and proposed new MSc and PhD programs in Health & Exercise Sciences to the BC Ministry of Education. In 2017, the MSc Health & Exercise Science was approved by the Ministry, but the PhD was rejected because of concerns over "student demand, system coordination and institutional capacity", given that there was already an established PhD in Kinesiology at the Vancouver campus.

The review and re-visioning of the Interdisciplinary Graduate Studies (IGS) program into a truly 'interdisciplinary' PhD makes the positioning of our current PhD model within Interdisciplinary Graduate Studies challenging. Our students largely pursue questions within or across sub-disciplines of kinesiology, with application to clinical populations or population health. We believe this model has enabled our PhD program to grow in quality and reputation, but it no longer articulates well with IGS and so we are seeking approval to offer a PhD in Kinesiology on the UBC Okanagan campus, in parallel with the existing PhD in Kinesiology offered at UBC Vancouver

Credentials

Doctor of Philosophy in Kinesiology (PhD Kin)

Location

University of British Columbia Okanagan

Faculty offering program

The program will be offered in the Faculty of Health and Social Development and administered by the School of Health and Exercise Sciences.

Anticipated program start date

The program will be offered starting September 2019

Anticipated completion time

Students who meet all the requirements will normally be eligible for graduation after successfully completing 4-years of full-time study.

Admission requirements

Applicants to the PhD degree in Kinesiology are normally required to have a thesis-based master's degree in Health & Exercise Sciences, Kinesiology, or other related field of study, along with appropriate undergraduate and graduate coursework. Applicants with an undergraduate or graduate degree in a non-kinesiology program may be considered for admission, particularly if they have a strong background in the biological, behavioral or health sciences.

Summary of the proposed program

i. Description and Objectives

The PhD in Kinesiology is a research oriented dissertation-based degree, which focuses on the development of the conceptual and methodological knowledge and skills required to complete original research, and makes an original contribution to knowledge in one or more of the sub-disciplines of kinesiology. The sub-disciplines of kinesiology research include the broad domain of physiological, biomechanical, behavioral and psychosocial factors influencing human movement and health.

The primary objectives of the proposed program are:

- To provide comprehensive, high quality, graduate education in kinesiology leading to PhD qualification
- To foster creative and vibrant research within and between faculty in the School of Health and Exercise Sciences and other units on campus (e.g., Biology, Psychology, Southern Medical Program, and Engineering)
- To train the next generation of allied health and exercise scientists for subsequent employment within kinesiology, health, medical, biomedical, education and industrial sectors.

◇ Course Requirements

An individual research program will be designed for each student to suit their specific needs, and will be guided by the student's background, and to the requirements which are appropriate to the PhD level in

the chosen field of study. PhD students are not required to complete any coursework unless 1) mandated by the supervisory committee, or 2) as a condition of admission. The anticipated time for completion of the PhD program is usually 4 years.

There is no requirement for work experience.

Students are required to

- Successfully complete the comprehensive examination
- Complete a PhD Dissertation that is defended at an oral examination

◇ Comprehensive Examination:

The comprehensive examination must be taken before 36 months of enrolment. Please see the appendix for details of the comprehensive examination.

ii. Program learning outcomes

◇ Depth and Breadth of Knowledge

the PhD Kinesiology provides students with a thorough understanding of a substantial body of knowledge in their chosen specialist sub-discipline of kinesiology

◇ Knowledge of Methodologies and Research

the PhD Kinesiology provides students with the ability to (i) conceptualise, design and implement independent basic and applied research; (ii) make informed judgments on complex issues within their specialist field and (iii) produce original research which merits publication in international peer-reviewed journals

◇ Application of Knowledge

the PhD Kinesiology enables students to evaluate and apply research in their chosen specialist sub-discipline of kinesiology to varying contexts and thus contribute to the development of theory, technique, and/or methodology

◇ Communication Skills

the PhD Kinesiology will help students develop the ability to communicate knowledge, techniques and methodology pertinent to their chosen specialist sub-discipline of kinesiology

◇ Awareness of Limits of Knowledge

the PhD Kinesiology will enable students to understand and appreciate the limitations of their chosen research and the wider discipline of kinesiology

◇ Professional Autonomy

the PhD Kinesiology will provide education and training that results in intellectual independence appropriate for both academic and professional careers

iii. Anticipated contribution to the mandate and strategic plan of the institution

A key focus of UBC Okanagan's mandate is *Health, Culture, and Diversity*. The proposed PhD in Kinesiology is inherently concerned with the health of individuals and the resulting research will play a substantial role in creating a better understanding of the treatment and prevention of disease progression, and thus sustaining better health of the Canadian population.

The focus on health has been a significant theme in the development of the Okanagan campus over the last 10 years. Most recently UBC Okanagan led the creation and adoption of the Okanagan Charter, an international charter signed at UBC Okanagan in 2015 focused on leading health promotion action and collaboration locally and globally. The recent launch of the Chronic Disease Prevention Program within the Southern Medical Program is also a significant development in preventative medicine on the Okanagan campus and the PhD Kinesiology is poised to contribute significantly to these endeavours.

iv. Program demand and strengths

The PhD in Kinesiology builds on an existing program (the Health and Exercise Science theme within Interdisciplinary Graduate Studies). The program is housed within state-of-the-art and Canadian Foundation for Innovation funded research facilities. The proposed program takes advantage of existing research partnerships with local, national and international partners in the allied health sciences, providing excellent training opportunities and employment connections. The proposed program also takes advantage of existing collaboration with UBC Vancouver to enhance mentorship opportunities and we are confident that the reputation and quality of the program will continue to grow.

Student Enrolment within the Health and Exercise Science PhD theme has increased considerably over the past 5 years, and is now 56% of the total graduate enrolment (see Table 1).

Table 1. Graduate Student Enrolment in the School of Health & Exercise Sciences

	Calendar Year				
	2013	2014	2015	2016	2017
MA IGS (HES)	1	1	1	1	-
MSc IGS (HES)	25	25	32	31	4
MSc HES	-	-	-	-	14
PhD	11	11	12	19	23
TOTAL	37	37	45	51	41

Valid date: 1 January, 2018

The quality of the students within the Health and Exercise Science theme of the Interdisciplinary Graduate Studies program has also strengthened across this period. As illustrated in Table 2, very few students are admitted with a low GPA and the percentage of those admitted with 1st class standing is high.

Table 2. Quality of Graduate Students Admitted into the School of Health & Exercise Sciences

	Calendar Year				
	2013	2014	2015	2016	2017
GPA <76% (number)	0	2	0	0	1
<u>1st class standing (Masters/PhD) %</u>	<u>81/89</u>	<u>80/84</u>	<u>84/88</u>	<u>70/86</u>	<u>86/88</u>
HES reporting					

The quality of the current PhD cohort is reflected in the internal scholarship funding allocation (Graduate Dean's Entrance Scholarship and University Graduate Fellowship), which has grown yearly for the past two years. It is also reflected in the external scholarships held by our PhD students, totalling over \$600,000. We anticipate this will continue.

Table 3. External PhD Scholarship for Current Health & Exercise Science PhD students

Award Type	Number of students with award
NSERC CGS	2
NSERC PGS	2
Killam	2
CIHR-Banting	1
SSHRC Doctoral	1
Canadian Lung Association	1
Rick Hansen Institute	1
Ontario Neurotrauma Foundation	1
Leonard Syme Fellowship	1
Joseph David Hall Memorial Scholarship	1
TOTAL FUNDING	\$637,500

Potential employment and benefit for graduates

Current trajectories for increases in chronic health conditions amongst British Columbians means there will be an earlier and more intensive demand on the health care system. The impact on the future workforce is also substantial, with chronic health conditions significantly increasing absenteeism and disability. The Province will benefit from highly qualified personnel from the proposed program, with advanced and specialised skills related to various aspects of human health to lead both the development and delivery of treatment and prevention programs for various chronic diseases in various sectors, including the health system, community programs, government organizations or academic institutions.

Our programme will equip students with unique research skills mastering an array of novel and highly sought after techniques and theories in applied sciences pertinent to health. Many of these skills are unavailable at other institutions within British Columbia, across Canada and internationally and has made our PhD graduates thus far, highly sought after for future employment. As such, graduates from our current Interdisciplinary Graduate Studies Health & Exercise Sciences have secured high-level employment across a number of disciplines related to human health.

Graduates from the PhD IGS Health & Exercise Sciences Theme Current Employment

1. Anthony Bain, 2016- Postdoctoral Fellow, Altitude Research Centre, School of Medicine, University of Colorado, USA

2. Julianne Barry, 2017 - Postdoctoral Fellow, School of Nursing, University of British Columbia, Okanagan, BC
3. Frank Colino, 2015 - Postdoctoral Fellow, Neuroeducation Network, University of Victoria, BC
4. Monique Francois, 2016 – Lecturer, School of Medicine, University of Wollongong, Australia
5. Robert Hermisillo 2015 -Postdoctoral Fellow, Oregon Health and Science University, Portland, USA
6. Kaitlyn Roland, 2012 – Michael Smith Foundation Postdoctoral Fellow, Centre for Aging, University of Victoria, BC
7. Jonathan Smirl, 2015 - Postdoctoral Fellow, Concussion Lab, School of Health & Exercise Sciences, University of British Columbia, Okanagan, BC
8. Kurt Smith, 2016 – Research Associate Cardiovascular Exercise Science, University of Western Australia, Perth, Australia
9. Colin Wallace 2017 - Postdoctoral Fellow, Cognitive Neuroscience, University of British Columbia, Vancouver, BC
10. Alexandra Williams, 2016 – Postdoctoral Fellow, ICORD, University of British Columbia, Vancouver, BC
11. Christopher Willie (deceased), 2014 – Post-doctoral Fellow, University of British Columbia, Okanagan, part-time Lecturer QUEST University, BC

Benefits to faculty, the School and UBC

The School has 17 research faculty, including 4 Professors, 6 Associate Professors and 7 Assistant Professors. This team of established faculty with experience from other Canadian and international institutions, alongside a young, vibrant faculty, provide expert graduate supervision and researcher training. Their collective programs of research have established local and global impact, with 7 (41%) faculty holding career awards. This success has undoubtedly been, and will continue to be, facilitated by a vibrant graduate program within the School. To date, the graduate program has developed numerous highly qualified personnel, the majority of whom appear as authors and or co-authors on the significant research output (651 publications between 2012-2017). In 2017 alone, graduate students appeared on 86 of 171 publications. Training of highly qualified personnel also plays a substantial role in grant capture, and the Faculty and UBC will continue to benefit from a strong PhD program (see Table 5 for research funding secured by faculty in the School of Health & Exercise Sciences in 2017).

Table 5. Total research funding by major award category 2016-17

Funding source	UBC O HES
Tri-council	\$780,318
Other external*	\$1,034,546
Research infrastructure	\$581,694
UBC internal	\$446,338
Total	\$2,842,896

*Other external funding comes from other government agencies, non-profit organisations, industry.

The name, title, phone number, email and address of the institutional contact person in case more information is required.

Dr. Ali McManus, Associate Professor, School of Health & Exercise Sciences

Email: ali.mcmanus@ubc.ca

Tel: 250-807-8192

Address:

ART168

1147 Research Rd

University of British Columbia,

Kelowna, BC V1V 1V7.

Appendix

Comprehensive Examination

The comprehensive examination must be taken before 36 months of enrolment. The student will meet with their Supervisory Committee at least four months prior to discuss the comprehensive examination expectations, the examination format, structure and content. The Supervisory Committee will identify an external member to serve on the student's comprehensive examination committee. For all components of the comprehensive examination *except* the oral examination, the student's supervisor will act as Chair of the Comprehensive Committee. For the oral examination only, a neutral chair will be recruited. The Comprehensive Committee will set and judge the examination in a manner compatible with the guidelines laid out with the College of Graduate Studies policies.

The comprehensive examination:

- is normally a two-part examination (written and oral), which the student's thesis committee and external comprehensive examiner will set and assess.
- normally comprises 3 to 8 questions grouped into 3 or 4 general topic sub-sections, in content areas that are relevant to the student's general area of study.
- written component requires students to answer one question for each of the 3 or 4 general topic sub-sections. This is an assessment of the student's mastery of a breadth of areas related to his/her program of study, including theory, methods, controversies and recent advancements in the field, as well as the students' ability to demonstrate insights concerning how knowledge in their area(s) of study is being, and can be advanced.
- written component is normally a formal closed-book examination of two four-hour periods in a single day. Alternative written assessments must be approved by the HES Graduate Committee at least 8 weeks before the scheduled written examination.
- oral component is normally 2-weeks after completion of the written component and is normally 2-3 hours in duration.

Resources

No additional resources (i.e., space, budget etc.) are necessary because we will replace the existing Health & Exercise Sciences Theme PhD within the Interdisciplinary Graduate Studies program with the proposed PhD in Kinesiology.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Health & Social Development Dept./Unit: School of Health Faculty/School Approval Date: YYYYMMDD Effective Session: 2018W	Date: 20180110 Contact Person: Dr. Ali McManus Phone: 250.807.8192 Email: ali.mcmanus@ubc.ca
Type of Action: New Program	
Rationale: Please see attached.	
<p>Proposed Academic Calendar Entry: Homepage (draft), Faculties, Schools, and Colleges College of Graduate Studies, Kinesiology and Health & Exercise Sciences, Program Overview</p> <p>Program Overview</p> <p>[17051] Degrees Offered: M.Sc., <u>Ph.D.</u></p> <p>[17052] The Health and Exercise Sciences graduate program offers full-time, research-based Master of Science degree in <u>Health & Exercise Sciences and a Doctor of Philosophy degree in Kinesiology.</u> We anticipate that applicants to the program will have interests in health sciences and will come from a variety of backgrounds within the biological, behavioural, and social sciences. The M.Sc. of Science degree in <u>Health & Exercise Sciences and Ph.D. in Kinesiology</u> will typically be completed by students pursuing studies in the biological, behavioural and/or social science content areas.</p> <p>[17053] For participating faculty of Health and Exercise Sciences and their research</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1083,1344</p> <p>Present Academic Calendar Entry: Homepage (draft), Faculties, Schools, and Colleges College of Graduate Studies, Health and Exercise Sciences, Program Overview</p> <p>Program Overview</p> <p>[17051] Degrees Offered: M.Sc.</p> <p>[17052] The Health and Exercise Sciences graduate program offers a full-time, research-based Master of Science degree. We anticipate that applicants to the program will have interests in health sciences and will come from a variety of backgrounds within the biological, behavioural, and social sciences. The M.Sc. will typically be completed by students pursuing studies in the biological, behavioural and/or social science content areas.</p> <p>[17053] For participating faculty of Health and Exercise Sciences and their research</p>

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interests, please consult the Health and Exercise Sciences website [https://hes.ok.ubc.ca/faculty-and-staff/].	interests, please consult the Health and Exercise Sciences website.
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Admissions Proposal Form Okanagan Campus

Faculty/School: Faculty of Health & Social Development Dept./Unit: School of Health & Exercise Sciences Faculty/School Approval Date: Month Day, Year Effective Session: 2018W	Date: January 10, 2018 Contact Person: Dr. Ali McManus Phone: 250.807.8192 Email: ali.mcmanus@ubc.ca
Type of Action: New Admissions requirements – Program level	
Rationale: Please see attached.	
<p>Proposed Academic Calendar Entry: Homepage (draft), Faculties, Schools, and Colleges College of Graduate Studies Kinesiology and Health & Exercise Sciences, Admission Requirements Admission Requirements</p> <p>[17055] The <u>M.Sc., Health and Exercise Sciences and Ph.D., Kinesiology programs are</u> governed by the general graduate guidelines of the College of Graduate Studies' policies and procedures, including its standards for admission of students.</p> <p><u>[17054] Master of Science (M.Sc.)</u></p> <p>[17056] Applicants to the M.Sc. <u>degree in Health & Exercise Sciences</u> are normally expected to have a bachelor's degree in a biological, behavioural, social science, health science, or another related field of study with a B+ (76%) average or higher in their third- and fourth-year classes or at least 12 credits in third- and fourth-year classes in their intended field of study with an A- (80%) or higher average. Their background training must be sufficient for advanced work in their chosen field. Please</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1083,1345</p> <p>Present Academic Calendar Entry: Homepage (draft), Faculties, Schools, and Colleges College of Graduate Studies Health and Exercise Sciences, Admission Requirements Admission Requirements</p> <p>[17054] Master of Science (M.Sc.) [17055] The Health and Exercise Sciences M.Sc. program is governed by the general graduate guidelines of the College of Graduate Studies' policies and procedures, including its standards for admission of students.</p> <p>[17056] Applicants to the M.Sc. program are normally expected to have a bachelor's degree in a biological, behavioural, social science, health science, or another related field of study with a B+ (76%) average or higher in their third- and fourth-year classes or at least 12 credits in third- and fourth-year classes in their intended field of study with an A- (80%) or higher average. Their background training must be sufficient for advanced work in their</p>



<p>see the College of Graduate Studies website.</p> <p>[17057] Applicants from universities outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Test scores must have been taken within the last 24 months.</p> <p>[17058] Acceptable English language proficiency tests for applicants to the College of Graduate Studies are listed on the College of Graduate Studies website.</p> <p>[17059] No applicant will be admitted to the program until a member of the Health and Exercise Sciences faculty has agreed to supervise the thesis research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to submitting their application materials.</p> <p>[17060] In exceptional cases, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the HES Graduate Committee and with the approval of the Dean of the College of Graduate Studies.</p> <p><u>Doctor of Philosophy (Ph.D.)</u></p> <p>Applicants to the Ph.D. degree in Kinesiology are normally required to have a thesis-based master's degree in Health & Exercise Sciences, Kinesiology, or other related field of study, along with appropriate undergraduate and graduate coursework. Applicants with an undergraduate or graduate degree in</p>	<p>chosen field. Please see the College of Graduate Studies website.</p> <p>[17057] Applicants from universities outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Test scores must have been taken within the last 24 months.</p> <p>[17058] Acceptable English language proficiency tests for applicants to the College of Graduate Studies are listed on the College of Graduate Studies website.</p> <p>[17059] No applicant will be admitted to the program until a member of the Health and Exercise Sciences faculty has agreed to supervise the thesis research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to submitting their application materials.</p> <p>[17060] In exceptional cases, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the HES Graduate Committee and with the approval of the Dean of the College of Graduate Studies.</p>
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a non-kinesiology program may be considered for admission, particularly if they have a strong background in the biological, behavioural or health sciences.

[xxx] Applicants from universities outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Test scores must have been taken within the last 24 months.

[xxx] Acceptable English Language Proficiency tests and minimum required test scores for admission eligibility for applications to the College of Graduate Studies are listed on the College of Graduate Studies website.

[xxx] No applicant will be admitted to the PhD program until a member of the Health and Exercise Sciences faculty has agreed to supervise the dissertation research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to submitting their application materials.

[xxxx] In exceptional cases, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the HES Graduate Committee and with the approval of the Dean of the College of Graduate Studies.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Health & Social Development Dept./Unit: School of Health & Exercise Sciences Faculty/School Approval Date: YYYYMMDD Effective Session: 2018W	Date: 20180110 Contact Person: Dr. Ali McManus Phone: 250.807.8192 Email: ali.mcmanus@ubc.ca
Type of Action: New Program	
Rationale: Please see attached.	
<p>Proposed Academic Calendar Entry: Homepage (draft), Faculties, Schools, and Colleges College of Graduate Studies Kinesiology and Health & Exercise Sciences, Program Requirements</p> <p>Program Requirements</p> <p>[17067] Master of Science (M.Sc.) [17068] The M.Sc. degree requires completion of HMKN 501 and HMKN 506, an 18-credit lab-based or fieldwork research thesis (HMKN 549), and a minimum of 9 additional credits of coursework. Students must obtain an overall average of 76% or higher.</p> <p>[17069] Elective course(s) must be approved by the student's supervisory committee. The supervisory committee may require additional coursework, if this is necessary for successful completion of the thesis research.</p> <p><u>Doctor of Philosophy (Ph.D.)</u> <u>Coursework is selected in consultation with the student's supervisory committee. Ph.D. students are not</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1083,1346</p> <p>Present Academic Calendar Entry: Homepage (draft), Faculties, Schools, and Colleges College of Graduate Studies Health and Exercise Sciences, Program Requirements</p> <p>Program Requirements</p> <p>[17067] Master of Science (M.Sc.) [17068] The M.Sc. degree requires completion of HMKN 501 and HMKN 506, an 18-credit lab-based or fieldwork research thesis (HMKN 549), and a minimum of 9 additional credits of coursework. Students must obtain an overall average of 76% or higher.</p> <p>[17069] Elective course(s) must be approved by the student's supervisory committee. The supervisory committee may require additional coursework, if this is necessary for successful completion of the thesis research.</p>



required to complete any coursework outside of the dissertation unless: 1) required by the supervisory committee, or 2) required as a condition of admission.

All doctoral students are required to successfully complete a comprehensive examination within 36 months of their enrolment in the Ph.D. program. The major requirement for the Ph.D. is completion of a research dissertation (HMKN649), meeting the College of Graduate Studies requirements.

Executive Summary

Master of Arts in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme

Ph.D. in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme

College of Graduate Studies
University of British Columbia

IGS and Community Engagement, Social Change, and Equity Theme Overview

The Interdisciplinary Graduate Studies (IGS) program is the largest graduate program on the UBC Okanagan campus, with approximately 200 students enrolled in the MA, MSc, and PhD programs at any given time, and with the involvement of six of the seven Faculties or Schools that offer programs on the campus. IGS students represent roughly 1/3 of all graduate students enrolled in thesis-based programs. The program is housed in the College of Graduate Studies, which, according to Senate Policy 0-4, “shall administer the Interdisciplinary Graduate program on behalf of those faculties participating as if it were a faculty.” Students learn from a wide disciplinary range of faculty and benefit from taking part in world-class research occurring on campus.

An October 2014 – April 2017 review and re-visioning of the Interdisciplinary Graduate Studies program identified a number of ways in which the program could improve its offerings and take better advantage of the unique profile of the UBC Okanagan campus.

This general re-visioning, approved by Senate on October 26, 2017, has as its core organizing principle “Themes” that bring together faculty and students in Theme committees, with shared interdisciplinary curricula. The Community Engagement, Social Change, and Equity Theme draws faculty members from 5 Faculties, and 8 Departments, and will offer its curriculum collaboratively across these units.

Credentials to be awarded

Master of Arts in Interdisciplinary Studies

Ph.D. in Interdisciplinary Studies

Location

University of British Columbia, Okanagan campus.

Faculty members supporting the Community Engagement, Social Change and Equity Theme

The following faculty will support the Theme:

Name	Rank	Faculty/Department
Jeannette Armstrong	Assistant Professor	IKBSAS/Community, Culture and Global Studies
Joan Bottorff	Professor	FHSD/Nursing
Michael Burgess	Professor	Southern Medical Program
Susana Caxaj	Assistant Professor	FHSD/Nursing
Jon Corbett	Associate Professor	IKBSAS/Community, Culture and Global Studies
Mike Evans	Professor	IKBSAS/Community, Culture and Global Studies
Stephen Foster	Professor	FCCS/Creative Studies
Judy Gillespie	Associate Professor	FHSD/Social Work
Alison Hargreaves	Associate Professor	FCCS/Critical Studies
Rachelle Hole	Associate Professor	FHSD/Social Work
Nancy Holmes	Associate Professor	FCCS/Creative Studies
David Jefferess	Associate Professor	FCCS/Critical Studies
Ruthann Lee	Assistant Professor	FCCS/Cultural Studies
Matthew Rader	Assistant Professor	FCCS/Creative Studies
Christine Schreyer	Associate Professor	IKBSAS/Community, Culture and Global Studies
John Wagner	Associate Professor	IKBSAS/Community, Culture and Global Studies

Anticipated program start date

The revised program will be offered starting in the 2019 W1 academic year.

Anticipated completion time

The anticipated time for completion of the MA program is two calendar years of full-time academic study. A work experience term is not required for degree completion.

The anticipated time for completion of the PhD program is four years of full-time academic study. A work experience term is not required for degree completion.

Degree Credits

The MA degree will require 30-credit hours of work, which will be divided into course and thesis credits. The minimum number of course credits for the MA will be 12. In the PhD program, the number of course credits will vary according to the disciplines that the student engages, but it is generally anticipated that PhD students in the program will enroll in several courses in preparation

for their comprehensive examinations and for their interdisciplinary dissertation research project. The precise nature of each plan of study will be determined by the supervisory committee of each particular student.

Program summary

As per the approved proposal to Senate, each Theme in the IGS program will be established for a minimum of five-year periods by a formal resourcing agreement amongst the various decanal and departmental constituencies that participate in the Theme, as per the Provost's budget impact approval process.

This Theme is focused on training graduate students in interdisciplinary approaches in the study of Community-Based Participatory Research (CBPR) and related methodologies. Research undertaken will contribute to the fund of knowledge regarding the engagement of publics and communities with a particular focus on social justice and social change.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, Masters students in the Community Engagement, Social Change, and Equity Theme must complete 30 credits as follows:

- 1) 12 credits of IGS 599 (12-18) d Master's Thesis;
- 2) 3 credits of IGS 524 (3/6) d – Proseminar in Interdisciplinary Studies;
- 3) 6 credits of IGS 586 (3-6) Community Engagement, Social Change, and Equity Theme Seminar;
- 4) At least 3 credits of a methods course selected from the following:
 - IGS 501 (1-12) d Interdisciplinary Topics in Research Methods and Analysis
 - IGS 503 (1-6)d Indigenous Research Methods
 - IGS 504 (6) Multivariate Statistics
 - IGS 505 (3) Introduction to Qualitative Enquiry
 - IGS 509 (1-6) c Directed Studies in Interdisciplinary Research Methods
 - IGS 515 (3) Advanced Qualitative Methods
 - IGS 601 (1-12) d Advanced Topics in Research Methods and Analysis
 - NRS 506 (3) Qualitative Research
 - NRS 507 (3) Quantitative Research
 - SOCW 507 (3) Introduction to Research Methods
 - SOCW 553 (3) Research Methods and Evidence in Clinical Social Work Practice
 - STAT 507 (3) Sampling and Design
 - DATA 501 (3) Data Analytics; and
- 5) 6 credits of additional course work selected by the student in consultation with, and approval of, his or her supervisor.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 1) 12 credits of coursework as approved by the supervisory committee, and consistent with overall IGS PhD coursework requirements;

- 2) successful completion of comprehensive requirements; and
- 3) successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis

Objectives

The primary objectives of the proposed Community Engagement, Social Change, and Equity Theme is:

1. To provide comprehensive, high-quality, graduate degrees in interdisciplinary graduate studies leading to MA, or PhD qualifications.
2. To foster creative and vibrant interdisciplinary teaching and research among and between UBCO faculty and programs and between these UBCO programs and programs at other institutions provincially and regionally.
3. To train and educate graduate students at the MA and PhD levels for subsequent employment within education, governmental, non-governmental, and industrial sectors.
4. To prepare students to go on to further study.

Anticipated contribution to the mandate of the institution

UBC Place and Promise

Create an Exceptional Learning Environment: The multidisciplinary and multi-institutional teaching structure within the proposed program is a unique learning environment that capitalizes on a diverse group of scholars and researchers. Located in the Faculty of Arts and Sciences (Irving K. Barber School) of the Okanagan Campus, the Community Engagement, Social Change, and Equity Theme delivers a comprehensive and innovative interdisciplinary graduate education of exceptionally high quality.

Research Excellence & Community engagement: The (re)establishment of an Interdisciplinary Graduate program with identified and vetted Themes as the modality for delivering graduate education will increase research capacity strengthen our partnership with community organizations and local governments throughout the Okanagan Valley and further afield. Furthermore, the proposed Theme clearly aligns with 1) UBC Okanagan's *Aspire* recommendations for research faculty to provide students opportunities to participate in collaborative, interdisciplinary project-based research, and 2) the core thematic research areas identified in the Vice Principal Research (VPR) Strategic Research Support Plan: Society, Change, and Justice.

Linkages between the learning outcomes and curriculum design

The learning outcomes for a M.A. in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Identify the fundamental characteristics of interdisciplinary research and the basic questions in the area of Community Engagement, Social Change, and Equity through the completion of a core course curriculum;
- Apply interdisciplinary methods and perspectives to cutting edge research in Community Engagement, Social Change, and Equity through the completion of a rigorous thesis project;
- Situate their own research findings within the context of relevant debates pertaining to their thesis topic;
- Demonstrate a graduate-level understanding of Community-Based Participatory Research (CBPR) and related methodologies, such as Participatory Action Research and Collaborative Inquiry;
- Demonstrate strong analytical skills, critical thinking, and written and verbal communication skills commensurate with graduate work at a globally-ranked research institution;
- Demonstrate an understanding of knowledge mobilization using both traditional and contemporary media and networks;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments; understand the full range of theories, principles, qualitative and quantitative methods, and strategies related to CBPR; and
- Collaborate with researchers from a variety of both connected and unrelated disciplines.

The learning outcomes for a Ph.D. in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate, will be able to:

- Demonstrate a high-level, comprehensive understanding of the fundamental characteristics of interdisciplinary research and the basic questions as well as more refined questions in the area of Community Engagement, Social Change, and Equity through the completion of a core course curriculum and a comprehensive examination process;
- Demonstrate an advanced ability in the application of interdisciplinary methods and perspectives to cutting edge research in Community Engagement, Social Change, and Equity through the completion of a rigorous dissertation project;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;

- Demonstrate an ability to situate their own research findings within the context of relevant Community Engagement, Social Change, and Equity debates at all levels pertaining to their dissertation topic;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Demonstrate an ability to collaborate with researchers from a variety of both cognate and unrelated disciplines;
- Demonstrate an understanding of the possibilities and limitations of translating insights gained through research in Community Engagement, Social Change, and Equity into effective social action.

Potential sectors of employment include:

- Teaching and research institutions;
- Private-sector organizations and corporations;
- Public-sector government and crown corporation; and
- Not-for-profit, charitable and non-governmental organizations

Delivery methods

The primary methods of instruction for the Community Engagement, Social Change, and Equity Theme will include:

- Graduate research seminars
- Graduate proseminars and colloquia
- Public and community engagement opportunities
- In-house and video-linked course lectures
- Graduate studios
- Comprehensive research projects, including thesis and dissertation projects

Additional training opportunities include engagement in a faculty-led project work associated with the 6 Credit Theme Seminar.

Program strengths

- By bringing together a group of diverse, nationally- and internationally-recognized researchers in a variety of Faculties and disciplines, the program gives graduate students access to the expertise of these researchers in a coherent, thematic framework.
- The proposed Theme is both timely and relevant as it closely aligns with 1) UBC Okanagan's *Aspire* recommendations for research faculty to provide students opportunities to participate in collaborative, interdisciplinary project-based research, and 2) the core thematic research areas identified in the Vice Principal Research (VPR) Strategic Research Support Plan: Society, Change, and Justice.

Support and recognition from other post-secondary institutions

The program has not sought support or recognition from other post-secondary institutions, nor does it require this to accomplish its ends. One or more faculty members who would teach in the program are currently pursuing collaboration initiatives with other universities provincially and regionally.

Related programs

Interdisciplinary graduate programs of various kinds exist on university campuses across Canada and elsewhere. The UBC Okanagan IGS program capitalizes on the unique features of the Okanagan campus—small size, entrepreneurial spirit, good relations with regional governance, non-governmental, and private sector entities, and flexible, quickly responsive university governance processes—to create a dynamic and agile program of Theme-based interdisciplinary study that can respond to new pedagogical developments and to emerging problems worthy of graduate-level study. The Community Engagement, Social Change, and Equity Theme is specifically tailored to opportunities arising from the resources present at UBC Okanagan.

Contact information

Name: Jon Corbett

Phone number: 250 807 9348

E-mail: jon.corbett@ubc.ca



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Thomas Heilke Phone: 250.807. 8539 Email: thomas.heilke@ubc.ca
Type of Action: Revision to Calendar Description – Program overview Add theme to student transcript	
Rationale: During the academic year 2014-2015, the Dean of CoGS mandated a Task Force to conduct a full review of the Interdisciplinary Graduate Studies (IGS) program. The Task force submitted a report in June 2015 that contained numerous recommendations for refitting the IGS program at both degree levels. Of those recommendations, the changes proposed in this document specifically address the following: <ol style="list-style-type: none"> 1. UBC Okanagan must develop a model for IGS that embodies specified criteria of excellence and coherence 2. Curricular and other programmatic means of achieving pedagogical cohort effects should be a primary concern in the development and delivery of IGS programming. 3. “Themes” will be a core aspect of IGS and will be the primary mode of thinking about research and teaching in IGS. 4. A successful IGS program will require widespread understanding of its occasionally atypical needs in programmatic matters of admissions, funding, curricula, etc., that may stand in some tension with the governance and management structures that currently exist from the decanal level downward to serve the student and faculty needs of disciplinary research and education. 5. Admissions procedures, theme creation, maintenance, and dissolution, and other faculty governance requirements in IGS will require formally structured faculty input. 6. The new IGS would have a specific admissions process designed to meet its unique needs, which would include an assessment for entry that is linked to a student’s inclination toward interdisciplinarity. Incentives for students to apply and accept admission to such a program include: admissions selectivity; the known quality and commitment of faculty; scholarships and assistantships 	



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

The following details the high level program description changes, specifically listing the new Themes, and deleting the old ones.

Proposed Academic Calendar Entry:

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,898,1058>

Present Academic Calendar Entry:

[12102]

Degrees offered: M.A., M.Sc., Ph.D.

[16301] Note: An M.F.A. [Specialization in Interdisciplinary Studies](#) is also available.

[12235] Interdisciplinary Graduate Studies (IGS) offers students opportunities to pursue graduate studies across disciplinary boundaries, and to tailor their course of study to suit their particular needs. At the UBC Okanagan campus, IGS programs are greatly facilitated by the small campus size, which allows students to work more intimately with faculty across a variety of departments and disciplines. The IGS structure allows for both interfaculty and intercampus arrangements for supervision and courses. The course and program requirements provide structure to ensure quality in both the breadth and depth of the student's academic experience.

[14969] Students completing an IGS degree must select one of two program options: Individualized or Themed.

[14970] In the Individualized option, the potential supervisor constructs a supervisory committee in consultation with the applicant. The committee and specified



<p>[14975]</p> <ul style="list-style-type: none"> • <u>Community Engagement, Social Change, and Equity</u> 	<p>coursework are customized to the student's area of study.</p> <p>[14971] In the Themed option, a number of defined themes have been established to assist students in focusing their studies towards particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p>[14972] All themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p> <p>[14974] At present, the following themes have been identified as part of the IGS program:</p> <p>[14975]</p> <ul style="list-style-type: none"> • Health and Exercise Sciences • Indigenous Studies • Latin American and Iberian Studies • Optimization
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**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

- Sustainability
- Urban Studies (M.A. only)

[14976] More information about the themes are listed on the College of Graduate Studies website, under [Interdisciplinary Graduate Studies](#).

[13828] IGS is presently available in the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and Management.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new table of contents page	
Rationale: as per Theme executive summary	
Proposed Academic Calendar Entry: <u>Community Engagement, Social Change, and Equity (CESCE) IGS Theme</u> <u>Contents</u> <u>Theme Overview</u> <u>Theme Admission Requirements</u> <u>Theme Requirements</u> <u>Contact Information</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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

Category: 1	
Faculty/School: IKBSASS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Overview</u> <u>Degrees Offered: M.A. and Ph.D.</u> <u>The Community Engagement, Social Change, and Equity (CESCE) Theme focuses on interdisciplinary approaches to research that train and support students to undertake research that engages publics and communities with a particular focus on social justice and social change. For participating faculty see the CESCE Theme Guide.</u> <u>The CESCE Theme offers the full-time, research-based degrees. For research interests of Theme faculty members please consult the CESCE Theme Guide.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A

Commented [U01]: Hyper-link to web page to be provided by CoGS (contact Thomas Heilke)

Commented [U02]: Hyper-link to web page to be provided by CoGS (contact Thomas Heilke)



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Admission Requirements</u> <u>The overarching IGS requirements are the minimum standards required for admission to the Theme. Evidence in the application for admission that the research interests and scholarly background of the applicant are topically relevant to the Theme, and agreement of a Faculty member who participates in the Theme to serve as the applicant's Supervisor, are also required. Refer to the CESCE Theme Guide for a list of potential supervisors.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Requirements</u> <u>Master of Arts (M.A.) in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme</u> <u>In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the M.A. must complete 30 credits as follows:</u> <ul style="list-style-type: none"> • <u>a 12-credit master's thesis (IGS 599);</u> • <u>3 credits of IGS 524;</u> • <u>6 credits of IGS 586</u> • <u>at least 3 credits of a methods course selected from the following: IGS 501, IGS 503, IGS 504, IGS 505, IGS 509, IGS 515, IGS 601, NRSG 506, NRSG 507,</u> 	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



SOCW 507, SOCW 553, STAT 507, DATA 501; and

- 6 credits of additional course work selected by the student in consultation with, and approval of, his or her supervisor.

Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 12 credits of coursework as approved by the supervisory committee, and consistent with overall IGS PhD coursework requirements;
- successful completion of comprehensive requirements; and
- successful defence of the doctoral dissertation (IGS 699)



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: CCGS Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Jon Corbett Phone: 250.807.9348 Email: jon.corbett@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: as per Theme executive summary	
Proposed Academic Calendar Entry: <u>Contact Information</u> <u>Complete details regarding the Community Engagement, Social Change and Equity Theme are available on the IGS website, or by contacting the Theme Coordinator.</u> <u>For current information, consult the Theme Guide.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: CCGS Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180205 Contact Person: Dr. Jon Corbett Phone: 250.807.9348 Email: jon.corbett@ubc.ca
Type of Action: New Course	
Rationale: This course is the required core course in the CESCE (Community Engagement, Social Change, and Equity) Theme of the IGS program. Syllabus appended.	
Proposed Academic Calendar Entry: <u>IGS 586 (3-6) d Community Engagement, Social Change, and Equity Theme Seminar</u> <u>Will provide the necessary theoretical background on Community-Based Participatory Research (CBPR). Students will learn about a range of strategies and principles of CBPR; advantages and limitations of this approach; skills necessary for participating effectively in CBPR projects.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A

Executive Summary

Master of Arts in Interdisciplinary Studies, Global Studies Theme

Ph.D. in Interdisciplinary Studies, Global Studies Theme

College of Graduate Studies
University of British Columbia

IGS and Global Studies Theme Overview

The Interdisciplinary Graduate Studies (IGS) program is the largest graduate program on the UBC Okanagan campus, with approximately 200 students enrolled in the MA, MSc, and PhD programs at any given time, and with the involvement of six of the seven Faculties or Schools that offer programs on the campus. IGS students represent roughly 1/3 of all graduate students enrolled in thesis-based programs. The program is housed in the College of Graduate Studies, which, according to Senate Policy 0-4, “shall administer the Interdisciplinary Graduate program on behalf of those faculties participating as if it were a faculty.” Students learn from a wide disciplinary range of faculty and benefit from taking part in world-class research occurring on campus.

An October 2014 – April 2017 review and re-visioning of the Interdisciplinary Graduate Studies program identified a number of ways in which the program could improve its offerings and take better advantage of the unique profile of the UBC Okanagan campus.

This general re-visioning, approved by Senate on October 26, 2017, has as its core, organizing principle “Themes” that bring together faculty and students in Theme committees, with shared interdisciplinary curricula. The Global Studies Theme draws faculty members from three Faculties, and seven Departments, and will offer its curriculum collaboratively across these units.

Credentials to be awarded

Master of Arts in Interdisciplinary Studies

Ph.D. in Interdisciplinary Studies

Location

University of British Columbia, Okanagan campus.

Faculty members supporting the Global Studies Theme

The following faculty will support the Theme:

Name	Rank	Faculty/Department
David Geary	Assistant Professor	IKBSAS/Community, Culture and Global Studies
Mohsen Javdani	Assistant Professor	IKBSAS/Economics, Philosophy and Political Science
Jasmin Histrov	Assistant Professor	IKBSAS/History and Sociology
David Jefferess	Associate Professor	FCCS/Critical Studies
Ilya Parkins	Associate Professor	IKBSAS/Community, Culture and Global Studies
Margo Tamez	Associate Professor	IKBSAS/Community, Culture and Global Studies
Susana Caxaj	Assistant Professor	FHSD/Nursing
Marie Tarrant	Director	FHSD/Nursing
Adam Jones	Professor	IKBSAS/Economics, Philosophy and Political Science
Carl Hodge	Professor	IKBSAS/Economics, Philosophy and Political Science
Jim Rochlin	Professor	IKBSAS/Economics, Philosophy and Political Science
John Graham	Professor/Director	FHSD/Social Work
Andrew Irvine	Professor	IKBSAS/Economics, Philosophy and Political Science

Anticipated program start date

The revised program will be offered starting in the 2019 W1 academic year.

Anticipated completion time

The anticipated time for completion of the MA program is two calendar years of full-time academic study. A work experience term is not required for degree completion.

The anticipated time for completion of the PhD program is four years of full-time academic study. A work experience term is not required for degree completion.

Degree Credits

The MA degree will require that students take six courses (18 credits) in their first year, with the remaining year devoted to their dissertation. In the PhD program, the student will take four courses (12 credits) during their first year, in preparation for their comprehensive examinations and for their

interdisciplinary dissertation research project. The precise nature of each plan of study will be determined by the supervisory committee of each particular student.

Program summary

As per the approved proposal to Senate, each Theme in the IGS program will be established for a minimum of five-year periods by a formal resourcing agreement amongst the various decanal and departmental constituencies that participate in the Theme, as per the Provost's budget impact approval process.

This Theme is focused on training graduate students in interdisciplinary approaches in the study of Global Studies. Research undertaken will contribute to the fund of knowledge regarding theoretical and practical aspects of Global Studies, and for collaborative and interdisciplinary approaches to the field.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Global Studies Theme must complete 30 credits for the M.A. as follows:

- 1) 12-credits of IGS 599 (12-18) d Master's Thesis;
- 2) 3 credits of IGS 524 (3/6) d – Proseminar in Interdisciplinary Studies;
- 3) IGS 587 (3) Global Politics, Culture and Theory;
- 4) IGS 588 (3) Global Studies Panorama;
- 5) At least 3 credits of a methods course selected from the following:
 - IGS 501 (1-12) d Interdisciplinary Topics in Research Methods and Analysis
 - IGS 503 (1-6) d Indigenous Research Methods
 - IGS 505 (3) Introduction to Qualitative Enquiry
 - IGS 515 (3) Advanced Qualitative Methods; and
 - Another methods course approved by the student's supervisor.
- 6) 6 credits of additional course work selected by the student in consultation with and approval of his or her supervisor.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 1) 12 credits of coursework as approved by the supervisory committee, and consistent with overall IGS PhD coursework requirements;
- 2) successful completion of comprehensive requirements; and
- 3) successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.

Objectives

The primary objectives of the proposed Theme are:

1. To provide comprehensive, high-quality, graduate degrees in interdisciplinary graduate studies leading to MA and PhD qualifications.
2. To foster creative and vibrant interdisciplinary teaching and research among and between UBCO faculty and programs and between these UBCO programs and programs at other institutions provincially and regionally.
3. To train and educate graduate students at the MA and PhD levels for subsequent employment within education, governmental, non-governmental, and industrial sectors.
4. To prepare students to go on to further study.

Anticipated contribution to the mandate of the institution

UBC Place and Promise

Create an Exceptional Learning Environment: The multidisciplinary and multi-institutional teaching structure within the proposed program is a unique learning environment that capitalizes on a diverse group of scholars and researchers. Bridging three Okanagan Campus Faculties, the Global Studies Theme delivers a comprehensive and innovative interdisciplinary graduate education of exceptionally high quality.

Research Excellence & Community engagement: The (re)establishment of an Interdisciplinary Graduate program with identified and vetted Themes as the modality for delivering graduate education will increase research capacity, strengthen our partnership with government, community organizations and businesses.

Linkages between the learning outcomes and curriculum design

The learning outcomes for a M.A. in Interdisciplinary Graduate Studies, Global Studies Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Discuss the fundamental characteristics of interdisciplinary research and the basic questions in the area of Global Studies through the completion of a core course curriculum;
- Apply interdisciplinary methods and perspectives to cutting-edge research in Global Studies through the completion of a rigorous thesis project;
- Situate their own research findings within the context of relevant debates in Global Studies pertaining to their thesis topic;
- Demonstrate strong analytical skills, critical thinking, and written and verbal communication skills commensurate with graduate work at a globally ranked research institution;

- Demonstrate an understanding of knowledge mobilization that uses traditional and newly-developed vehicles for such;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines.

The learning outcomes for a Ph.D. in Interdisciplinary Graduate Studies, Global Studies Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Demonstrate a high-level, comprehensive understanding of the fundamental characteristics of interdisciplinary research and the basic questions as well as more refined questions in the area of Global Studies through the completion of a core course curriculum and a comprehensive examination process;
- Apply interdisciplinary methods and perspectives to cutting edge research through the completion of a rigorous dissertation project;
- Demonstrate strong analytical skills, critical thinking, and written and verbal communication skills commensurate with doctoral work at a globally-ranked research institution;
- Demonstrate a doctoral-level understanding of knowledge mobilization that uses traditional and newly developed vehicles for such;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Situate their own doctoral research findings within the context of relevant debates pertaining to their dissertation topic;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines.

Delivery methods

The primary methods of instruction for this Theme will include:

Graduate research seminars

- Graduate proseminars and colloquia
- Course lectures
- Comprehensive research projects, including thesis and dissertation projects

Program strengths

- By bringing together a group of diverse, nationally and internationally recognized researchers in a variety of Faculties and disciplines, the program gives graduate students access to the expertise of these researchers in a coherent, thematic framework.
- By capitalizing on research strengths through the creation of synergies between a small group of faculty with expertise in Global Studies, and who demonstrate a keen interest in interdisciplinary research and graduate training, the program provides a unique learning opportunity to its students.

Support and recognition from other post-secondary institutions

To this point, the program has not sought such support or recognition; it does not require such to accomplish its ends. One or more faculty members who would teach in the program are currently pursuing collaboration initiatives with other universities provincially and regionally.

Related programs

Interdisciplinary graduate programs of various kinds exist on university campuses across Canada and elsewhere. The UBC Okanagan IGS program capitalizes on the unique features of the Okanagan campus—small size, entrepreneurial spirit, good relations with regional governance, non-governmental, and private sector entities, and flexible, quickly responsive university governance processes—to create a dynamic and nimble program of Theme-based interdisciplinary study that can speedily respond to new pedagogical developments and to emerging problems worthy of graduate-level study. The Global Studies Theme is specifically tailored to opportunities arising from the resources present at UBC Okanagan.

Contact information

Name: Dr. Jim Rochlin

Phone number: 250.807.9388

E-mail: james.rochlin@ubc.ca



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Revision to Calendar Description – Program overview Add theme to student transcript	
Rationale: During the academic year 2014-2015, the Dean of CoGS mandated a Task Force to conduct a full review of the Interdisciplinary Graduate Studies (IGS) program. The Task force submitted a report in June 2015 that contained numerous recommendations for refitting the IGS program at both degree levels. Of those recommendations, the changes proposed in this document specifically address the following: <ol style="list-style-type: none"> 1. UBC Okanagan must develop a model for IGS that embodies specified criteria of excellence and coherence. 2. Curricular and other programmatic means of achieving pedagogical cohort effects should be a primary concern in the development and delivery of IGS programming. 3. “Themes” will be a core aspect of IGS and will be the primary mode of thinking about research and teaching in IGS. 4. A successful IGS program will require widespread understanding of its occasionally atypical needs in programmatic matters of admissions, funding, curricula, etc., that may stand in some tension with the governance and management structures that currently exist from the decanal level downward to serve the student and faculty needs of disciplinary research and education. 5. Admissions procedures, theme creation, maintenance, and dissolution, and other faculty governance requirements in IGS will require formally structured faculty input. 6. The new IGS would have a specific admissions process designed to meet its unique needs, which would include an assessment for entry that is linked to a student's inclination toward interdisciplinarity. Incentives for students to apply and accept admission to such a program include: admissions selectivity; the known quality and commitment of faculty; scholarships and assistantships 	



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

The following details the high level program description changes, specifically listing the new Themes, and deleting the old ones.

Proposed Academic Calendar Entry:

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/prooff/edit/index.cfm?tree=18,285,898,1058>

Present Academic Calendar Entry:

[12102]

Degrees offered: M.A., M.Sc., Ph.D.

[16301] Note: An M.F.A. [Specialization in Interdisciplinary Studies](#) is also available.

[12235] Interdisciplinary Graduate Studies (IGS) offers students opportunities to pursue graduate studies across disciplinary boundaries, and to tailor their course of study to suit their particular needs. At the UBC Okanagan campus, IGS programs are greatly facilitated by the small campus size, which allows students to work more intimately with faculty across a variety of departments and disciplines. The IGS structure allows for both interfaculty and intercampus arrangements for supervision and courses. The course and program requirements provide structure to ensure quality in both the breadth and depth of the student's academic experience.

[14969] Students completing an IGS degree must select one of two program options: Individualized or Themed.

[14970] In the Individualized option, the potential supervisor constructs a supervisory committee in consultation with the applicant. The committee and specified



<p>[14975]</p> <ul style="list-style-type: none"> • <u>Global Studies</u> 	<p>coursework are customized to the student's area of study.</p> <p>[14971] In the Themed option, a number of defined themes have been established to assist students in focusing their studies towards particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p>[14972] All themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p> <p>[14974] At present, the following themes have been identified as part of the IGS program:</p> <p>[14975]</p> <ul style="list-style-type: none"> • Health and Exercise Sciences • Indigenous Studies • Latin American and Iberian Studies • Optimization
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**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

- ~~Sustainability~~
- ~~Urban Studies (M.A. only)~~

[14976] More information about the themes are listed on the College of Graduate Studies website, under [Interdisciplinary Graduate Studies](#).

[13828] IGS is presently available in the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and Management.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new table of contents page	
Rationale: as per Global Studies Theme executive summary	
Proposed Academic Calendar Entry: <u>Global Studies IGS Theme</u> <u>Contents</u> <u>Theme Overview</u> <u>Theme Admission Requirements</u> <u>Theme Requirements</u> <u>Contact Information</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Global Studies Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Overview</u> <u><i>Degrees Offered: (M.A., Ph.D.)</i></u> <u>The Theme focuses on interdisciplinary approaches to research in Global Studies.</u> <u>For participating faculty, see the Global Studies Theme Guide.</u> <u>The Global Studies Theme offers full-time, research-based degrees. For research interests of Theme faculty members, consult the Global Studies Theme Guide.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

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Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Global Studies Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Admission Requirements</u> <u>The overarching IGS requirements are the minimum standards required for admission to the Theme. Evidence in the application for admission that the research interests and scholarly background of the applicant are topically relevant to the Theme, and agreement of a Faculty member who participates in the Theme to serve as the applicant's Supervisor, are also required. Refer to the Global Studies Theme Guide for a list of potential Supervisors.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Global Studies Theme executive summary	
<p>Proposed Academic Calendar Entry:</p> <p><u>Theme Requirements</u></p> <p><u>Master of Arts (M.A.) in Interdisciplinary Studies, Global Studies Theme</u></p> <p><u>In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Global Studies Theme must complete 30 credits for the M.A. as follows:</u></p> <ul style="list-style-type: none"> • <u>a 12-credit Master's Thesis (IGS 599);</u> • <u>3 credits of IGS 524;</u> • <u>IGS 587;</u> • <u>IGS 588;</u> • <u>at least 3 credits of a methods course selected from the following: IGS 501, IGS 503, IGS 505, IGS 515, or another methods course approved by the supervisory committee; and</u> • <u>6 credits of additional course work selected by the student in consultation with and approval of his or her supervisor.</u> 	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>



**Doctor of Philosophy (Ph.D.) in
Interdisciplinary Studies, Global Studies
Theme**

**In addition to the general academic
regulations for graduate students set out
by the College of Graduate Studies, the
minimum requirements for the Ph.D.
are:**

- 1) 12 credits of coursework as
approved by the supervisory
committee, and consistent with
overall IGS PhD coursework
requirements;**
- 2) successful completion of
comprehensive requirements;
and**
- 3) successful defence of the doctoral
dissertation IGS 699 (0) Doctoral
Thesis.**



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked form Theme TOC page	
Rationale: as per Global Studies Theme executive summary	
Proposed Academic Calendar Entry: <u>Contact Information</u> <u>Complete details regarding the Global Studies Theme are available on the IGS website, or by contacting the Theme Coordinator.</u> <u>For current information, consult the Theme Guide.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: New Course	
Rationale: This course is required in the Global Studies Theme of the IGS program. Syllabus appended.	
Proposed Academic Calendar Entry: <u>IGS 587 (3) Global Politics, Culture and Theory</u> <u>Examination of conceptual approaches to Global Studies.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: New Course	
Rationale: This course is required in the Global Studies Theme of the IGS program. Syllabus appended.	
Proposed Academic Calendar Entry: <u>IGS 588 (3) Global Studies Panorama</u> <u>Introduction to interdisciplinary and collaborative approaches to the field of Global Studies.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Executive Summary

Master of Arts in Interdisciplinary Studies, Power, Conflict, and Ideas Theme

Ph.D. in Interdisciplinary Studies, Power, Conflict, and Ideas Theme

College of Graduate Studies
University of British Columbia

IGS and Power, Conflict, and Ideas Theme Overview

The Interdisciplinary Graduate Studies (IGS) program is the largest graduate program on the UBC Okanagan campus, with approximately 200 students enrolled in the MA, MSc, and PhD programs at any given time, and with the involvement of six of the seven Faculties or Schools that offer programs on the campus. IGS students represent roughly 1/3 of all graduate students enrolled in thesis-based programs. The program is housed in the College of Graduate Studies, which, according to Senate Policy 0-4, “shall administer the Interdisciplinary Graduate Program on behalf of those faculties participating as if it were a faculty.” Students learn from a wide disciplinary range of faculty and benefit from taking part in world-class research occurring on campus.

An October 2014 – April 2017 review and re-visioning of the Interdisciplinary Graduate Studies program identified a number of ways in which the program could improve its offerings and take better advantage of the unique profile of the UBC Okanagan campus.

This general revisioning, approved by Senate on October 26, 2017, has as its core organizing principle “Themes” that bring together faculty and students in Theme committees, with shared interdisciplinary curricula. The Power, Conflict, and Ideas Theme draws faculty members from Irving K. Barber School of Arts and Sciences, Creative and Critical Studies, Management Faculties, and Nursing Departments, and will offer its curriculum collaboratively across these units.

Credentials to be awarded

Master of Arts in Interdisciplinary Studies

Ph.D. in Interdisciplinary Studies

Location

University of British Columbia, Okanagan campus.

Faculty members supporting the Power, Conflict and Ideas Theme

The following faculty will support the Theme:

Name	Rank	Faculty/Department
Luis LM Aguiar	Associate Professor	IKBSAS/History and Sociology
Francisco Peña	Associate Professor	FCCS/Critical Studies
Thomas Heilke	Professor	IKBSAS/Economics, Philosophy and Political Science
Jessica Stites Mor	Associate Professor	IKBSAS/History and Sociology
Carey Doberstein	Assistant Professor	IKBSAS/Economics, Philosophy and Political Science
Bonar Buffam	Assistant Professor	IKBSAS/History and Sociology
Jasmin Hristov	Assistant Professor	IKBSAS/History and Sociology
Brigitte Le Normand	Assistant Professor	IKBSAS/History and Sociology
Catherine Higgs	Professor	IKBSAS/History and Sociology
Anderson Araujo	Assistant Professor	FCCS/Critical Studies
Mercedes Fernandez-Duran	Assistant Professor	FCCS/Critical Studies
Jelena Jovicic	Associate Professor	FCCS/Critical Studies
Jodey Castricano	Associate Professor	FCCS/Critical Studies
Lawrence Berg	Professor	IKBSAS/Community, Culture and Global Studies
John Wagner	Associate Professor	IKBSAS/Community, Culture and Global Studies
Margo Tamez	Associate Professor	IKBSAS/Community, Culture and Global Studies
Ilya Parkins	Associate Professor	IKBSAS/Community, Culture and Global Studies
Susan Caxaj	Assistant Professor	FHSD/Nursing
Michael Burgess	Professor	Southern Medical Program

Anticipated program start date

The revised program will be offered starting in the 2019 W1 academic year.

Anticipated completion time

The anticipated time for completion of the MA programs is two calendar years of full-time academic study. A work experience term is not required for degree completion.

The anticipated time for completion of the PhD program is four years of full-time academic study. A work experience term is not required for degree completion.

Degree Credits

The MA degree will require 30-credit hours of work, which will be divided into course and thesis credits. In the PhD program, the number of course credits will vary according to the disciplines that the student engages, but it is generally anticipated that PhD students in the program will enroll in several courses in preparation for their comprehensive examinations and for their interdisciplinary dissertation research project. The precise nature of each plan of study will be determined by the supervisory committee of each particular student.

Program Summary

As per the approved proposal to Senate, each Theme in the IGS program will be established for a minimum of five-year periods by a formal resourcing agreement amongst the various decanal and departmental constituencies that participate in the Theme, as per the Provost's budget impact approval process.

This Theme is focused on training graduate students in interdisciplinary approaches to the study of social theory, governance and policy, power and ideas, historical context, and understanding social change and conflict. This Theme is well-placed to respond to some of the expectations set out by *Aspire*, particularly to create graduate students who have inter cultural awareness, are respectful of difference, are creative and critical thinkers, and agents of change.

Teaching and Research Focus:

Power, Social Change, and the History of Ideas: Students will gain a broad understanding of the relationship between *ideas and power* with attention to the broader theoretical approaches and intellectual trajectories that inform its study. They will be exposed to primary texts in the history of political thought and will develop the tools necessary to evaluate these texts and critical reflections upon these works. They will be presented with contemporary religious and social conflict and will explore their roots and historical trajectories. In particular, students will become familiar with the major conceptual foundations of social structures and political thought. By the end of the program, students will be able to situate their own research findings within the context of relevant debates.

Governance, Participation, and Policymaking: Students will study the dynamics of political environments within which political *policymaking and advocacy* can occur. They will explore the roles of civil society, stakeholders, experts, interest groups, NGOs, state institutions, and lawmakers. In addition, they will consider the role of public opinion and the media in shaping legislative action, reform agendas, and each other. They will consider events such as referendums, deliberative engagement, and other ways in which public participation is involved in policymaking. They will also look at the distinctions of different venues of policymaking. Program outcomes will include strong skill development in policy and institutional analysis.

Historical Context and Framework: Students will learn how to use archives, historical data, and historiographical resources. They will also be able to understand the way in which *historical analysis* deals with the nature of agency, periods of change versus continuity, and the means by which nuanced treatments of historical causation can be put forth. Students will be asked to consider the various kinds of archives, both official and non-official, that social scientists and humanities scholars

use, and will be introduced to methods for preparing a robust review of literature. They will be given the tools to reflect critically on the relationship between evidence, its political and material considerations, the notion of objectivity, and forms of knowledge about the past. They will be asked to assess claims on the legitimacy of and differential access to the historical record of different groups. They will learn how to ascertain the provenance of historical documents, how to understand records collection and organization, and how to deal with the frequent fragility and vulnerability of archives. They will be exposed to oral history interview methods and ethical considerations.

Inequality, Conflict, and Social Justice: Students will gain an awareness of the usefulness of *social theory and theoretical approaches* to understanding the complexities of difference in access to power and well-being. It will cover critical social categories of race, ethnicity, religion, class, ability, gender, and species, their relevance to problems of unevenness of access and the underpinnings of social conflict and mobilization. Students will learn how to apply theoretical and ethical frameworks to understand issues such as wealth concentration, environmental and spatial inequality, social mobility, and constraints within systems of justice and social welfare. This part of the program focuses on sharpening research questions and the design of studies. Students will gain a broader understanding of the situation of specific problems that fuel their individual projects within larger questions within the field of social science research.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Power, Conflict, and Ideas Theme must complete 30 credits for the M.A. as follows:

- 1) 12 credits of IGS 599 (12-18) d Master's Thesis;
- 2) 3 credits of IGS 524 (3/6) d Proseminar in Interdisciplinary Studies;
- 3) IGS 589 (3) Governance;
- 4) IGS 590 (3) Power and Ideas;
- 5) IGS 591 (3) Society and Conflict;
- 6) IGS 592 (3) History Theory and Method; and
- 7) 3 credits of additional course work selected by the student in consultation with and approval of his or her supervisor.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 1) 9 credits of course work to develop student expertise in the Theme and to facilitate completion of their research program, as consistent with overall IGS PhD coursework requirements;
- 2) successful completion of comprehensive requirements; and
- 3) successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.

Objectives

The primary objectives of the proposed Theme are :

1. To provide comprehensive, high-quality, graduate degrees in interdisciplinary graduate studies leading to MA or PhD qualifications.

2. To foster creative and vibrant interdisciplinary teaching and research among and between UBCO faculty and programs and between these UBCO programs and programs at other institutions provincially and regionally.
3. To train and educate graduate students at the MA and PhD levels for subsequent employment within education, governmental, and non-governmental sectors.
4. To prepare students to go on to further study.

Anticipated contribution to the mandate of the institution

UBC Place and Promise

Create an Exceptional Learning Environment: The multidisciplinary and multi-institutional teaching structure within the proposed program is a unique learning environment that capitalizes on a diverse group of scholars and researchers. Bridging three Okanagan Campus Faculties, the Power, Conflict, and Ideas Theme delivers a comprehensive and innovative interdisciplinary graduate education of exceptionally high quality.

Research Excellence & Community engagement: The (re)establishment of an Interdisciplinary Graduate program with identified and vetted Themes as the modality for delivering graduate education will increase research capacity strengthen our partnership with government, community organizations and businesses.

Linkages between the learning outcomes and curriculum design

The learning outcomes for a M.A. in Interdisciplinary Graduate Studies, Power, Conflict , and Ideas Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Identify the fundamental characteristics of interdisciplinary research and the basic questions in the area of Power, Conflict, and Ideas through the completion of a core course curriculum;
- Apply interdisciplinary methods and perspectives to cutting-edge research through the completion of a rigorous thesis project;
- Situate their own research findings within the context of relevant debates pertaining to their thesis topic;
- Show strong skills in policy and institutional analysis;
- Use archives, historical data, and historiographical resources at a level appropriate to graduate work in a highly-ranked research university;

- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines.

The learning outcomes for a Ph.D. in Interdisciplinary Graduate Studies, Power, Conflict , and Ideas Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Demonstrate a high-level, comprehensive understanding of the fundamental characteristics of interdisciplinary research and the basic questions, as well as more refined questions in the area of Power, Conflict, and Ideas through the completion of a core course curriculum and a comprehensive examination process;
- Apply interdisciplinary methods and perspectives to cutting-edge research through the completion of a rigorous dissertation project;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Situate their own research findings within the context of relevant debates pertaining to their dissertation topic;
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- Use archives, historical data, and historiographical resources at a level appropriate to doctoral research work in a highly-ranked research university;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines.

Delivery methods

The primary methods of instruction for this Theme will include:

- Graduate research seminars
- Graduate Proseminars and colloquia
- Comprehensive research projects, including thesis and dissertation projects

Program strengths

- By bringing together a group of diverse, nationally- and internationally-recognized researchers in a variety of Faculties and disciplines, the program gives graduate students access to the expertise of these researchers in a coherent, thematic framework.
- By capitalizing on research strengths through the creation of synergies between a small group of faculty with expertise in humanities and social sciences, and who demonstrate a keen interest in interdisciplinary research and graduate training, the program provides a unique learning opportunity to its students.

Support and recognition from other post-secondary institutions

To this point, the program has not sought such support or recognition; it does not require such to accomplish its ends. One or more faculty members who would teach in the program are currently pursuing collaboration initiatives with other universities provincially and regionally.

Related programs

Interdisciplinary graduate programs of various kinds exist on university campuses across Canada and elsewhere. The UBC Okanagan IGS program capitalizes on the unique features of the Okanagan campus—small size, entrepreneurial spirit, good relations with regional governance, non-governmental, and private sector entities, and flexible, quickly responsive university governance processes—to create a dynamic and nimble program of Theme-based interdisciplinary study that can speedily respond to new pedagogical developments and to emerging problems worthy of graduate-level study. The Power, Conflict, and Ideas Theme is specifically tailored to opportunities arising from the resources present at UBC Okanagan.

Contact information

Name: Jessica Stites Mor

Phone number: 1-250-801-2705

E-mail: jessica.stites-mor@ubc.ca



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
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Type of Action: Revision to Calendar Description – Program overview Add theme to student transcript	
Rationale: During the academic year 2014-2015, the Dean of CoGS mandated a Task Force to conduct a full review of the Interdisciplinary Graduate Studies (IGS) program. The Task force submitted a report in June 2015 that contained numerous recommendations for refitting the IGS program at both degree levels. Of those recommendations, the changes proposed in this document specifically address the following: <ol style="list-style-type: none"> 1. UBC Okanagan must develop a model for IGS that embodies specified criteria of excellence and coherence 2. Curricular and other programmatic means of achieving pedagogical cohort effects should be a primary concern in the development and delivery of IGS programming. 3. “Themes” will be a core aspect of IGS and will be the primary mode of thinking about research and teaching in IGS. 4. A successful IGS program will require widespread understanding of its occasionally atypical needs in programmatic matters of admissions, funding, curricula, etc., that may stand in some tension with the governance and management structures that currently exist from the decanal level downward to serve the student and faculty needs of disciplinary research and education. 5. Admissions procedures, theme creation, maintenance, and dissolution, and other faculty governance requirements in IGS will require formally structured faculty input. 6. The new IGS would have a specific admissions process designed to meet its unique needs, which would include an assessment for entry that is linked to a student's inclination toward interdisciplinarity. Incentives for students to apply and accept admission to such a program include: admissions selectivity; the known quality and commitment of faculty; scholarships and assistantships 	



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

The following details the high-level program description changes, specifically listing the new Themes, and deleting the old ones.

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Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,898,1058>

Present Academic Calendar Entry:

[12102]

Degrees offered: M.A., M.Sc., Ph.D.

[16301] Note: An M.F.A. [Specialization in Interdisciplinary Studies](#) is also available.

[12235] Interdisciplinary Graduate Studies (IGS) offers students opportunities to pursue graduate studies across disciplinary boundaries, and to tailor their course of study to suit their particular needs. At the UBC Okanagan campus, IGS programs are greatly facilitated by the small campus size, which allows students to work more intimately with faculty across a variety of departments and disciplines. The IGS structure allows for both interfaculty and intercampus arrangements for supervision and courses. The course and program requirements provide structure to ensure quality in both the breadth and depth of the student's academic experience.

[14969] Students completing an IGS degree must select one of two program options: Individualized or Themed.

[14970] In the Individualized option, the potential supervisor constructs a supervisory committee in consultation with the applicant. The committee and specified



<p>[14975]</p> <ul style="list-style-type: none"> • <u>Power, Conflict, and Ideas</u> 	<p>coursework are customized to the student's area of study.</p> <p>[14971] In the Themed option, a number of defined themes have been established to assist students in focusing their studies towards particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p>[14972] All themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p> <p>[14974] At present, the following themes have been identified as part of the IGS program:</p> <p>[14975]</p> <ul style="list-style-type: none"> • Health and Exercise Sciences • Indigenous Studies • Latin American and Iberian Studies • Optimization
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- Sustainability
- Urban Studies (M.A. only)

[14976] More information about the themes are listed on the College of Graduate Studies website, under [Interdisciplinary Graduate Studies](#).

[13828] IGS is presently available in the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and Management.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180307 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new table of contents page	
Rationale: as Power, Conflict, and Ideas Theme executive summary	
Proposed Academic Calendar Entry: <u>Power, Conflict, and Ideas Theme</u> <u>Contents</u> <u>Theme Overview</u> <u>Theme Admission Requirements</u> <u>Theme Requirements</u> <u>Contact Information</u>	Draft Academic Calendar URL: URL n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
Proposed Academic Calendar Entry: <p style="color: red; text-align: center;"><u>Power, Conflict, and Ideas Theme Overview</u></p> <p style="color: red; text-align: center;"><u>Degrees Offered: (M.A., Ph.D.)</u></p> <p style="color: red; text-align: center;"><u>The Power, Conflict, and Ideas Theme focuses on interdisciplinary approaches to research on social change, with a foundation in social theory, governance and policy, power and ideas, and historical context.</u></p> <p style="color: red; text-align: center;"><u>For participating faculty see the Power, Conflict, and Ideas Theme Guide. The Theme offers full-time, research-based degrees. For research interests of Theme faculty members, consult the Theme Guide.</u></p>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Admission Requirements</u> <u>The overarching IGS requirements are the minimum standards required for admission to the Theme. Evidence in the application for admission that the research interests and scholarly background of the applicant are topically relevant to the Theme, and agreement of a Faculty member who participates in the Theme to serve as the applicant's Supervisor, are also required. Refer to the PCI Theme Guide for a list of potential supervisors.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see theme executive summary	
<p>Proposed Academic Calendar Entry:</p> <p><u>Theme Requirements</u></p> <p><u>Master of Arts (M.A.) in Interdisciplinary Studies, Power, Conflict, and Ideas Theme</u></p> <p><u>In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Power, Conflict, and Ideas Theme must complete 30 credits for the M.A. as follows:</u></p> <ul style="list-style-type: none"> • <u>a 12-credit Master's Thesis (IGS 599);</u> • <u>3 credits of IGS 524;</u> • <u>IGS 589;</u> • <u>IGS 590;</u> • <u>IGS 591;</u> • <u>IGS 592; and</u> • <u>3 credits of additional course work selected by the student in</u> 	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>



consultation with, and approval of, his or her supervisor.

Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Power, Conflict, and Ideas Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 9 credits of course work to develop student expertise in the Theme and to facilitate completion of their research program, as consistent with overall IGS PhD coursework requirements;
- successful completion of comprehensive requirements; and
- successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History, Sociology Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Jessica Stites Mor Phone: 250.807.9655 Email: jessica.stites-mor@ubc.ca
Type of Action: Add new page linked form Theme TOC page	
Rationale: as per Theme executive summary	
Proposed Academic Calendar Entry: <u>Contact Information</u> <u>Complete details regarding the Power, Conflict and Ideas Theme are available on the IGS website, or by contacting the Theme Coordinator.</u> <u>For current information, consult the Power, Conflict, and Ideas Theme Guide.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History, Sociology Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Jessica Stites Mor Phone: 250.807.9655 Email: jessica.stites-mor@ubc.ca
Type of Action: New course: IGS 589 Governance	
Rationale: This course is required in the Power, Conflict, and Ideas Theme of the IGS program. Syllabi appended. This course takes advantage of the range of expertise of faculty from Barber School and FCCS in the fields of Sociology, History of Ideas, and Political Science and opens a dialogue between these disciplines onto a much wider scope of research and reflection. These courses are also well-placed to respond to some of the expectations set out by <i>Aspire</i> , particularly to create graduate students who have inter-cultural awareness, are respectful of difference, are creative and critical thinkers, and agents of change.	
Proposed Academic Calendar Entry: <u>IGS 589 (3) Governance Frameworks of governance systems and public policy. [0-0-3]</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History and Sociology Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Jessica Stites Mor Phone: 250.807.9655 Email: jessica.stites-mor@ubc.ca
Type of Action: New Course IGS 590 Power and Ideas	
Rationale: This course is required in the Power, Conflict, and Ideas Theme of the IGS program. Syllabi appended. This course takes advantage of the range of expertise of faculty from Barber School and FCCS in the fields of Sociology, History of Ideas, and Political Science and opens a dialogue between these disciplines onto a much wider scope of research and reflection. These courses are also well-placed to respond to some of the expectations set out by <i>Aspire</i> , particularly to create graduate students who have inter-cultural awareness, are respectful of difference, are creative and critical thinkers, and agents of change.	
Proposed Academic Calendar Entry: <u>IGS 590 (3) Power and Ideas</u> <u>Exploration of the complex relations between power, knowledge and ideas.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History and Sociology Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Jessica Stites Mor Phone: 250.807.9655 Email: jessica.stites-mor@ubc.ca
Type of Action: New Course IGS 591 Society and Conflict	
Rationale: This course is required in the Power, Conflict, and Ideas Theme of the IGS program. Syllabi appended. This course takes advantage of the range of expertise of faculty from Barber School and FCCS in the fields of Sociology, History of Ideas, and Political Science and opens a dialogue between these disciplines onto a much wider scope of research and reflection. These courses are also well-placed to respond to some of the expectations set out by <i>Aspire</i> , particularly to create graduate students who have inter-cultural awareness, are respectful of difference, are creative and critical thinkers, and agents of change.	
Proposed Academic Calendar Entry: <u>IGS 591 (3) Society and Conflict</u> <u>Utilizing social theory to analyze conflict and inequality. [0-0-3]</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History & Sociology Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Jessica Stites Mor Phone: 250.807.9655 Email: jessica.stites-mor@ubc.ca
Type of Action: New course: IGS 592 History Theory and Method Cross-list with HIST 492	
Rationale: This course is required in the Power, Conflict, and Ideas Theme of the IGS program. Syllabi appended. This course takes advantage of the range of expertise of faculty from Barber School and FCCS in the fields of Sociology, History of Ideas, and Political Science and opens a dialogue between these disciplines onto a much wider scope of research and reflection. These courses are also well-placed to respond to some of the expectations set out by <i>Aspire</i> , particularly to create graduate students who have inter-cultural awareness, are respectful of difference, are creative and critical thinkers, and agents of change. This course will also be cross-listed with HIST 492.	
Proposed Academic Calendar Entry: <u>IGS 592 (3) History Theory and Method</u> <u>Explores selected problems and issues in the theory and practice of historical work. Credit will be granted for only one of IGS 592 or HIST 492.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a
Proposed Academic Calendar Entry: HIST 492 (3) History, Theory, and Method Explores selected problems and issues in the theory and practice of historical work. [2-0-1]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=HIST Present Academic Calendar Entry: HIST 492 (3) History, Theory, and Method Explores selected problems and issues in the theory and practice of historical work. [2-0-1]

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Prerequisite: 6 credits of HIST or third-year standing. Open to non-history majors with permission of the department head.

Credit will be granted for only one of HIST 492 or IGS 592.

Prerequisite: 6 credits of HIST or third-year standing. Open to non-history majors with permission of the department head.

Executive Summary

Master of Arts in Interdisciplinary Studies, Sustainability Theme

Master of Science in Interdisciplinary Studies, Sustainability Theme

Ph.D. in Interdisciplinary Studies, Sustainability Theme

College of Graduate Studies
University of British Columbia

IGS and Sustainability Theme Overview

The Interdisciplinary Graduate Studies (IGS) program is the largest graduate program on the UBC Okanagan campus, with approximately 200 students enrolled in the MA, MSc, and PhD programs at any given time, and with the involvement of six of the seven Faculties or Schools that offer programs on the campus. IGS students represent roughly 1/3 of all graduate students enrolled in thesis-based programs. The program is housed in the College of Graduate Studies, which, according to Senate Policy 0-4, “shall administer the Interdisciplinary Graduate program on behalf of those faculties participating as if it were a faculty.” Students learn from a wide disciplinary range of faculty and benefit from taking part in world-class research occurring on campus.

An October 2014 – April 2017 review and re-visioning of the Interdisciplinary Graduate Studies program identified a number of ways in which the program could improve its offerings and take better advantage of the unique profile of the UBC Okanagan campus.

This general re-visioning, approved by Senate on October 26, 2017, has as its core organizing principle “Themes” that bring together faculty and students in Theme committees, with shared interdisciplinary curricula. The Sustainability Theme draws faculty members from 4 Faculties, and 8 Departments, and will offer its curriculum collaboratively across these units.

Credentials to be awarded

Master of Arts in Interdisciplinary Studies¹

Master of Science in Interdisciplinary Studies¹

¹ A student’s record of academic and professional achievements, letters of recommendation, and their proposed plan of study and research will be used to determine if the student undertakes a Master of Arts or Master of Science program.

Ph.D. in Interdisciplinary Studies

Location

University of British Columbia, Okanagan campus.

Faculty members supporting the Sustainability Theme

The following faculty will support the Theme:

Name	Rank	Faculty/Department
Donna Senese	Associate Professor	IKBSAS/Community, Culture and Global Studies
Kerry Black	Assistant Professor	FAS/Engineering
Greg Gerrard	Associate Professor	FCCS/Critical Studies
John Wagner	Associate Professor	IKBSAS/Community, Culture and Global Studies
Kasun Hewage	Professor	FAS/Engineering
Kevin Hanna	Associate Professor	IKBSAS/Community, Culture and Global Studies; Earth, Environmental and Geographical Sciences
Lael Parrott	Professor	IKBSAS/Earth, Environmental and Geographic Sciences
Nancy Holmes	Associate Professor	FCCS/Creative Studies
Nathan Pelletier	Assistant Professor	FoM, IKBSAS/Biology
John Janmaat	Associate Professor	IKBSAS/Economics, Philosophy and Political Science
Rebecca Tyson	Associate Professor	IKBSAS/Computer Science, Mathematics, Physics and Statistics
Rehan Sadiq	Professor	FAS/Engineering

Anticipated program start date

The revised program will be offered starting in the 2019 W1 academic year.

Anticipated completion time

The anticipated time for completion of the MA and MSc programs is two calendar years of full-time academic study. A work experience term is not required for degree completion.

The anticipated time for completion of the PhD program is four years of full-time academic study. A work experience term is not required for degree completion.

Degree Credits

The MA and MSc degrees will require 30-credit hours of work, which will be divided into course and thesis credits. The minimum number of course credits for the MA will be 18, with a 12-credit thesis

requirement, and for the MSc 12-course credit hours and an 18-credit thesis requirement apply. In the PhD program, the number of course credits will vary according to the disciplines that the student engages, but it is generally anticipated that PhD students, in addition to the four core courses (12 credits) required at the Masters level in the program, may also enroll in courses in preparation for their comprehensive examinations and for their interdisciplinary dissertation research project. The precise nature of each plan of study will be determined by the supervisory committee of each particular student.

Program summary

As per the approved proposal to Senate, each Theme in the IGS program will be established for a minimum of five-year periods by a formal resourcing agreement amongst the various decanal and departmental constituencies that participate in the Theme, as per the Provost's budget impact approval process.

This Theme is focused on training graduate students in interdisciplinary approaches in the study of sustainability. Sustainability, broadly conceived, refers to ensuring maintenance of the conditions necessary to the individual and collective well-being of humans and the environments that sustain them. These conditions span what will often be a plurality of interacting and mutually constituting considerations in the ecological, biophysical, engineering, socio-economic, political, cultural, psychological, spiritual/aesthetic, and other realms. As Jane Goodall realised, the question of environmental protection, for example, cannot be resolved without simultaneously addressing the question of human poverty, and all of the associated political and social issues that must be considered. The objective of sustainability, therefore, cannot be realised without a broad and integrated approach. In light of these multiple facets of sustainability, the variety of objectives that might be invoked in their pursuit, and the potential context-specificity of prioritizing amongst them, sustainability as a normative goal for society represents the quintessential wicked problem.

As with all wicked problems, responding to the challenges of sustainability requires thinkers able to transcend conventional approaches – to bring together perspectives, insights, tools, and techniques from diverse sources in order to seek out solutions to these challenges in the grey, often unexplored areas between traditional academic boundaries. As a domain of scholarship and teaching, sustainability is therefore both broad and inherently interdisciplinary in nature. Research undertaken will contribute to the fund of knowledge regarding the development and maintenance of resilient socio-ecological systems that provide the conditions necessary to human well-being and flourishing.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Sustainability Theme must complete 30 credits for the M.A. as follows:

- 1) 12 credits of IGS 599 (12-18) d Master's Thesis²

² The different credits required for IGS 599 reflect both common and past practice for IGS M.A. and M.Sc. thesis requirements.

- 2) 3 credits of IGS 524 (3/6) d Proseminar in Interdisciplinary Studies;
- 3) IGS 584 (3) Sustainability Theme Seminar;
- 4) IGS 585 (3) Knowledge Mobilization and Sustainability Policy;
- 5) At least 3 credits of a methods course selected from the following:
 - IGS 501 (1-12)d Interdisciplinary Topics in Research Methods and Analysis
 - IGS 515 (3) Advanced Qualitative Methods
 - IGS 509 (1-6) c Directed Studies in Interdisciplinary Research Methods
 - ANTH 407 (3) Ethnographic Methods: Acquiring Research Skills
 - BIOC 535 (3) Advanced Methods in Biochemistry and Molecular Biology
 - BIOL 544 (3) Dynamic Modelling of Human-Environment Systems
 - BIOL 568 (3) Molecular Approaches in Ecology and Evolution
 - CHEM 322 (3) Methods in Forensic Chemical Analysis
 - CHEM 412 (3) Methods in Bioanalytical Chemistry
 - COSC 505 (3) Modelling and Simulation
 - CULT 371 (3/6) d Modern Critical Theory and Interdisciplinary Methods
 - CCS 506 (3) M.F.A. Graduate Colloquium I
 - CCS 507 (3) M.F.A. Graduate Colloquium II
 - DATA 407 (3) Sampling and Design
 - DATA 501 (3) Data Analytics
 - DATA 521 (3) Network Science
 - ECON 370 (3) Benefit-Cost Analysis and the Economics of Project Evaluation
 - ECON 427 (3) Econometrics
 - EESC 315 (3) Environmental Impact Assessment: Techniques and practice
 - GEOG 371 (3) Research Strategies in Human Geography
 - GEOG 377 (3) Research Strategies in Physical Geography
 - GEOG 380 (3) Fundamentals of Geographic Information Science I
 - GEOG 381 (3) Fundamentals of Geographic Information Science II
 - GEOG 474 (3) Qualitative Research in Human Geography
 - HIST 492 (3) History, Theory, and Method
 - HIST 497 (3) Digital Media and History
 - HMKV 506 (3) Research Methods in Health and Exercise Sciences
 - INDG 401 (3) Research Applications
 - MATH 339 (3) Introduction to Dynamical Systems
 - MATH 459 (3) Mathematical Biology
 - MDST 320 (3) Creative Coding
 - MGMT 541 (0.5-1.5) Practical Research Methods
 - NRSO 507 (3) Quantitative Research
 - PSYO 372 (3) Research Methods and Statistics
 - PSYO 373 (3) Advanced Research Methods and Statistics
 - PSYO 507 (6) Advanced Statistics and Research Methods
 - SOCI 390 (6) Sociological Methods: Social Survey Design and Analysis
 - SOCI 395 (6) Sociological Methods: Qualitative Research
 - SOCW 553 (3) Research Methods and Evidence in Clinical Social Work Practice

- STAT 406 (3) Environmetrics
 - STAT 507 (3) Sampling and Design
 - STAT 538 (3) Advanced Statistical Modelling
 - STAT 547 (2-15) d Topics in Statistics
 - STAT 560 (3) Probability and Stochastic Processes
 - or others as deemed appropriate by the supervisor committee; and
- 6) 6 credits of additional course work selected by the student in consultation with and approval of his or her supervisor. Note: if a student elects to take one of the three credit upper level undergraduate course as one of the methods options, then that student may only take one more three credit upper level undergraduate course to count towards the Masters degree.”

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Sustainability Theme must complete 30 credits for the M.Sc. as follows:

- 1) 18 credits of IGS 599 (12-18) d Master's Thesis²
- 2) 3 credits of IGS 524 (3/6) d Proseminar in Interdisciplinary Studies;
- 3) IGS 584 (3) Sustainability Theme Seminar;
- 4) IGS 585 (3) Knowledge Mobilization and Sustainability Policy;
- 5) At least 3 credits of a methods selected from the following:
 - IGS 501 (1-12)d Interdisciplinary Topics in Research Methods and Analysis
 - IGS 509 (1-6) c Directed Studies in Interdisciplinary Research Methods
 - ANTH 407 (3) Ethnographic Methods: Acquiring Research Skills
 - BIOC 535 (3) Advanced Methods in Biochemistry and Molecular Biology
 - BIOL 544 (3) Dynamic Modelling of Human-Environment Systems
 - BIOL 568 (3) Molecular Approaches in Ecology and Evolution
 - CHEM 322 (3) Methods in Forensic Chemical Analysis
 - CHEM 412 (3) Methods in Bioanalytical Chemistry
 - COSC 505 (3) Modelling and Simulation
 - CULT 371 (3/6) d Modern Critical Theory and Interdisciplinary Methods
 - CCS 506 (3) M.F.A. Graduate Colloquium I
 - CCS 507 (3) M.F.A. Graduate Colloquium II
 - DATA 407 (3) Sampling and Design
 - DATA 501 (3) Data Analytics
 - DATA 521 (3) Network Science
 - ECON 370 (3) Benefit-Cost Analysis and the Economics of Project Evaluation
 - ECON 427 (3) Econometrics
 - EESC 315 (3) Environmental Impact Assessment: Techniques and practice
 - GEOG 371 (3) Research Strategies in Human Geography
 - GEOG 377 (3) Research Strategies in Physical Geography
 - GEOG 380 (3) Fundamentals of Geographic Information Science I
 - GEOG 381 (3) Fundamentals of Geographic Information Science II
 - GEOG 474 (3) Qualitative Research in Human Geography

- HIST 492 (3) History, Theory, and Method
- HIST 497 (3) Digital Media and History
- HMKV 506 (3) Research Methods in Health and Exercise Sciences
- INDG 401 (3) Research Applications
- MATH 339 (3) Introduction to Dynamical Systems
- MATH 459 (3) Mathematical Biology
- MDST 320 (3) Creative Coding
- MGMT 541 (0.5-1.5) Practical Research Methods
- NRSO 507 (3) Quantitative Research
- PSYO 372 (3) Research Methods and Statistics
- PSYO 373 (3) Advanced Research Methods and Statistics
- PSYO 507 (6) Advanced Statistics and Research Methods
- SOCI 390 (6) Sociological Methods: Social Survey Design and Analysis
- SOCI 395 (6) Sociological Methods: Qualitative Research
- SOCW 553 (3) Research Methods and Evidence in Clinical Social Work Practice
- STAT 406 (3) Environmetrics
- STAT 507 (3) Sampling and Design
- STAT 538 (3) Advanced Statistical Modelling
- STAT 547 (2-15) d Topics in Statistics
- STAT 560 (3) Probability and Stochastic Processes
- or others as deemed appropriate by the supervisory committee

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 1) 9 credits of coursework as approved by the supervisory committee, and consistent with overall IGS PhD coursework requirements;
- 2) successful completion of comprehensive requirements; and
- 3) successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis

Additional course work may be required at the discretion of the supervisory committee.

Objectives

The primary objectives of the proposed Theme are:

1. To provide comprehensive, high-quality, graduate degrees in interdisciplinary graduate studies leading to MA, MSc, or PhD qualifications.
2. To foster creative and vibrant interdisciplinary teaching and research among and between UBCO faculty and programs and between these UBCO programs and programs at other institutions provincially and regionally.

3. To train and educate graduate students at the MA, MSc, and PhD levels for subsequent employment within education, governmental, non-governmental, and industrial sectors.
4. To prepare students to go on to further study.

Anticipated contribution to the mandate of the institution

UBC Place and Promise

Create an Exceptional Learning Environment: The multidisciplinary and multi-institutional teaching structure within the proposed program is a unique learning environment that capitalizes on a diverse group of scholars and researchers. Bridging four Okanagan Campus Faculties, it delivers a comprehensive and innovative interdisciplinary graduate education of exceptionally high quality.

Research Excellence & Community engagement: The (re)establishment of an Interdisciplinary Graduate program with identified and vetted Themes as the modality for delivering graduate education will increase research capacity and strengthen our partnerships with local communities, government, industry, and civil society actors.

Sustainability is central to the University of British Columbia's vision, research and teaching strategies, which include creating "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 and the world" (UBC 2016). The UBC Strategic Research Plan (SRP) identifies Sustainability/Environment as one of the key research Themes in which UBC has already demonstrated research excellence, and which the institution will continue to prioritize in the future. The SRP specifies that research within the Sustainability/Environment Theme "seeks to investigate human impacts upon the physical environment" and "create technological innovations and shape policies to reduce environmental deterioration".

The UBC Okanagan campus recently undertook a consultative visioning exercise entitled *Aspire*. The consensus that emerged from this process was that the Okanagan campus should aspire to be "a model of innovative and interdisciplinary programming within the UBC system, and a place that has an impact on communities both local and global" (UBC 2014). UBC Okanagan is therefore actively seeking opportunities to build sustainability research and teaching capacity.

Formally adopted in 2010, the UBC Sustainability Academic Strategy defines sustainability as "the emergent property of a societal conversation about the kind of world we want to live in, informed by some understanding of the ecological, social, and economic consequences of different courses of actions". The proposed IGS Sustainability Theme, which will facilitate interdisciplinary teaching and research across the natural sciences, social sciences, arts and humanities, is a natural extension of this strategy. This Theme will enable meeting the specific goals of the Sustainability Academic Strategy (creation of sustainability curricula; improving student access to sustainability learning opportunities), and is similarly consistent with the UBC Vancouver 20-year Sustainability Strategy goal of providing every student with access to sustainability education.

Linkages between the learning outcomes and curriculum design

The learning outcomes for either a M.A. or MSc. in Interdisciplinary Graduate Studies, Sustainability Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Identify fundamental characteristics of interdisciplinary research and the basic questions in the area of Sustainability through the completion of a core course curriculum;
- Apply interdisciplinary methods and perspectives to cutting edge research in Sustainability through the completion of a rigorous thesis project
- Situate their own research findings within the context of relevant Sustainability debates pertaining to their thesis topic;
- Work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines;
- Demonstrate mature competencies in holistic systems thinking:
 - describe, analyse, and understand the interconnectedness and interdependencies between social, ecological and economic systems from local to global scales
 - frame complex sustainability concerns from a holistic, systems perspective that integrates concepts from applied science, natural sciences, social sciences and humanities
 - integrate information from multiple disciplines through awareness of patterns and processes of constructing knowledge, and appreciate that sustainability demands and requires participation and knowledge from all disciplines and sectors of society
- Demonstrate a nuanced understanding of contemporary sustainability issues, including:
 - proficiency in sustainability models and paradigms related to the student's research area
- Act for positive change through
 - engaging constructively with others in sustainability fora
 - discussing different perspectives and needs with respect to sustainable development
 - participating constructively in discussion and debate on sustainability issues

- analyzing how policies and personal perspectives shape and constrain our capacity to act for sustainability
- identifying the practicable and operational needs and challenges associated with using sustainability to shape and inform policy, planning, management and change
- demonstrating wide-ranging knowledge of Knowledge Mobilization opportunities and challenges
- examining policy processes and approaches to policy evaluation, with an emphasis on operationalizing sustainability
- identifying best practices in policy implementation
- defining sustainability for applied contexts
- distinguishing the means of Knowledge Mobilization appropriate for various disciplines and audiences
- connecting research outcomes to user audiences
- communicating knowledge derived from research to applied settings

The learning outcomes for a Ph.D. in Interdisciplinary Graduate Studies, Sustainability Theme, identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Demonstrate a high-level, comprehensive understanding of the fundamental characteristics of interdisciplinary research and the basic questions, as well as more refined questions in the area of Sustainability through the completion of a core course curriculum and a comprehensive examination process;
- Apply interdisciplinary methods and perspectives to cutting edge research in Sustainability through the completion of a rigorous dissertation project;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Situate their own research findings within the context of relevant Sustainability debates at all levels pertaining to their dissertation topic;
- Demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines;

- Demonstrate an understanding of the possibilities and limitations of translating interdisciplinary sustainability into effective social action.

Potential sectors of employment include:

- Teaching and research institutions
- Private-sector organizations and corporations
- Public-sector governmental and non-governmental organizations

Specific domains include:

- natural resources management (e.g. energy, forests, fisheries, wildlife, water, marine)
- scientific & policy support for provincial/federal/local government
- sustainability consulting
- urban/community and regional planning
- community leadership
- environmental impact assessment
- environmental monitoring
- education/training

Delivery methods

The primary methods of instruction for this Theme will include:

- Graduate research seminars
- Graduate proseminars and colloquia
- Comprehensive research projects, including thesis and dissertation projects

Program strengths

- By bringing together a group of diverse, nationally- and internationally-recognized researchers in a variety of Faculties and disciplines, the program gives graduate students access to the expertise of these researchers in a coherent, thematic framework.
- By capitalizing on research strengths through the creation of synergies between a small group of faculty with expertise in sustainability, and who demonstrate a keen interest in interdisciplinary research and graduate training, the program provides a unique learning opportunity to its students.

Support and recognition from other post-secondary institutions

To this point, the program has not sought such support or recognition; it does not require such to accomplish its ends. One or more faculty members who would teach in the program are currently pursuing collaboration initiatives with other universities provincially and regionally.

Related programs

Interdisciplinary graduate programs of various kinds exist on university campuses across Canada and elsewhere. The UBC Okanagan IGS program capitalizes on the unique features of the Okanagan campus—small size, entrepreneurial spirit, good relations with regional governance, non-governmental, and private sector entities, and flexible, quickly responsive university governance processes—to create a dynamic and nimble program of Theme-based interdisciplinary study that can speedily respond to new pedagogical developments and to emerging problems worthy of graduate-level study. The Sustainability Theme is specifically tailored to opportunities arising from the resources present at UBC Okanagan.

Contact information

Name: Nathan Pelletier

Phone number: 250-807-8245

E-mail: nathan.pelletier@ubc.ca



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Revision to Calendar Description – Program overview Add theme to student transcript	
Rationale: During the academic year 2014-2015, the Dean of CoGS mandated a Task Force to conduct a full review of the Interdisciplinary Graduate Studies (IGS) program. The Task force submitted a report in June 2015 that contained numerous recommendations for refitting the IGS program at both degree levels. Of those recommendations, the changes proposed in this document specifically address the following: <ol style="list-style-type: none"> 1. UBC Okanagan must develop a model for IGS that embodies specified criteria of excellence and coherence. 2. Curricular and other programmatic means of achieving pedagogical cohort effects should be a primary concern in the development and delivery of IGS programming. 3. “Themes” will be a core aspect of IGS and will be the primary mode of thinking about research and teaching in IGS. 4. A successful IGS program will require widespread understanding of its occasionally atypical needs in programmatic matters of admissions, funding, curricula, etc., that may stand in some tension with the governance and management structures that currently exist from the decanal level downward to serve the student and faculty needs of disciplinary research and education. 5. Admissions procedures, theme creation, maintenance, and dissolution, and other faculty governance requirements in IGS will require formally structured faculty input. 6. The new IGS would have a specific admissions process designed to meet its unique needs, which would include an assessment for entry that is linked to a student's inclination toward interdisciplinarity. Incentives for students to apply and accept admission to such a program include: admissions selectivity; the known quality and commitment of faculty; scholarships and assistantships 	



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

The following details the high level program description changes, specifically listing the new Themes, and deleting the old ones.

Proposed Academic Calendar Entry:

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/prooff/edit/index.cfm?tree=18,285,898,1058>

Present Academic Calendar Entry:

[12102]

Degrees offered: M.A., M.Sc., Ph.D.

[16301] Note: An M.F.A. [Specialization in Interdisciplinary Studies](#) is also available.

[12235] Interdisciplinary Graduate Studies (IGS) offers students opportunities to pursue graduate studies across disciplinary boundaries, and to tailor their course of study to suit their particular needs. At the UBC Okanagan campus, IGS programs are greatly facilitated by the small campus size, which allows students to work more intimately with faculty across a variety of departments and disciplines. The IGS structure allows for both interfaculty and intercampus arrangements for supervision and courses. The course and program requirements provide structure to ensure quality in both the breadth and depth of the student's academic experience.

[14969] Students completing an IGS degree must select one of two program options: Individualized or Themed.

[14970] In the Individualized option, the potential supervisor constructs a supervisory committee in consultation with the applicant. The committee and specified



<p>[14975]</p> <ul style="list-style-type: none"> • <u>Sustainability</u> 	<p>coursework are customized to the student's area of study.</p> <p>[14971] In the Themed option, a number of defined themes have been established to assist students in focusing their studies towards particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p>[14972] All themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p> <p>[14974] At present, the following themes have been identified as part of the IGS program:</p> <p>[14975]</p> <ul style="list-style-type: none"> • Health and Exercise Sciences • Indigenous Studies • Latin American and Iberian Studies • Optimization
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**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

- Sustainability
- Urban Studies (M.A. only)

[14976] More information about the themes are listed on the College of Graduate Studies website, under [Interdisciplinary Graduate Studies](#).

[13828] IGS is presently available in the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and Management.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new table of contents page	
Rationale: as per Theme executive summary	
Proposed Academic Calendar Entry: <u>Sustainability IGS Theme</u> <u>Contents</u> <u>Theme Overview</u> <u>Theme Admission Requirements</u> <u>Theme Requirements</u> <u>Contact Information</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Overview</u> <u>Degrees Offered: M.A., M.Sc., Ph.D.</u> <u>The Sustainability Theme focuses on interdisciplinary approaches to research in sustainability. Theme participants will contribute to identifying, articulating and resolving pressing socio-ecological problems. For participating faculty see the Sustainability Theme Guide. The Sustainability Theme offers full-time, research-based degrees. For research interests of Theme faculty members, please consult the Sustainability Theme Guide.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

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Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Admission Requirements</u> <u>The overarching IGS requirements are the minimum standards required for admission to the Theme. Evidence in the application for admission that the research interests and scholarly background of the applicant are topically relevant to the Theme, and agreement of a Faculty member who participates in the Theme to serve as the applicant's supervisor, are also required. Refer to the Sustainability Theme Guide for a list of potential supervisors.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
<p>Proposed Academic Calendar Entry:</p> <p><u>Theme Requirements</u></p> <p><u>Master of Arts (M.A.) in Interdisciplinary Studies, Sustainability Theme</u></p> <p><u>In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Sustainability Theme must complete 30 credits for the M.A. as follows:</u></p> <ul style="list-style-type: none"> • <u>a 12-credit Master's Thesis (IGS 599);</u> • <u>3 credits of IGS 524;</u> • <u>IGS 584;</u> • <u>IGS 585;</u> • <u>at least 3 credits of a methods course selected from the following: IGS 501, IGS 509, IGS 515, ANTH 407, BIOC 535, BIOL 544, BIOL 568, CHEM 322, CHEM 412, COSC 505, CULT</u> 	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>



371, CCS 506, CCS 507, DATA 407, DATA 501, DATA 521, ECON 370, ECON 427, EESC 315, GEOG 371, GEOG 377, GEOG 380, GEOG 381, GEOG 474, HIST 492, HIST 497, HMK 506, INDG 401, MATH 339, MATH 459, MDST 320, MGMT 541, NRSG 507, PSYO 372, PYSO 373, PSYO 507, SOCI 390, SOCI 395, SOCW 553, STAT 406, STAT 507, STAT 538, STAT 547, STAT 560, or others as deemed appropriate by the supervisory committee; and

- 6 credits of additional course work selected by the student in consultation with, and approval of, his or her supervisor. Note: if a student elects to take one of the three credit upper level undergraduate course as one of the methods options, then that student may only take one more three credit upper level undergraduate course to count towards the Masters degree.

Master of Science (M.Sc.) in Interdisciplinary Studies, Sustainability Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Sustainability Theme must complete 30 credits for the M.Sc. as follows:

- an 18-credit Master's Thesis (IGS 599);
- 3 credits of IGS 524;
- IGS 584;
- IGS 585;
- at least 3 credits of a methods course selected from the



following: IGS 501, IGS 509, ANTH 407, BIOC 535, BIOL 544, BIOL 568, CHEM 322, CHEM 412, COSC 505, CULT 371, CCS 506, CCS 507, DATA 407, DATA 501, DATA 521, ECON 370, ECON 427, EESC 315, GEOG 371, GEOG 377, GEOG 380, GEOG 381, GEOG 474, HIST 492, HIST 497, HMKN 506, INDG 401, MATH 339, MATH 459, MDST 320, MGMT 541, NRSG 507, PSYO 372, PYSO 373, PSYO 507, SOCI 390, SOCI 395, SOCW 553, STAT 406, STAT 507, STAT 538, STAT 547, STAT 560, or others as deemed appropriate by the supervisory committee.

Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Sustainability Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 9 credits of coursework as approved by the supervisory committee, and consistent with overall IGS PhD coursework requirements;
- successful completion of comprehensive requirements; and
- successful defence of the doctoral dissertation IGS 699 (0).

Additional course work may be required at the discretion of the supervisory committee.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked form Theme TOC page	
Rationale: as per Theme executive summary	
Proposed Academic Calendar Entry: <u>Contact Information</u> <u>Complete details regarding the Sustainability Theme are available on the IGS website, or by contacting the Theme Coordinator.</u> <u>For current information, consult the Theme Guide.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. N.Pelletier Phone: 250.807.8245 Email: Nathan.pelletier@ubc.ca
Type of Action: New Course	
Rationale: This course is required in the Sustainability Theme of the IGS program. Syllabus appended.	
Proposed Academic Calendar Entry: <u>IGS 584 (3) Sustainability Theme Seminar</u> <u>Introduction to the challenges and opportunities of interdisciplinary sustainability research, including problem framing, research methods and socio-ecological applications from contributing disciplines.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Biology Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Nathan Pelletier Phone: 250.807.8245 Email: Nathan.pelletier@ubc.ca
Type of Action: New Course	
Rationale: This course is required in the Sustainability Theme of the IGS program. Syllabus appended.	
Proposed Academic Calendar Entry: <u>IGS 585 (3) Knowledge Mobilization and Sustainability Policy</u> <u>Exploration of opportunities and constraints to translating interdisciplinary sustainability research into effective social action. Approaches to implementing sustainability to be considered include: political and legal frameworks; federal and provincial policy forums; corporate social responsibility; First Nations environmental stewardship challenges; and sustainability in education and the arts.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Executive Summary

Master of Arts in Interdisciplinary Studies, Urban, Rural, and Regional Dynamics Theme

Master of Science in Interdisciplinary Studies, Urban, Rural, and Regional Dynamics Theme

Ph.D. in Interdisciplinary Graduate Studies, Urban, Rural, and Regional Dynamics Theme

College of Graduate Studies
University of British Columbia

IGS and Urban, Rural, and Regional Dynamics IGS Theme Overview

The Interdisciplinary Graduate Studies (IGS) program is the largest graduate program on the UBC Okanagan campus, with approximately 200 students enrolled in the MA, MSc, and PhD programs at any given time, and with the involvement of six of the seven Faculties or Schools that offer programs on the campus. IGS students represent roughly 1/3 of all graduate students enrolled in thesis-based programs. The program is housed in the College of Graduate Studies, which, according to Senate Policy 0-4, “shall administer the Interdisciplinary Graduate program on behalf of those faculties participating as if it were a faculty.” Students learn from a wide disciplinary range of faculty and benefit from taking part in world-class research occurring on campus.

An October 2014 – April 2017 review and re-visioning of the Interdisciplinary Graduate Studies program identified a number of ways in which the program could improve its offerings and take better advantage of the unique profile of the UBC Okanagan campus.

This general re-visioning, approved by Senate on October 26, 2017, has as its core organizing principle “Themes” that bring together faculty and students in Theme committees, with shared interdisciplinary curricula. The Urban, Rural, and Regional Dynamics Theme draws faculty members from 4 Faculties, and 8 Departments, and will offer its curriculum collaboratively across these units.

Credentials to be awarded

Master of Arts in Interdisciplinary Studies¹

Master of Science in Interdisciplinary Studies¹

¹ A student’s record of academic and professional achievements, letters of recommendation, and their proposed plan of study and research will be used to determine if the student undertakes a Master of Arts or Master of Science program.

Ph.D. in Interdisciplinary Studies

Location

University of British Columbia, Okanagan campus.

Faculty members supporting the Urban, Rural and Regional Dynamics Theme

The following faculty will support the Theme:

Name	Rank	Faculty/Department
Luis LM Aguiar	Associate Professor	IKBSAS/History and Sociology
Kerry Black	Assistant Professor	FAS/Engineering
Carey Doberstein	Assistant Professor	IKBSAS/Economics, Philosophy and Political Science
Judy Gillespie	Associate Professor	FHSD/Social Work
Ross Hickey	Assistant Professor	IKBSAS/Economics, Philosophy and Political Science
Catherine Higgs	Professor	IKBSAS/History and Sociology
James Hull	Associate Professor	IKBSAS/History and Sociology
Brigitte Le Normand	Assistant Professor	IKBSAS/History and Sociology
Eric Li	Assistant Professor	FoM
Bernard Momer	Associate Professor	IKBSAS/Community, Culture and Global Studies
John Janmaat	Associate Professor	IKBSAS/Economics, Philosophy and Political Science
Kathy Rush	Associate Professor	FHSD/Nursing
Carlos Teixeira	Professor	IKBSAS/Community, Culture and Global Studies

Anticipated program start date

The revised program will be offered starting in the 2019 W1 academic year.

Anticipated completion time

The anticipated time for completion of the MA and MSc programs is two calendar years of full-time academic study. A work experience term is not required for degree completion.

The anticipated time for completion of the PhD program is four years of full-time academic study. A work experience term is not required for degree completion.

Degree Credits

The MA and MSc degrees will require 30-credit hours of work, which will be divided into course and thesis credits. The minimum number of course credits for the MA will be 18, with a 12-credit thesis requirement, and for the MSc 12-course credit hours and an 18-credit thesis requirement apply. In the PhD program, the number of course credits will vary according to the disciplines that the student engages. It is generally anticipated that PhD students, will complete the core courses required at the Masters-level in the program. Those who have already completed a Masters-level qualification, including those courses, will complete at least 9 additional credits in courses, in preparation for their comprehensive examinations and for their interdisciplinary dissertation

research project. The precise nature of each plan of study will be determined by the supervisory committee of each particular student.

Program summary

As per the approved proposal to Senate, each Theme in the IGS program will be established for a minimum of five-year periods by a formal resourcing agreement amongst the various decanal and departmental constituencies that participate in the Theme, as per the Provost's budget impact approval process.

This Theme is focussed on training graduate students in interdisciplinary approaches in the study of Urban, Rural, and Regional Dynamics. Research undertaken will contribute to the fund of knowledge regarding the many opportunities and challenges facing citizens who find themselves outside of the internationally interconnected global cities, and investigates questions of regional history, organization, governance, and change. Thematically, the program will cover content related to urban and rural studies, public and private economics, governance and leadership within and/or across non-government organizations, and relationships of identity, place, and community within regions.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Urban, Rural, and Regional Dynamics Theme must complete 30 credits for the M.A. as follows:

- 1) 12 credits of IGS 599 (12-18) d Master's Thesis²;
- 2) 3 credits of IGS 524 (3/6) d Proseminar in Interdisciplinary Studies;
- 3) IGS 583 (3) Urban, Rural, and Regional Dynamics
- 4) At least 3 credits of a methods course selected from the following:
 - IGS 501 (1-12) d Interdisciplinary Topics in Research Methods and Analysis
 - IGS 503 (1-6) d Indigenous Research Methods
 - IGS 504 (6) Multivariate Statistics
 - IGS 505 (3) Introduction to Qualitative Enquiry
 - IGS 509 (1-6) c Directed Studies in Interdisciplinary Research Methods
 - IGS 515 (3) Advanced Qualitative Methods
 - IGS 601 (1-12) d Advanced Topics in Research Methods and Analysis
 - STAT 507 (3) Sampling and Design
- 5) 9 credits of additional course work selected by the student in consultation with, and approval of, his or her supervisor.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Urban, Rural, and Regional Dynamics Theme must complete 30 credits for the M.Sc. as follows:

² The different credits required for IGS 599 reflect both common and past practice for IGS M.A. and M.Sc. thesis requirements.

- 1) 18 credits of IGS 599 (12-18) d Master's Thesis²;
- 2) 3 credits of IGS 524 (3/6) d Proseminar in Interdisciplinary Studies;
- 3) IGS 583 (3) Urban, Rural, and Regional Dynamics
- 4) At least 3 credits of a methods selected from the following:
 - IGS 501 (1-12) d Interdisciplinary Topics in Research Methods and Analysis
 - IGS 503 (1-6) d Indigenous Research Methods
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 - IGS 505 (3) Introduction to Qualitative Enquiry
 - IGS 509 (1-6) c Directed Studies in Interdisciplinary Research Methods
 - IGS 515 (3) Advanced Qualitative Methods
 - IGS 601 (1-12) d Advanced Topics in Research Methods and Analysis
 - STAT 507 (3) Sampling and Design
- 5) 3 credits of additional course work selected by the student in consultation with, and approval of, his or her supervisor.

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 1) 9 credits of coursework as approved by the supervisory committee, and consistent with overall IGS PhD coursework requirements;
- 2) successful completion of comprehensive requirements; and
- 3) successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis

Objectives

The primary objectives of the proposed Theme are:

1. To provide comprehensive, high-quality, graduate degrees in interdisciplinary graduate studies leading to MA, MSc, or PhD qualifications.
2. To foster creative and vibrant interdisciplinary teaching and research among and between UBCO faculty and programs and between these UBCO programs and programs at other institutions provincially and regionally.
3. To train and educate graduate students at the MA, MSc, and PhD levels for subsequent employment within education, governmental, non-governmental, and industrial sectors.
4. To prepare students to go on to further study.

Anticipated contribution to the mandate of the institution

UBC Place and Promise

Create an Exceptional Learning Environment: The multidisciplinary and multi-institutional teaching structure within the proposed program is a unique learning environment that capitalizes on a diverse group of scholars and researchers. Bridging four Okanagan Campus Faculties, it delivers a comprehensive and innovative interdisciplinary graduate education of exceptionally high-quality.

Research Excellence & Community engagement: The (re)establishment of an Interdisciplinary Graduate program with identified and vetted Themes as the modality for delivering graduate education will increase research capacity and strengthen our partnership with the community as it links graduate students participating in the Urban, Rural, and Regional Dynamics Theme with the campuses research excellence clusters in Green Infrastructure and Community Health.

Linkages between the learning outcomes and curriculum design

The learning outcomes for either a M.A. or M.Sc. in Interdisciplinary Graduate Studies, Urban, Rural and Regional Dynamics Theme identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Demonstrate a comprehensive understanding of the fundamental characteristics of interdisciplinary research and the basic questions in the area of Urban, Rural, and Regional Dynamics through the completion of a core-course curriculum;
- Apply interdisciplinary methods and perspectives to cutting-edge research through the completion of a rigorous thesis project;
- Work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines

The learning outcomes for Ph.D. in Interdisciplinary Graduate Studies, Urban, Rural and Regional Dynamics Theme identify what knowledge, skills and abilities students will have upon successful completion of all program requirements.

A graduate will be able to:

- Demonstrate a high-level, comprehensive understanding of the fundamental characteristics of interdisciplinary research and the basic questions, as well as more refined questions in the area of Urban, Rural, and Regional Dynamics through the completion of a core course curriculum and a comprehensive examination process;
- Apply interdisciplinary methods and perspectives to cutting edge research through the completion of a rigorous dissertation project;
- Work in collaborative, cross-disciplinary and interdisciplinary research environments;
- Collaborate with researchers from a variety of both cognate and unrelated disciplines

Potential sectors of employment include:

- Teaching and research institutions

- Private-sector organizations and corporations
- Public-sector governmental and non-governmental organizations

Delivery methods

The primary methods of instruction for this Theme will include:

- Graduate research seminars
- Graduate proseminars and colloquia
- In-house and video-linked course lectures
- Laboratories within a clinical or research environment
- Graduate studios
- Comprehensive research projects, including thesis and dissertation projects

Additional training opportunities include research assistant positions with the Eminence Clusters in Community Health and Green Infrastructure, Mitacs Accelerate Fellowships, the TLC Visualization Lab, The Centre for Teaching and Learning, and the Centre for Scholarly Communication.

Program strengths

- By bringing together a group of diverse, nationally and internationally recognized researchers in a variety of Faculties and disciplines, the program gives graduate students access to the expertise of these researchers in a coherent, thematic framework.
- By capitalizing on research strengths through the creation of synergies between a small group of faculty with expertise in Urban, Rural, and Regional Dynamics, and who demonstrate a keen interest in interdisciplinary research and graduate training, the program provides a unique learning opportunity to its students.

Support and recognition from other post-secondary institutions

To this point, the program has not sought such support or recognition; it does not require such to accomplish its ends. One or more faculty members who would teach in the program are currently pursuing collaboration initiatives with other universities provincially and regionally.

Related programs

Interdisciplinary graduate programs of various kinds exist on university campuses across Canada and elsewhere. The UBC Okanagan IGS program capitalizes on the unique features of the Okanagan campus—small size, entrepreneurial spirit, good relations with regional governance, non-governmental, and private sector entities, and flexible, quickly responsive university governance processes—to create a

dynamic and nimble program of Theme-based interdisciplinary study that can speedily respond to new pedagogical developments and to emerging problems worthy of graduate-level study. The Urban, Rural, and Regional Dynamics Theme is specifically tailored to opportunities arising from the resources present at UBC Okanagan.

Contact information

Name: Ross Hickey

Phone number: 250-807-8653

E-mail: ross.hickey@ubc.ca



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Michael Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Revision to Calendar Description – Program overview Add theme to student transcript	
Rationale: During the academic year 2014-2015, the Dean of CoGS mandated a Task Force to conduct a full review of the Interdisciplinary Graduate Studies (IGS) program. The Task force submitted a report in June 2015 that contained numerous recommendations for refitting the IGS program at both degree levels. Of those recommendations, the changes proposed in this document specifically address the following: <ol style="list-style-type: none"> 1. UBC Okanagan must develop a model for IGS that embodies specified criteria of excellence and coherence 2. Curricular and other programmatic means of achieving pedagogical cohort effects should be a primary concern in the development and delivery of IGS programming. 3. “Themes” will be a core aspect of IGS and will be the primary mode of thinking about research and teaching in IGS. 4. A successful IGS program will require widespread understanding of its occasionally atypical needs in programmatic matters of admissions, funding, curricula, etc., that may stand in some tension with the governance and management structures that currently exist from the decanal level downward to serve the student and faculty needs of disciplinary research and education. 5. Admissions procedures, theme creation, maintenance, and dissolution, and other faculty governance requirements in IGS will require formally structured faculty input. 6. The new IGS would have a specific admissions process designed to meet its unique needs, which would include an assessment for entry that is linked to a student's inclination toward interdisciplinarity. Incentives for students to apply and accept admission to such a program include: admissions selectivity; the known quality and commitment of faculty; scholarships and assistantships 	



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

The following details the high level program description changes, specifically listing the new Themes, and deleting the old ones.

Proposed Academic Calendar Entry:

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,898,1058>

Present Academic Calendar Entry:

[12102]

Degrees offered: M.A., M.Sc., Ph.D.

[16301] Note: An M.F.A. [Specialization in Interdisciplinary Studies](#) is also available.

[12235] Interdisciplinary Graduate Studies (IGS) offers students opportunities to pursue graduate studies across disciplinary boundaries, and to tailor their course of study to suit their particular needs. At the UBC Okanagan campus, IGS programs are greatly facilitated by the small campus size, which allows students to work more intimately with faculty across a variety of departments and disciplines. The IGS structure allows for both interfaculty and intercampus arrangements for supervision and courses. The course and program requirements provide structure to ensure quality in both the breadth and depth of the student's academic experience.

[14969] Students completing an IGS degree must select one of two program options: Individualized or Themed.

[14970] In the Individualized option, the potential supervisor constructs a supervisory committee in consultation with the applicant. The committee and specified



<p>[14975]</p> <ul style="list-style-type: none"> • <u>Urban, Rural, and Regional Dynamics</u> 	<p>coursework are customized to the student's area of study.</p> <p>[14971] In the Themed option, a number of defined themes have been established to assist students in focusing their studies towards particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p>[14972] All themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p> <p>[14974] At present, the following themes have been identified as part of the IGS program:</p> <p>[14975]</p> <ul style="list-style-type: none"> • Health and Exercise Sciences • Indigenous Studies • Latin American and Iberian Studies • Optimization
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- Sustainability
- Urban Studies (M.A. only)

[14976] More information about the themes are listed on the College of Graduate Studies website, under [Interdisciplinary Graduate Studies](#).

[13828] IGS is presently available in the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and Management.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Mike Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new table of contents page	
Rationale: as per Theme executive summary	
Proposed Academic Calendar Entry: <u>Urban Rural and Regional Dynamics (URRD) IGS Theme</u> <u>Contents</u> <u>Theme Overview</u> <u>Theme Admission Requirements</u> <u>Theme Requirements</u> <u>Contact Information</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Mike Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
<p>Proposed Academic Calendar Entry:</p> <p><u>Theme Overview</u></p> <p><u>Degrees Offered: M.A., M.Sc., Ph.D.</u></p> <p><u>The Urban, Rural and Regional Dynamics (URRD) Theme focuses on interdisciplinary approaches to research that train and support students to undertake research that engages publics and communities with a particular focus on rural and urban change. For participating faculty see the URRD Theme Guide.</u></p> <p><u>The URRD Theme offers full-time, research-based degrees. For research interests of Theme faculty members please consult the URRD Theme Guide.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: N/A</p>



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Mike Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
Proposed Academic Calendar Entry: <u>Theme Admission Requirements</u> <u>The overarching IGS requirements are the minimum standards required for admission to the Theme. Evidence in the application for admission that the research interests and scholarly background of the applicant are topically relevant to the Theme, and agreement of a Faculty member who participates in the Theme to serve as the applicant's supervisor, are also required. Refer to the Urban, Rural and Regional Dynamics Theme Guide for a list of potential supervisors.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1 or 2	
Faculty/School: IKBSAS Dept./Unit: EPPS Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Ross Hickey Phone: 250.807.9401 Email: ross.hickey@ubc.ca
Type of Action: Add new table of contents page	
Rationale: as per Theme executive summary	
<p>Proposed Academic Calendar Entry:</p> <p><u>Theme Requirements</u></p> <p><u>Master of Arts (M.A.) in Interdisciplinary Studies, Urban, Rural, and Regional Dynamics Theme</u></p> <p><u>In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Urban, Rural, and Regional Dynamics Theme must complete 30 credits for the M.A. as follows:</u></p> <ul style="list-style-type: none"> • <u>a 12-credit Master's Thesis (IGS 599);</u> • <u>3 credits of IGS 524;</u> • <u>IGS 583;</u> • <u>At least 3 credits of a methods course selected from the following: IGS 501, IGS 503, IGS 504, IGS 505, IGS 509, IGS 515, IGS 601, STAT 507; and</u> • <u>9 credits of additional course work selected by the student in</u> 	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: N/A</p>



consultation with, and approval of, his or her supervisor.

Master of Science (M.Sc.) in Interdisciplinary Studies, Urban, Rural, and Regional Dynamics Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Urban, Rural, and Regional Dynamics Theme must complete 30 credits for the M.Sc. as follows:

- an 18-credit Master's Thesis (IGS 599);
- 3 credits of IGS 524;
- IGS 583;
- At least 3 credits of a methods course selected from the following: IGS 501, IGS 503, IGS 504, IGS 505, IGS 509, IGS 515, IGS 601, STAT 507; and
- 3 credits of additional course work selected by the student in consultation with, and approval of, his or her supervisor.

Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Urban, Rural, and Regional Dynamics Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the Ph.D. are:

- 1) 9 credits of coursework as approved by the supervisory



<p><u>committee, and consistent with overall IGS PhD coursework requirements;</u></p> <p>2) <u>successful completion of comprehensive requirements; and</u></p> <p>3) <u>successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.</u></p>	
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 20180306 Contact Person: Dr. Mike Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: Add new page linked form Theme TOC page	
Rationale: as per Theme executive summary	
Proposed Academic Calendar Entry: <u>Contact Information</u> <u>Complete details regarding the Urban, Rural and Regional Dynamics Theme are available on the IGS website, or by contacting the Theme Coordinator.</u> <u>For current information, consult the Theme Guide.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180326 Effective Session: 2018W	Date: 2018/02/09 Contact Person: Mike Evans Phone: 250.807.9401 Email: mike.evans@ubc.ca
Type of Action: New Course	
Rationale: This course is the required core course in the URRD (Urban, Rural and Regional Dynamics) Theme of the IGS program. Syllabus appended.	
Proposed Academic Calendar Entry: <u>IGS 583 (3) Urban, Rural, and Regional Dynamics</u> <u>Theory and methodologies for understanding urban, rural, regional dynamics. Topics include regional, urban, rural policy issues.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Executive / Theme Summary**Master of Arts in Interdisciplinary Studies: Digital Arts and Humanities****Ph.D. In Interdisciplinary Studies: Digital Arts and Humanities**

**College of Graduate Studies
University of British Columbia**

**IGS and Digital Arts & Humanities Theme
Overview**

The Interdisciplinary Graduate Studies (IGS) program is the largest graduate program on the UBC Okanagan campus, with approximately 200 students enrolled in the MA and PhD programs at any given time, and with the involvement of six of the seven Faculties or Schools that offer programs on the campus. IGS students represent roughly 1/3 of all graduate students enrolled in thesis-based programs. The program is housed in the College of Graduate Studies, which, according to Senate Policy 0-4, "shall administer the Interdisciplinary Graduate Program on behalf of those faculties participating as if it were a faculty." Students learn from a wide disciplinary range of faculty and benefit from taking part in world-class research occurring on campus.

An October 2014 – April 2017 review and re-visioning of the Interdisciplinary Graduate Studies program identified a number of ways in which the program could improve its offerings and take better advantage of the unique profile of the UBC Okanagan campus. This general revisioning, approved by Senate on October 26, 2017, has as its core organizing principle "Themes" that bring together faculty and students in Theme committees, with shared interdisciplinary curricula. The Digital Arts & Humanities Theme draws faculty

members from 2 Faculties, and 4 Departments, and will offer its curriculum collaboratively across these units.

Proposed credentials to be awarded

Master of Arts in Interdisciplinary Graduate Studies

Ph.D. In Interdisciplinary Graduate Studies

Location

University of British Columbia, Okanagan campus.

Faculty

The Faculty primarily responsible for hosting the proposed theme is

Faculty of Creative and Critical Studies

Core Faculty:

- 1) Aleksandra Dulic
- 2) Stephen Foster
- 3) Karis Shearer
- 4) Miles Thorogood

Participating Faculty:

10+ faculty:

- 1) Diana Carter
- 2) Francisco Pena
- 3) Michael V. Smith
- 4) Lindsay Der
- 5) Daniel Keyes
- 6) Jon Corbett
- 7) Denise Kenney
- 8) Jodey Castricano
- 9) Christine Schreyer
- 10) Mike Evans
- 11) Myron Campbell
- 12) Hussein Keshani

The Faculty of Creative and Critical Studies has, moreover, committed to a hire in Digital Humanities.

+ 1 hire in DH

Anticipated program start date

The revised program will be offered starting in the 2019W1 academic year.

Anticipated completion time

The anticipated time for completion of the MA program is two calendar years of full-time academic study. A work experience term is optional but not required for degree completion. The anticipated time for completion of the PhD program is four years of full-time academic study. A work experience term is optional but not required for degree completion.

Degree Credits

The MA degree will require 30-credit hours of work, which will be divided into course and thesis credits. The minimum number of course credits for the MA will be 18. In the Ph.D. program, the number of course credits will vary according to the disciplines that the student engages, but it is generally anticipated that PhD students in the program will enroll in several courses in preparation for their comprehensive examinations and for their interdisciplinary dissertation research project. The precise nature of each plan of study will be determined by the supervisory committee of each particular student.

Program summary

As per the approved proposal to Senate, each Theme in the IGS program will be established for a minimum of five-year periods by a formal resourcing agreement amongst the various decanal and departmental constituencies that participate in the Theme, as per the Provost's budget impact approval process.

This Theme is focussed on training graduate students in interdisciplinary approaches in the study of Digital Arts & Humanities. Research undertaken will contribute to the fund of knowledge regarding the ways in which computing technologies and makerspace methods can address such humanities topics as social justice, access, sustainability, ethics, labour, ecology, collaboration, interaction, making, pedagogy, and reading, as well as the ways in which the humanities can pose vital questions about computing technologies. Collaborative makerspaces (i.e. The Humanities Data Lab) at the core of this theme create contexts for critical conversations about digital tools, methodologies, platforms, and content across arts, humanities, digital arts, and STEM disciplines. Centres (i.e. the Centre for Culture and Technology, the Centre for Indigenous Media Arts) also provide collaborative spaces for the production of digital arts using a variety of new technologies.

The required courses for a degree in this Theme are as follows:

- 1) A Theme-specific theory and methodology course entitled
IGS 502: Digital Arts & Humanities Theme Seminar.

- 2) A relevant graduate methods course drawn from the following options:

IGS 501: Interdisciplinary Topics in Research Methods and Analyses

OR

IGS 506: Creative Research Methods (cross listed with CCS/VISA methods course).

- 3) **IGS 524 - Proseminar in Interdisciplinary Studies.**

MA students are required to complete an additional 9 course credits, and a 12 credit thesis; PhD students must complete an additional 3 course credits, comprehensive examinations, and a dissertation. PhD students may be required to complete additional course credits at the discretion of their committee.

Objectives

The primary objectives of the proposed Theme is :

1. To provide comprehensive, high quality, graduate degrees in interdisciplinary graduate studies leading to MA or PhD qualifications.
2. To foster creative and vibrant interdisciplinary teaching and research among and between UBCO faculty and programs and between these UBCO programs and programs at other institutions provincially and regionally.
3. To train and educate graduate students at the MA and PhD levels for subsequent employment within, education, governmental, non-governmental, and industrial sectors.
4. To prepare students to go on to further study.

Anticipated contribution to the mandate of the institution

UBC Place and Promise

Create an Exceptional Learning Environment: The multidisciplinary and multi-institutional teaching structure within the proposed program is a unique learning environment that capitalizes on a diverse group of scholars and researchers. Located in 2 of the UBC Okanagan Faculties, it delivers a comprehensive and innovative interdisciplinary graduate education of exceptionally high quality, drawing upon existing collaborative infrastructure that includes 3 labs and centres: The Humanities Data Lab (FIP 251), The Centre for Culture and Technology (ADM 044), and the Centre for Indigenous Media Arts (ADM 044). Moreover, the Digital Arts & Humanities IGS theme will be situated in the robust technology

sector in the Okanagan region, and Kelowna in particular. Accelerate Okanagan's recent Economic Report on the Okanagan Technology Sector found the economic impact of the technology sector in 2013 to be over 1 billion dollars, with more recent numbers from 2015 suggesting continued growth. Finding skilled workers, however, was determined to be the largest challenge for companies moving forward. The Digital Arts & Humanities IGS Theme, which will offer graduate training in both soft and hard skills, is therefore poised to both benefit from and contribute to the presence of a thriving tech sector in Kelowna, where the majority of the region's 558 technology businesses are located.

Research Excellence & Community engagement: The (re)establishment of an Interdisciplinary Graduate Program with identified and vetted Themes as the modality for delivering graduate education will increase research capacity in the Digital Arts & Humanities and strengthen our partnership with not only the local and international arts communities, but also directly with the thriving tech and cultural industry sector in the Okanagan Valley. The Digital Arts & Humanities IGS theme, moreover, articulates with similar graduate programs and research initiatives at R1 universities such as the University of California San Diego and the University of Indiana, as well as the renowned Pratt Institute (Brooklyn), offering collaborative research possibilities across institutions.

Linkages between the learning outcomes and curriculum design

(A): Digital Arts & Humanities

Graduates of the MA in Interdisciplinary Graduate Studies in Digital Arts & Humanities will:

- Have obtained a comprehensive understanding of the fundamental characteristics of interdisciplinary research and the basic questions in the area of Digital Arts & Humanities through the completion of a core course curriculum;
- Have gained experience in the application of interdisciplinary Digital Arts & Humanities methods and perspectives to cutting edge research through the completion of a rigorous thesis project;
- Be able to situate their own research findings within the context of relevant debates pertaining to their thesis topic;
- Show strong skills in project development and digital tool analysis;
- Be able to use archives, historical data, and historiographical resources at a level appropriate to graduate work in a highly ranked research university;
- Be able to demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;

- Be able to collaborate with researchers from a variety of both cognate and unrelated disciplines.

Graduates of the Ph.D. in Interdisciplinary Graduate Studies in Digital Arts & Humanities will:

- Be able to demonstrate a high-level, comprehensive understanding of the fundamental characteristics of interdisciplinary research and advanced questions in the area of Digital Arts & Humanities through the completion of a core course curriculum and a comprehensive examination process;
- Have gained experience in the application of interdisciplinary methods and perspectives to cutting edge research through the completion of a rigorous dissertation project;
- Be able to demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
 - Be able to situate their own research findings within the context of relevant debates pertaining to their dissertation topic;
 - Show strong skills in policy and institutional analysis;
 - Be able to use archives, historical data, and historiographical resources at a level appropriate to doctoral research work in a highly ranked research university;
 - Be able to demonstrate an ability to work in collaborative, cross-disciplinary and interdisciplinary research environments;
 - Be able to collaborate with researchers from a variety of both cognate and unrelated disciplines.

Potential sectors of employment include:

- Teaching and research institutions
- Private-sector organizations and corporations
- Public-sector governmental, non-governmental, and arts organizations

Delivery methods

The primary methods of instruction for this Theme will include

- Graduate research seminars
- Graduate pro-seminars and colloquia
- In-house and video-linked course lectures
- Laboratories within a collaborative research environment
- Graduate studios
- Comprehensive research projects, including thesis and dissertation projects

Additional training opportunities include co-op placements with local digital arts and tech industry partners.

Program strengths

- By bringing together a group of diverse, nationally and internationally recognized researchers in a variety of Faculties and disciplines, the program gives graduate students access to the expertise of these researchers in a coherent, thematic framework.
- By capitalizing on research strengths through the creation of synergies between a small group of faculty with expertise in digital arts, digital humanities, media studies, media archaeology, computer science, data analysis and visualization, as well as critical pedagogies, and who demonstrate a keen interest in interdisciplinary research and graduate training, the program provides a unique learning opportunity to its students.
- By facilitating connections with the local arts and technology industries, the latter of which is particularly notable in the Okanagan region, the program is poised to create opportunities for hands-on training as well as to contribute to the diversification within the tech sector.

Support and recognition from other post-secondary institutions

To this point, the program has not sought such support or recognition; it does not require such to accomplish its ends. One or more faculty members who would teach in the program are currently pursuing collaborative research initiatives with other universities provincially and internationally.

Related programs

Interdisciplinary graduate programs of various kinds exist on university campuses across Canada and elsewhere. The UBC Okanagan IGS program capitalizes on the unique features of the Okanagan campus —small size, entrepreneurial spirit, good relations with regional governance, non-governmental, and private sector entities, and flexible, quickly responsive university governance processes— to create a dynamic and nimble program of Theme-based interdisciplinary study that can speedily respond to new pedagogical developments and to emerging problems worthy of graduate-level study. The Digital Arts and Humanities Theme is specifically tailored to opportunities arising from the resources present at UBC Okanagan.

Contact information

Name: Karis Shearer

Phone number: 250-681-1568

E-mail: karis.shearer@ubc.ca



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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: na Faculty/School Approval Date: 20180223 Effective Session: 2018W	Date: 20180202 Contact Person: Dr. Greg Garrard Phone: 250.863.2822 Email: greg.garrard@ubc.ca
Type of Action:	
Revision to Calendar Description – Program overview	
<p>Rationale: During the academic year 2014-2015, the Dean of CoGS mandated a Task Force to conduct a full review of the Interdisciplinary Graduate Studies (IGS) program. The Task force submitted a report in June, 2015 that contained numerous recommendations for refitting the IGS program at both degree levels. Of those recommendations, the changes proposed in this document specifically address the following::</p> <ol style="list-style-type: none"> 1. UBC Okanagan must develop a model for IGS that embodies specified criteria of excellence and coherence 2. Curricular and other programmatic means of achieving pedagogical cohort effects should be a primary concern in the development and delivery of IGS programming. 3. “Themes” will be a core aspect of IGS and will be the primary mode of thinking about research and teaching in IGS. 4. A successful IGS program will require widespread understanding of its occasionally atypical needs in programmatic matters of admissions, funding, curricula, etc., that may stand in some tension with the governance and management structures that currently exist from the decanal level downward to serve the student and faculty needs of disciplinary research and education. 5. Admissions procedures, theme creation, maintenance, and dissolution, and other faculty governance requirements in IGS will require formally structured faculty input. 6. The new IGS would have a specific admissions process designed to meet its unique needs, which would include an assessment for entry that is linked to a student’s inclination toward interdisciplinarity. Incentives for students to apply and accept admission to such a program include: admissions selectivity; the known quality and commitment of faculty; scholarships and assistantships 	



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

The following details the high level program description changes, specifically listing the new Themes, and deleting the old ones.

<p>Proposed Academic Calendar Entry:</p>	<p>Draft Academic Calendar URL: URL [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar. Note: URL not required for individual courses.]</p> <p>Present Academic Calendar Entry:</p> <p>[12102]</p> <p>Degrees offered: M.A., M.Sc., Ph.D.</p> <p>[16301] Note: An M.F.A. <u>Specialization in Interdisciplinary Studies</u> is also available.</p> <p>[12235] Interdisciplinary Graduate Studies (IGS) offers students opportunities to pursue graduate studies across disciplinary boundaries, and to tailor their course of study to suit their particular needs. At the UBC Okanagan campus, IGS programs are greatly facilitated by the small campus size, which allows students to work more intimately with faculty across a variety of departments and disciplines. The IGS structure allows for both interfaculty and intercampus arrangements for supervision and courses. The course and program requirements provide structure to ensure quality in both the breadth and depth of the student's academic experience.</p>
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	<p>[14969] Students completing an IGS degree must select one of two program options: Individualized or Themed.</p> <p>[14970] In the Individualized option, the potential supervisor constructs a supervisory committee in consultation with the applicant. The committee and specified coursework are customized to the student's area of study.</p> <p>[14971] In the Themed option, a number of defined themes have been established to assist students in focusing their studies towards particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p>[14972] All themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p>
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[14975]

- Digital Arts and Humanities

[14974] At present, the following themes have been identified as part of the IGS program:

[14975]

- ~~Health and Exercise Sciences~~
- ~~Indigenous Studies~~
- ~~Latin American and Iberian Studies~~
- ~~Optimization~~
- ~~Sustainability~~
- ~~Urban Studies (M.A. only)~~

[14976] More information about the themes are listed on the College of Graduate Studies website, under Interdisciplinary Graduate Studies.

[13828] IGS is presently available in the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and Management.



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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: na Faculty/School Approval Date: 20180223 Effective Session: 2018W1	Date: 20180202 Contact Person: Dr. Greg Garrard Phone: 250.863.2822 Email: greg.garrard@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme summary	
Proposed Academic Calendar Entry: <u>Theme: Digital Arts and Humanities</u> <u>Theme Requirements</u> <u>Master of Arts (M.A.)</u> <u>The M.A. degree requires completion of</u> <ul style="list-style-type: none"> - <u>IGS 502 (3).</u> - <u>IGS 501 (3) or IGS 506 (3) (or another 3 credit methods course approved by the supervisory committee).</u> - <u>IGS 524 (3).</u> - <u>A minimum of 9 additional credits of</u> 	Draft Academic Calendar URL: <u>URL</u> [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar. Note: URL not required for individual courses.] Present Academic Calendar Entry: na



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coursework,

- A 12-credit research-based thesis (IGS 599)

Doctor of Philosophy (Ph.D.)

The Ph.D. degree requires completion of

- IGS 502 (3),
- IGS 501 (3) or IGS 506 (3) (or another 3 credit methods course approved by the supervisory committee),
- IGS 524 (3),
- A minimum of 3 additional credits of coursework,

For students who have taken these courses as part of their M.A. program, suitable alternatives will be determined by the theme coordinator in consultation with the student's supervisory committee.

The Ph.D. degree also requires completion of a substantial, original research-based dissertation (IGS 699) under the supervision of a faculty member in the Theme.

Ph.D. students are required to present a research proposal and pass a comprehensive oral examination designed to assess the student's breadth of knowledge in the general subject area(s) of the proposed research.

Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Dean's Office Faculty/School Approval Date: 20180329 Effective Session: 2019W	Date: 20180328 Contact Person: Dr. Greg Garrard Phone: 250.863.2822 Email: greg.garrard@ubc.ca
Type of Action: Add new page linked from Theme TOC page	
Rationale: see Theme executive summary	
<p>Proposed Academic Calendar Entry:</p> <p><u>Theme Admission Requirements</u></p> <p><u>The overarching IGS requirements are the minimum standards required for admission to the Theme. The application for admission must also provide evidence that the research interests and scholarly background of the applicant are topically relevant to the Theme, and confirm agreement of a Faculty member who participates in the Theme to serve as the applicant's Supervisor. Refer to the DAH Theme Guide for a list of potential supervisors.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>

Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 20180223 Effective Session: 2018W	Date: 20180215 Contact Person: Dr. Karis Shearer Phone: 250.807.9776 Email: karis.shearer@ubc.ca
Type of Action: New Course	
Rationale: To provide the mandatory core Theme Seminar course required for IGS curriculum. This course is one of the 3 required courses for Masters students in the IGS Theme: Digital Arts and Humanities.	
Proposed Academic Calendar Entry: <u>IGS 502 (3) d Seminar in Digital Arts and Humanities</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prooff/edit/courses.cfm?go=code&code=IGS Present Academic Calendar Entry: none



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

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca

03 May 2018

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: **Requirements to Receive a Degree or Diploma Calendar Update**

Policies on diploma (O-127) and academic-credit certificate programs (O-128) are being proposed by the Curriculum and Admissions and Awards Committees. During the development process it was noted that the Academic Calendar section “Requirements to Receive a Degree or Diploma” needs to be updated to include reference to academic-credit certificates.

The Academic Policy Committee has reviewed the proposal and recommends the following to Senate:

Motion: *“That the Academic Calendar section, “Requirements to Receive a Degree or Diploma”, be revised to include academic-credit certificates as set out in the attached form.”*

Respectfully submitted,

Dr. Jan Cioe, Chair

Senate Academic Policy Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Unit: Enrolment Services Effective Session: 2018W	Date: March 16, 2018
Type of Action: Revise Requirements to Receive a Degree or Diploma	
<p>Rationale: UBC Okanagan Senate Policies O-127: <i>Diploma Programs</i> and O-128: <i>Academic-Credit Certificate Programs</i> have been approved by the Senate Curriculum Committee and, if approved by the Senate Admissions and Awards Committee, will be recommended to Senate for approval.</p> <p>The current “Requirements to Receive a Degree or Diploma” entry in the Academic Calendar is currently silent on its applicability to students in academic-credit certificate programs. This change is intended to clarify that these requirements apply to academic-credit certificate programs.</p> <p>Diploma and academic-credit certificate programs that do not require upper-division credits would be exempt from point 3 in the entry below by virtue of the inclusion of the program requirements in the academic calendar.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>Requirements to Receive a Degree, Diploma <u>or Academic-Credit Certificate</u></p> <p>The requirements for degrees, diplomas <u>and academic-credit certificates</u> are described in the faculty and school entries. Except where the requirements of a particular degree, diploma <u>or academic-credit certificate</u> program specifically state otherwise, a student must:</p> <ol style="list-style-type: none"> 1. satisfy all the program requirements by completing studies either at UBC or elsewhere; 2. satisfy at least 50% of the credits required for the program while registered in the program; and 	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/vancouver/prof/edit/index.cfm?tree=3,40,0,0 </p> <p>Present Academic Calendar Entry:</p> <p>Requirements to Receive a Degree or Diploma</p> <p>The requirements for degrees and diplomas are described in the faculty and school entries. Except where the requirements of a particular degree or diploma program specifically state otherwise, a student must:</p> <ol style="list-style-type: none"> 1. satisfy all the program requirements by completing studies either at UBC or elsewhere; 2. satisfy at least 50% of the credits required for the program while registered in the program; and 3. in undergraduate programs, complete upper-division UBC credits to satisfy at



<p>3. in undergraduate programs, complete upper-division UBC credits to satisfy at least 50% of the credits required by point (2) above.</p> <p>To complete a second or subsequent undergraduate degree, diploma or academic-credit certificate program, a student must, in addition to the three requirements above, also complete at least as many upper-division (i.e., 300- or 400-level) credits as are normally required for that program while registered in it. A student may enrol in a degree program more than once provided that the program does not overlap significantly with studies for a prior degree.</p> <p>¹Courses taken while studying at another institution on a Senate-approved exchange program satisfy this requirement.</p>	<p>least 50% of the credits required by point (2) above.</p> <p>To complete a second or subsequent undergraduate degree or diploma program, a student must, in addition to the three requirements above, also complete at least as many upper-division (i.e., 300- or 400-level) credits as are normally required for that program while registered in it. A student may enrol in a degree program more than once provided that the program does not overlap significantly with studies for a prior degree.</p> <p>¹Courses taken while studying at another institution on a Senate-approved exchange program satisfy this requirement.</p>
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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca

03 May 2018

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: School of Social Work Academic and Program Regulations Update

The School of Social Work has submitted a proposal to update their academic and program regulations in the Academic Calendar. The information was previously contained in student manuals. New sections are proposed for the appropriate use of social media and suitability to the social work profession.

Currently, the policy “Personal Suitability for the Profession of Social Work” is located in the Policy Abstracts on the Senate website. The attached document proposes to move that policy into the Calendar. The procedures from that policy have been updated and are included as an appendix. They will be linked to but located outside of the Academic Calendar.

The following is recommended to Senate:

Motion: *“That the revisions to the School of Social Work Academic and Program Regulations be approved as set out in the attached form.”*

Respectfully submitted,

Dr. Jan Cioe, Chair

Senate Academic Policy Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/School of Social Work Dept./Unit: Faculty/School Approval Date: 20171129 Effective Session: 2018W	Date: 20180302 Contact Person: Dr. John Graham Phone: 250.807.8738 Email: john.graham@ubc.ca
Type of Action: Revisions to Policy, Revisions to Calendar Description	
Rationale: <p>Clearer policies and procedures, as per the new Academic Regulations and Program Regulations, which were previously communicated in student manuals, are added to the Calendar in order to strengthen the School's ability to enforce them.</p> <p>Academic regulations include a course failure policy and specific information about withdrawal and leaves, keeping in line with the College of Graduate Studies. They also ensure social work students are aware of academic progress regulations with respect to course availability.</p> <p>Program Regulations surround the expectations of students in relation to field education. These expectations have been difficult to enforce without being explicitly outlined in the Calendar.</p> <p>A new 'suitability to the social work profession' policy reflects the need to outline professional conduct standards to which School of Social Work students are being held. Please see the Appendix for the Procedures for Addressing Alleged Unprofessional Conduct and Appeal.</p>	
Proposed Academic Calendar Entry: School of Social Work Policies <u>Academic Regulations</u> <u>Introduction</u> <u>The academic regulations set out below apply specifically to students enrolled in the Master of Social Work program in addition to the general policies and regulations set out in Campus-Wide Policies and Regulations</u> <u><link="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,0,0,0">, as well as the Academic Regulations of the College of Graduate</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,289,854,0 Present Academic Calendar Entry: School of Social Work Policies [11041] Field Education Placement(s) [11042] The School reserves the right to approve an agency or institution that provides placements for student practicum, and to change any placement assigned to a student. Students have the right to be informed in writing of the reasons for any change in placement. While the program accepts responsibility for providing a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum



[Studies<link="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,0">](http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,0)

Leave of Absence

Requests for a leave of absence must satisfy the requirements outlined by the College of Graduate Studies for On-Leave Status. Students must seek approval from the Program Coordinator of the School of Social Work prior to applying to the Dean of Graduate Studies for On-Leave Status<link="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,999,1207">. A leave is ordinarily granted when a student is best advised for personal, health, or other reasons to have time completely away from academic responsibilities.

The Master of Social Work program is a cohort-based program and the courses in each term lead into the following term. Thus, a student must consider that they will need to re-enter the program where they left off after a leave to ensure program progression. A student may not take a leave of absence exceeding one year; those who fall into this category and wish to return to the School must reapply for admission to the program. Therefore, if a student is contemplating a decision to take a leave of absence from studies in the Master of Social Work program, it is recommended that the student make an appointment with the Program Coordinator to understand the academic implications of taking a leave.

Students experiencing extenuating circumstances during a field education placement and who wish to request a leave of absence are required to consult with the Field Education Coordinator and the Program Coordinator for programmatic understanding prior to formally seeking approval for leave.

Withdrawal and Readmission

Students progress through the Master of Social Work degree on a term-by-term

agencies will accept that student. Practicum dates are established by the School and will be announced at the beginning of each term. Students are responsible for travel and other expenses related to the practicum.

[16155] Criminal Record Check

[16156] Either one or two community field education placement(s) are required to complete the course of study for all M.S.W. students. Field education requires students to complete a criminal record check. Therefore, a criminal records check is now a standard part of the School's admission requirements.

[11043] Attendance

[11044] Attendance at practicum activities and the integrative seminar is required. Students are expected to notify the placement agency whenever practicum appointments cannot be kept, and to inform the course instructor as well.

[11045] Applicants are advised that students engage actively in laboratory practice, acting both as patient/client and as social worker in simulated situations.

[11046] Unethical or Unprofessional Behaviour

[11047] It is the responsibility of the student to read the [British Columbia Association of Social Workers Code of Ethics](#) and, therefore, to understand the standards by which unethical and unprofessional behaviour will be judged in the program.

[11048] Students who are deemed to have violated ethical standards with evidence of unprofessional behaviour must be notified by the Director, who will then either inform the student of the conditions under which they may resume coursework and/or the field education, or recommend to the



<p><u>basis, only by successfully completing the courses in each successive term. Students who are considering withdrawal or students who receive less than a B- in any course should meet with the Program Coordinator to discuss the implications for their program. Specifically, students must make the necessary arrangements to return to study for the term in which the courses they require are offered. Refer to the Academic Regulations outlined by the College of Graduate Studies for Academic Progress <link="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1168"> and Withdrawal, Reinstatement and Readmission <link="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1171">.</u></p> <p><u>Attendance</u></p> <p><u>The Master of Social Work program is an intensive full-time program and is highly participatory in nature. Regular attendance is a professional commitment that is expected of students in all classes and other mandatory scheduled events. Specific policies for attendance expectations for each course are noted in each respective course syllabus. Satisfactory attendance includes arriving on time, remaining for the duration of class or experience, and participating in all scheduled coursework and field education placements. Students who do not attend or participate regularly as outlined in course syllabi may not meet course expectations.</u></p> <p><u>Vacations and other personal events should not conflict with classes or field education placements. Absences during a field education placement may result in the timeframe for field education to be extended to meet duration and learning objective requirements. Failure to comply with the attendance policies, as outlined in course syllabi, may result in the student failing the course.</u></p>	<p>Dean termination from the program. Students will be informed in writing of the reason for the decision.</p> <p>[15963] Personal Suitability for the Social Work Profession</p> <p>[15964] Please see the policy on Personal Suitability for the Social Work Profession.</p> <p>[11049] Denial</p> <p>[11050] Students may be denied the field education placement if their preparatory work is considered unsatisfactory by the Director.</p> <p>[11051] Required Withdrawal</p> <p>[11052] Students may be required to withdraw from the field education placement with a failing grade if their performance in the placement or their field education preparation is considered unsatisfactory by the Director.</p>
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Students who, because of unforeseen events, experience a prolonged absence during a term must report to the Program Coordinator of the School of Social Work to request an academic concession as close as possible to the time when attendance is adversely affected. See UBC Campus-Wide Policy on Academic Concession <link="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0"> for information on conflicting responsibilities and unforeseen events.

Academic Accommodation for Students with Disabilities

Students seeking accommodations during coursework and/or field education placements should follow the Academic Accommodation Process<link="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1377">, as outlined by the College of Graduate Studies.

In many instances, an academic accommodation for coursework does not extend to field education. The Field Education Coordinator should be consulted prior to the field education matching process if accommodation is sought. Failure to do so may result in not obtaining a field education placement.

Program Regulations

Criminal Record Check

As a condition of admission, applicants to the School of Social Work's Master of Social Work program are required to submit a criminal record check that provides clearance to work with children and vulnerable populations during a field education placement.

Students enrolled in the Master of Social Work program are required to provide notification and authorization for a further criminal record check should the student be charged with, or convicted of, a relevant



criminal offence subsequent to their last Criminal Records Review Act check.

Some agencies may require an updated criminal record check or an RCMP check in order to host a social work student. These additional measures and/or costs associated with field education will be the expense of the student. The School of Social Work cannot share criminal record check results they receive with agencies.

Failure to comply with the School of Social Work's criminal record check policies at any point of the program, or failure of the criminal record check may result in the student being withdrawn from the Master of Social Work program.

Student Accident Insurance

After admission to the program, social work students must purchase UBC student accident insurance prior to the communicated deadline each year. This additional accident insurance coverage is required for many field education placements.

Failure to comply with the School of Social Work's student accident insurance policy may result in the student being withdrawn from the Master of Social Work program.

Information about purchasing UBC student accident insurance<link="http://rms.ubc.ca/insurance/insurance-programs/student-insurance-optional/"> will be provided to students each spring.

Additional information about student safety during the practicum is available through Risk Management Services<link="http://rms.ubc.ca/health-safety/student-safety/practicumclinical-placement-student-safety/">.

Field Education Placements



Placements are arranged by the Field Education Office. Under no circumstance shall students contact agencies to arrange their own placement, nor shall they contact any potential Field Education Instructor.

Students are assigned to their placement through a matching process, based on the information provided in the Field Education Application Form. While every effort will be made to provide the best educational experience for the student, it is incumbent upon the student to have an open mind with regards to the education they will receive from any given site. Presumptions or assumptions with regards to a learning experience can be inaccurate. The Field Education Office assigns the entire cohort of students to the most appropriate field education sites available. While student learning needs are greatly considered, above all else, protection of clients and the agencies that serve them are the primary consideration for field education placements. Late applications may result in fewer placement opportunities for the student who misses the field education application deadline, as matching begins as soon as the deadline has occurred.

Field education placements are normally in agencies in the Okanagan Valley region; however, distance placements for students in the M.S.W. Advanced track or second year of the M.S.W. Foundational Two-Year track may be permitted upon approval from the Field Education Office. The availability of placements in some areas may be limited and students must be prepared to accept a field education placement anywhere within 125 km of UBC's Okanagan campus. Students make their own arrangements for and bear the cost of personal transportation during a placement. UBC does not provide any form of insurance for private vehicles. If students are requested to transport clients, it is best to do so in an agency vehicle.



A field education placement in the place of a student's employment (i.e. Own Agency Placement) must have prior approval of the Field Education Coordinator, whether the intended placement is paid or unpaid. An Own Agency Placement requires a clear delineation between the student and employee role and will only be approved where it can satisfactorily be proved that there is no conflict of interest.

Financial remuneration is not to be expected by students while in placements. If a student is considering accepting paid employment in the same agency as their field education placement after a placement has already begun, they must consult the Field Education Coordinator prior to accepting any paid shifts. The student may be required to request an Own Agency Placement depending on the nature and extent of the paid work being considered.

Please refer to the School of Social Work website for information, deadlines and forms for submission to the Field Education Office. Students are responsible for keeping up-to-date on deadlines and all posted field education information.

Field Education Requirements

Students must complete a minimum of 450 hours of field education. Students may be required to complete additional hours if necessary to meet the objectives of the course, to demonstrate competency, or if there was a breakdown or interruption in their placement due to the student or Field Education Instructor's ability to attend. It is the student's responsibility to maintain a record of hours.

The Master of Social Work program is a full-time, continuous program of study. Students who choose to seek employment or engage in other responsibilities at the same time as field education must ensure



that field education and clients' best interest takes priority.

It is required that students in a four-month term placement commit to a minimum four-day-per-week schedule. Placement hours are dictated by the schedules available at participating agencies, the needs of their clients, and the Field Education Instructor's schedule. The School of Social Work cannot guarantee flexible schedules or particular communities or client populations.

Students who believe they require an exception to any policy or procedure pertaining to field education should first discuss this with the Field Education Coordinator, who will likely advise that a student complete an Exception to Policy in Field Education Request, which will be reviewed by the Field Education Committee. The student should explain the context in which the request comes and supporting facts or documents. While the Field Education Office will consider all requests, available placement sites are limited and thus decisions of the Field Education Committee in regards to placement assignment are final.

Conflict of Interest in Field Education

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

The student is obliged to inform the Field Education Office of any circumstances that may compromise the integrity of the placement. This applies to instances that may arise prior to or during the placement, and applies to students, Field Education Instructors, and faculty. Arrangements will



be made to ensure that students can successfully complete their hours without a conflict of interest.

Termination of Field Education

The School of Social Work reserves the right at any time to terminate a field education placement when it is determined that the scholarship, professional fitness, or professional conduct of a student is unsuitable for the practice of the social work profession, or when responding to allegations of serious, unprofessional conduct.

A student may not self-terminate a placement. A student who wishes to terminate their placement must first discuss the matter with the Field Education Coordinator.

A student will be assigned a grade of Fail (F) for field education and will be required to withdraw from the program if one or more of any of the following situations occurs:

- the student ceases to attend the field education placement without consultation;
- the field education placement has been terminated due to unsatisfactory progress (as outlined in the course syllabus); or,
- the field education placement has been terminated because the continuing presence of the student in the agency jeopardizes the welfare of clients and/or staff or violates agency policy.

In the event of a field education placement termination, a student cannot continue with subsequent scheduled coursework until they have met with the Program Coordinator of the School of Social Work and Field Education Office. Students who are required to withdraw should refer to the section on Withdrawal and



Readmission <link to where the policy will be hosted> for more information.

Social Media

The School of Social Work recognizes the growing importance of electronic communication and is committed to supporting the rights of social workers to interact knowledgeably and socially in the social media. Members of the School of Social Work community are responsible and accountable for their actions and statements in social media, and recognize that appropriate boundary setting is vitally important in the development and maintenance of professional relationships. The use of discriminatory, derogatory or unfounded statements or willful misrepresentation on social media is not condoned by the School of Social Work and can result in action up to and including being required to withdraw from the program and/or field education placement. For additional expectations of professional conduct in relation to social media, please see the School of Social Work Standards of Professional Conduct 4.4, 4.5, and 5.2 below.

Professional Conduct Standards for Students in the School of Social Work

The School of Social work is committed to creating a learning environment conducive to optimal education and clinical practice. The School has identified the standards of professional conduct set out in this policy as minimum requirements for the conduct of students registered in the School of Social Work.

All students are expected to abide by these Standards of Professional Conduct, as well as by University policy, at all times and in particular while in any settings where activities (e.g., academic, clinical practice, or social) are carried out under the auspices of the University. The School of Social Work adheres to and promotes UBC



Board of Governors Policies, Procedures and Guidelines and UBC Okanagan's Campus-Wide Policies and Regulations, including the Student Code of Conduct.

Students' professional conduct is evaluated as a component of the Master of Social Work (M.S.W.) program in addition to assessment of academic coursework and field education required for graduation. Students who fail to meet expectations regarding professional conduct may be deemed unsuitable for further training and may be withdrawn from the program even though the student meets all other academic and field education requirements.

Before a student is deemed unsuitable, the School will conduct a review in accordance with the Procedure for Addressing Alleged Unprofessional Conduct.

Standards of Professional Conduct

Ethical behavior is at the core of the social work profession. The School of Social Work curriculum conforms to the overarching core values of the profession of the Canadian Association of Social Workers' (CASW) Code of Ethics. Students are required to demonstrate these core values by exhibiting the behaviours identified and by meeting the following expectations of The School of Social Work with respect to professional conduct:

1. Respect for the Inherent Dignity and Worth of Persons
 - 1.1 Maintain the best interest of the client as the primary professional obligation.
 - 1.2 Respect the intrinsic worth of clients. Do not discriminate in interactions with others, based on age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, unrelated



<p><u>criminal convictions, or any other ground protected by human rights legislation.</u></p> <p>1.3 <u>Treat clients and their families with respect and dignity both in their presence and in discussions with other members of the health care team or academic community.</u></p> <p>1.4 <u>Treat all members of the health care team or academic community with respect and dignity in, or out of, their presence, in written communications, and in discussions with others.</u></p> <p>1.5 <u>Respect client autonomy by disclosing findings and test results pertinent to the client's care and by discussing treatment options with the client or legal representative and by involving the client, or legal representative, in the treatment options where appropriate and with regard to the client's preferences.</u></p> <p>1.6 <u>Adhere to the guidelines for informed consent and consult with the client's legal representative when a client lacks the capacity to make treatment decisions.</u></p> <p>2. Pursuit of Social Justice</p> <p>2.1 <u>Advocate change in the best interest of the client, and for the overall benefit of society.</u></p> <p>3. Service to Humanity</p> <p>3.1 <u>Place professional service before personal goals or self-interest.</u></p> <p>3.2 <u>Conduct research and complete assignments in accordance with University policies and in an ethical and unbiased manner, record and report results truthfully, and credit work and ideas developed by others. Appropriately acknowledge the contributions made by others to your research, publications and other presentations.</u></p>	
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<p><u>4. Integrity in Professional Practice</u></p> <p><u>4.1 Act with integrity and demonstrate personal and academic honesty in all interactions and communications, verbal and written.</u></p> <p><u>4.2 Do not allow another profession, occupation, affiliation or calling affect the social work relationship with the client, professional judgment, independence and/or competence.</u></p> <p><u>4.3 Do not provide social work services or otherwise behave in a manner that discredits the profession of social work or diminishes the public's trust in the profession.</u></p> <p><u>4.4 Ensure that all communications on the internet and social media are respectful and meet the same level of professionalism as would be expected in direct or other written communications with and about colleagues, instructors, students, and clients.</u></p> <p><u>4.5 Use social media responsibly refraining from posting any information or comments related to clients, and from disclosing personal or confidential information about members of the health care team or academic community. Do not post information that is untruthful, hurtful, or disrespectful and use discretion when posting personal information.</u></p> <p><u>4.6 Respect the intellectual property of others by adhering to University policy and guidelines related to copyright and distribution of written, audio or digital materials.</u></p> <p><u>4.7 Accurately report and record history, test results, and other information pertinent to the care of the client.</u></p> <p><u>4.8 Engage in ethical interactions with agencies, by declaring and</u></p>	
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<p><u>managing conflicts of interest, real or perceived.</u></p> <p><u>4.9 Create and maintain an atmosphere conducive to learning and to the conduct of professional work in all learning environments (classroom and all clinical settings). Maintain personal composure and consideration for others in all interactions. Model language, appearance, and demeanor appropriate to the academic or professional healthcare setting.</u></p> <p><u>4.10 Establish and maintain appropriate personal boundaries in relationships with clients, staff, students and faculty, recognizing your potential influence over others and the vulnerability inherent in relationships in which there is a power disparity.</u></p> <p><u>4.11 Respect the personal boundaries of others including, but not limited to, refraining from making unwanted romantic or sexual overtures, protecting personal information, and respecting individual workspace.</u></p> <p><u>4.12 Do not engage in sexual or romantic relations with clients, or with individuals with whom you have a supervisor/supervisee relationship. Do not engage in exploitive relationships with colleagues, students, clients, or their families for emotional, financial, research, educational or sexual purposes.</u></p> <p><u>4.13 Follow specified protocols to disclose and address clinical errors or misjudgments.</u></p> <p><u>4.14 Do not use alcohol or drugs, including prescription drugs, in any way that could interfere with academic, professional or clinical responsibilities.</u></p> <p><u>4.15 Report professional misconduct to the appropriate authorities while taking care to avoid unjustly discrediting the reputation of</u></p>	
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<p><u>members of the health care team or of the academic community.</u></p> <p>4.16 <u>Model behaviour consistent with the Code of Conduct and ethics of professional and licensing bodies, and teach and promote concepts of professional behaviour, ethical research and practice.</u></p> <p>4.17 <u>Meet expectations related to punctuality, attendance and participation in all academic classes and clinical settings including student placements. Meet deadlines for group or individual assignments, or for the submission of requested documentation and information in the clinical or academic setting. Make timely alternative arrangements when you are unable to meet stated deadlines.</u></p> <p>4.18 <u>Use computers provided in the academic or health care settings in accordance with the applicable policies and engage for personal use only as provided in the site policies.</u></p> <p>4.19 <u>Use personal communication devices in the academic or health care settings appropriately. Use of personal communication devices must not be disruptive or interfere with interactions with clients, families, or other health care providers. Comply with requests from clients or other health professionals to cease using personal communication devices in the academic or health care setting.</u></p> <p>5. <u>Confidentiality in Professional Practice</u></p> <p>5.1 <u>Respect and maintain the privacy and confidentiality of information about clients. This includes limiting discussion of client health issues to appropriate settings for clinical or educational purposes and to those family member caregivers identified by client consent.</u></p>	
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5.2 Avoid potential breaches of privacy and confidentiality when communicating through various modes of communication, especially the internet and social media, and take precautionary measures including using other more secure means of communicating as required.

5.3 Act in accordance with obligations imposed by privacy legislation related to collection, storage and disclosure of personal information and maintenance and use of health records. Disclose confidential information only when required or allowed by law to do so, or when clients have consented to disclosure.

5.4 Adhere to data access and security regulations in both academic and clinical settings. Do not share computer login codes, communicate client data via unsecured networks, or obtain or use any other information outside the bounds of the defined access and use regulations. Use only institution-approved personal data storage devices, such as USB keys, and use appropriate password/encryption to protect sensitive data.

5.5 Do not access personal information related to clients or any other individuals stored in files or computers in the University or clinical setting unless authorized and required to fulfill your clinical duties to a client with whom you have a current health professional/client relationship.

6. Competence in Professional Practice

6.1 Provide feedback, oral or written, to members of the health care team or academic community, in a timely, constructive and respectful manner to identify deficits and



<p><u>effect change and not to embarrass or humiliate.</u></p> <p><u>6.2 Be accountable to yourself and all relevant stakeholders for personal decisions in the workplace and all learning environments.</u></p> <p><u>6.3 Promote and maintain personal health and well-being and monitor your physical and mental fitness to perform duties in the academic and clinical setting. Seek appropriate assistance as required in the event you are physically or mentally unfit to perform your assigned duties.</u></p> <p><u>6.4 Recognize personal limitations when the situation exceeds your level of experience or competence, and consult with and refer to appropriate professional colleagues.</u></p> <p><u>6.5 Participate in the processes of self-regulation of the profession.</u></p> <p><u>6.6 Maintain and enhance competence through commitment to professional development and practice evaluation.</u></p> <p><u>6.7 Demonstrate self-awareness and responsibility for your actions by accepting and responding appropriately to supervision and feedback regarding academic and clinical and professional performance.</u></p> <p><u>Procedures for Addressing Alleged Unprofessional Conduct and Appeal are available on the School of Social Work website <link=https://socialwork.ok.ubc.ca/home/our-vision-2/personal-suitability/>.</u></p>	
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Appendix

Procedure for Addressing Alleged Unprofessional Conduct

Students will be provided ongoing feedback and coaching from faculty with respect to their professional conduct. Except in a situation where the unprofessional conduct is egregious, the first step taken to address the conduct will involve an assessment of whether the conduct is remediable and should be addressed by a Corrective Action Plan (“CAP”).

The Chair of the Suitability Committee may exercise his or her discretion to decide that a CAP is not appropriate and the student’s case will proceed directly to Stage 2 of the process outlined below.

Stage 1: Suitability Committee Review

Concerns or issues related to a student’s professional conduct identified by a faculty member, staff, peer or community member shall be set out in writing and sent directly to the Chair of the Suitability Committee. The student will be provided with a copy of all documentation under consideration by the Suitability Committee, unless there is a specific reason (e.g., 3rd party privacy) to withhold information submitted by the complainant.

The Suitability Committee will review the material submitted and will set a meeting with the student to discuss the concerns and issues raised. The student will be given the opportunity to respond to the concerns in this meeting.

The Suitability Committee will develop the CAP, using the format set out in Appendix A, with input from the student and any other relevant personnel involved in the breach of professional conduct or in the remedial action. The CAP will clearly identify the conduct, any remedial action to be taken by the School and the student and a date by which the student must have completed the remedial action (“Review Date”).

The Chair of the Suitability Committee will review the implementation of the plan, the student’s progress and will assess whether the student has successfully remediated. If the student has not successfully completed the remedial steps by the Review Date, the student and Director will be notified that the student has not met the remediation requirements and the student will be required to meet with the Director within two weeks of the Review Date.

Stage 2: Decision on Dismissal from Program

A student may be dismissed from the Program on the basis of unsuitability in the following circumstances:

- When a student fails to complete the required remedial steps set out in the CAP;
- When a student continues to demonstrate unprofessional conduct; and
- When a student’s breach of professional standards is so egregious that the Chair of the Suitability Committee determines that a remediation plan is not appropriate.

The Director will notify the student in writing that, as a result of the student’s failure to adequately resolve the concerns, and/or the serious nature of the concerns, the student is at risk of being dismissed from the Program on the basis of unsuitability. The letter will clearly set out the basis upon which dismissal is being considered.

A meeting will be scheduled with the student, the Director, and any other individuals as deemed required by the Director. The student may choose to bring a support person to this meeting. This person is present only to provide clarification and support to the student, not to speak on their behalf. The identity of the support person must be conveyed to the Director at least two days prior to the meeting or the support person may not be permitted to be present.

Stage 2 meetings will be led by the Director and the agenda will be as follows:

1. The Director will review the basis upon which the decision to dismiss is being considered.
2. The student will be permitted to present any other relevant information or extraordinary circumstances that the student wishes the Director to take into consideration in reaching a decision with respect to the student's suitability.
3. During the meeting the Director may ask the student (and support person, if applicable) and complainant to leave the room to allow for an in-camera discussion of the new information.
4. The Director will determine whether the additional information warrants providing a further opportunity for the student to demonstrate an ability to meet the standards.
5. The Director will make a decision with respect to the outcome and the student will be notified of the decision within one week of the meeting.
6. If a further opportunity is provided, a remediation plan will be developed and implemented, using a Corrective Action Plan. The plan must clearly identify goals and performance standards, a timeframe for correction of deficits and consequences of failure to correct the deficits. The Director may impose any other conditions that must be met by the student that the Director deems appropriate and necessary for the remedial period to be successful. This may include referral to counselling or evidence of compliance with medical treatment, in those cases in which the additional information related to a claim that the conduct was a result of a medical condition
7. If the decision is to dismiss the student, a formal letter from the Director will be forwarded to the student and to relevant School of Social Work personnel. The Director will notify the Dean of the Faculty of Health and Social Development.

Appeal

1. Initiating an Appeal

- 1.1. All appeals on academic standing are made to the Dean. The student must forward a letter of appeal to the Dean identifying the decision under appeal and clearly setting out the grounds of appeal in accordance with this Policy. The letter of appeal must include any documents in support of the appeal that the student wishes to be considered. The student's letter of appeal must be received in the Dean's office within 10 days of the decision the student wishes to appeal.
- 1.2. The Dean, or delegate, will review the letter of appeal to determine whether the appeal is based on one of the grounds of appeal set out in this Policy. If the Dean, or delegate, determines that the appeal is not based on a ground of appeal set out in this policy then the Dean may dismiss the appeal.
- 1.3. If the Dean, or delegate, determines that the appeal is based on one of the permissible grounds of appeal set out in this Policy then the Dean will refer the appeal to the Faculty of Health and Social Development Academic Standing Committee ("Advisory Committee") which will be chaired by the Associate Dean, Faculty of Health and Social Development ("Chair") or designate.

2. Composition of Advisory Committee

2.1. In addition to the Chair (non-voting), the Advisory Committee will be composed of the following individuals:

- (a) Vice-Chair, Associate Dean Academic Programs
- (b) Two faculty members from each School. Only one member from the student's School attends deliberations and has voting privileges.

2.2. In the event an Advisory Committee composed of these individuals cannot be constituted in a timely manner the Chair may appoint a senior faculty member as an alternative committee member.

3. Grounds for Appeal

A decision on academic standing reflects the assessment of the Suitability Committee and Director of the School of Social Work as to whether a student has met the professionalism standards of the Master of Social Work program.

3.1. A student may appeal a decision on academic standing only on the following grounds:

- (a) The decision is inconsistent with the Standards of Professionalism adopted by the School of Social Work;
- (b) The decision did not take into account all relevant evidence or relied on irrelevant evidence;
- (c) The decision is based on an arbitrary or discriminatory exercise of academic judgment by the faculty or program.

3.2. In rare circumstances a student may appeal a decision on the basis of additional mitigating evidence that was not known to the student, and not available to the decision maker, at the time the decision was made.

3.3. A student may not appeal a decision solely on the basis that the student does not agree with the decision of the Director.

4. Terms of Reference of the Advisory Committee

4.1. The Advisory Committee is a committee of inquiry constituted to review student appeals on academic standing referred by the Dean and to make recommendations to the Dean regarding the disposition of the appeal. The Advisory Committee will review information relevant to the issues raised in the appeal before making a recommendation to the Dean.

4.2. The Advisory Committee will confine itself solely to questions arising from the grounds of appeal set out in this policy. The Advisory Committee may not substitute its judgment for that of the faculty on the basis that, on the evidence, the Advisory Committee would have reached a different conclusion.

5. Advisory Committee Meeting

5.1. The Advisory Committee will notify the decision maker (i.e. the Director of the School of Social Work) of the request for appeal and will provide the decision maker with a copy of the letter of appeal. The decision maker may be asked to provide a written response to the matters raised in the appeal. A copy of any written response provided by the decision maker will be provided to the student and the student will be allowed to respond either in writing or orally during the meeting with the Advisory Committee.

5.2. The Advisory Committee will review all materials relevant to the decision under appeal and the grounds of appeal including any applicable professionalism policies, the student's academic record, any applicable narrative assessments and any faculty committee minutes relevant to the decision under appeal.

5.3. The Advisory Committee will schedule a meeting with the student to discuss the appeal and to attempt to resolve the dispute. At the discretion of the Chair, the decision maker may also be invited to attend this meeting. Neither the student nor the decision maker will be represented by legal counsel at this meeting. However, the student may be accompanied by a support person. This meeting could be arranged through videoconferencing as appropriate.

5.4. Either before or during the meeting with the student, the Advisory Committee may request additional information, oral or written, related to the decision or the grounds of appeal. All such additional information will be shared with the student and the decision maker and they will be given an opportunity to respond to the additional information.

5.5. After consideration of all information relevant to the appeal the Advisory Committee will make a recommendation to the Dean with respect to the disposition of the appeal based on a majority vote of the committee members who reviewed the appeal,

5.6. The decision and recommendation of the Advisory Committee will be provided to the Dean in writing.

5.7. The Advisory Committee may recommend that the decision be overturned, modified with specific directions or upheld as written.

6. Decision of the Dean

6.1. Upon receipt of the recommendation of the Advisory Committee, the Dean may request additional information from the student or the decision maker before making a final decision. Any additional information provided in response to a request from the Dean will be provided to the student or decision maker and they will have an opportunity to respond to the information.

6.2. The Dean will make the final decision regarding the disposition of the appeal after consideration of the Advisory Committee's recommendation and of any additional information provided in response to the Dean's request under paragraph 6.1.

6.3. The Dean will notify the student of the final decision in writing at the earliest opportunity.

6.4. A student may appeal the decision of the Dean to the Senate Committee on Academic Standing. Information on how to bring an appeal to the Senate Committee is available in the UBC calendar.



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THE UNIVERSITY OF BRITISH COLUMBIA

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

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca

03 May 2018

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: **Course Withdrawal Dates**

The Student Academic Success Committee presented a report on the academic concession policy to the Senate Academic Policy Committee. The report makes two recommendations:

- 1) That the deadline to withdraw from a course with a W is moved to the second week of November (Term 1) and the second week of March (Term 2) for the Winter Session, and that the date is equivalently delayed for two-term courses and courses held in the Summer Session.
- 2) That students are allowed to withdraw from three full course equivalents during their academic careers without academic penalty or having to apply for an academic concession.

The Academic Policy Committee has reviewed the report, met with members of the Academic Success Committee, and consulted the university community on the recommendations. The Committee is in support of moving the date to withdraw from a course and receive a W on the transcript as recommended (four weeks later than the current Winter Session dates).

The Committee would like to see the first recommendation be implemented and receive information about the impact on students before considering whether to suggest implementation of the second recommendation.

A copy of the Student Academic Success Committee's report is attached for information.

The following is recommended to Senate:

Motion: *“That the deadline to withdraw from a course and receive a W on the transcript is moved to the second week of November (Term 1) and the second week of March (Term 2) for the Winter Session, and that the date is equivalently delayed for two-term courses and courses held in the Summer Session, effective for the Winter Session of the 2018/19 academic year.”*

Respectfully submitted,

Dr. Jan Cioe, Chair

Senate Academic Policy Committee

Academic Concession Policy: Recommendations from the Student Academic Success Committee

This report summarizes the gathered data, identified gaps and principles leading to the offered recommendations for Academic Concession Policy changes by the Student Academic Success Committee.

The Student Academic Success Committee is comprised of Associate Deans and Directors representing all faculties, the Deputy Registrar, the Associate Director of International Student Initiative, and the Student Development and Advising Director, chaired by the Associate Provost, Enrollment and Academic Programs in the Okanagan.

Background

Members of the Student Academic Success Committee began discussing the Academic Concession Policy during the summer of 2017 due to some inconsistencies in policy implementation. They noted that this had been specifically challenging in cases where students are enrolled in courses across faculties and campuses. Thus, a sub-committee was formed to further examine the [Academic Concession Policy](#) and bring back recommendations to the full committee, in an aim to improve the process towards consistency, and fairness for students and faculty members.

Although many academic concession cases are often associated with tuition and fee refund policy (especially from the students' perspective), this report focuses solely on the Academic Concession Policy while consultations are being done with Enrolment Services for possible alignment with their new tuition appeals for exceptional circumstances policy and practices.

Data and Consultations

To better inform the committee's deliberations about academic concessions, the committee gathered and reviewed a wide variety of information, while also consulting with key stakeholders throughout the process. This section offers a summary of that information.

Voice4 research: [Voice 4](#) is a research project led by Health and Wellness at UBC Okanagan to enhance the wellbeing of students, faculty, and staff, on campus. During the 2016/17 academic year, Voice 4 surveyed 3,860 students, faculty, and staff to identify their perceived hindering and supporting environments on campus for their mental wellbeing.

Results presented by the Voice4 team highlighted students perceptions of the Academic Concession Policy as a hindering aspect to their wellbeing (supporting data available upon request).

Environmental scan: An environmental scan was done whereby 17 other universities (13 in Canada and 4 in the US) were examined to see different approaches and processes for academic concessions. The full report was discussed at the Senate Policy Committee in both campuses during the Winter Term 1, 2017 (supporting data available upon request).

Although the scan demonstrated great variability among all institutions, it became clear that UBC's deadline to drop/withdraw from courses is very early, that the process can be modified to better

support students, faculty and staff, and that greater efforts are needed to communicate policy, its process and implications to all.

Academic concessions' trends:

- a. **Faculties:** The committee wondered about the number of cases that are handled by faculties through this policy and their results. The Irvin K. Barber School of Arts and Sciences shared their records which are representative of other Faculties given IKBSAS size at UBC Okanagan. On average, IKBSAS has approved 136 late withdrawals and denied 33 every academic year, in the last three years.
- a. **Academic Advising:** The committee requested trends from the Academic Advising office at UBC Okanagan to further inform deliberations. The office reported that course withdrawal inquiries increase during the month of November (after the current drop/withdrawal deadline). For details please refer to Appendix IV.

Survey on new deadline, process, and communication strategies: An anonymous survey was created to gather the Student Academic Success Committee members' individual views on the deadline, process, and communication strategy. This survey was also sent to Academic Advisors on the Vancouver campus.

In the Okanagan, nine (9) committee members answered the survey and in Vancouver, six (6) academic advisors answered the survey. Overall, there was no clear consensus. However, answers highlighted the preference to delay the drop/withdrawal deadline with a W, to detach this deadline from the refund schedule, to simplify and clarify the process for students, to increase support for students applying for an academic concession through academic advisors, and the need to better communicate the policy to staff, faculty, and students (supporting data available upon request).

Survey for Faculty members: To further illuminate what the best date would be for the withdrawal deadline with a W, another survey was distributed to all faculty members in UBC Okanagan to find out faculty members' practices around assessment and feedback to students.

The answers demonstrated that by the 2nd week of October (current drop/withdrawal deadline with a W) only 81 out of 197 courses would have provided enough feedback to students on their academic performance (supporting data available upon request).

Other Consultations

Consultations for the presented recommendations were done with key stakeholders:

- **Enrolment services:** Representatives of this department have kept the committee apprised of their work on developing a new tuition for exceptional circumstances policy for both UBC campuses. Alignment with these changes is being explored by the committee.
- **College of Graduate Studies:** The described discussions were within the context of undergraduate programs and students. However, the committee recognizes changes to policy may have implications for graduate students as well. This report has been shared with CoGS to be discussed in their upcoming Faculty Council. The Student Academic Success Committee is looking forward to their feedback.
- **Aboriginal Programs and Services:** The director of APS was involved in the early deliberations of this policy and their input and support for delaying the current drop/withdrawal date.

- **Health and Wellness:** The Health and Wellness director has been involved in the deliberations of this policy and they expressed their support for delaying the current drop/withdrawal date.
- **International Programs and Services:** The IPS manager was consulted during the process. The manager expressed support for delaying the add/drop deadline and clarified there would not be negative impact on international students with this change.
- **Okanagan Planning and Institutional Research:** The director of OPAIR expressed that if the withdrawal deadline is extended, the institution is still able to count students towards FTE calculations for Ministry reporting purposes.

Driving Principles

The Student Academic Success Committee, with input from the Vancouver campus, identified the three main principles driving the recommended changes to policy:

1. **Students' health and wellness:** Students sometimes encounter unforeseen events that derail their personal lives and academic pursuits after the normal withdrawal dates. The need to seek formal academic concession from their Faculty can result in time-consuming communication between instructors and academic advisors and much uncertainty and stress for the student.
2. **Equity, fairness and autonomy:** Students need the opportunity to understand the "fit" of courses with their goals and get feedback on their progress.
Course instructors need adequate time to apply formative assessment(s) and give feedback to students.
Giving students the ability to make decisions throughout their academic career provides them with an increased level of autonomy which research has shown to have a positive influence on well-being.
3. **Educational exploration:** Students should be encouraged to explore course offerings outside their area of focus without feeling that their academic record is at risk.

Options and Recommendations

This section offers a short analysis of the most attractive options considered to this point for further deliberation by Senate Academic Policy. Overall, these options are based on:

- The evident need for policy change as expressed by students, faculty, and staff.
- The need for a communication campaign to educate the entire UBC community (including process, options, and implications).
- The need to implement a system whereby individual Faculties are able to track the Academic Concessions' occurrences for continuous improvement and consistency.

Options:

1. Delay the drop/withdrawal date with a W to the 4th week October/February or 1st week November/March.
2. Delay the drop/withdrawal date with a W to the 2nd week of November/March.

3. Adopting University of Toronto's model of allowing students to withdraw up to 3 FCEs (full course equivalent) during their entire academic career without the need to process an academic concession application and without academic penalty.

Option	Pros	Cons
Delay the drop/withdrawal date with a W to the 4 th week October/February or 1 st week November/March.	<p>This date would allow more time for faculty members to provide feedback to their students. In turn, students would have more feedback to make an informed decision before the deadline.</p> <p>This date may reduce the administrative work for Dean's offices in processing late withdrawals.</p>	Based on the gathered data, this may still not be enough time for faculty members to provide necessary feedback to their students. For example, courses with one midterm would typically have this in the 2 nd week of October and with a 2-week marking turnaround the deadline would pass just as or just before the students receive that feedback.
Delay the drop/withdrawal date with a W to the 2 nd week of November/March.	<p>Allows more time for faculty members to provide feedback to their students. In turn, students would have more feedback to make an informed decision before the deadline.</p> <p>Allows for a wider variety of pedagogical practices and assessment to take place before the deadline to inform the students.</p> <p>This date will reduce the administrative work for Dean's offices in processing late withdrawals given the gathered data.</p> <p>This change would be in alignment with Policy V-103 on Use of Formal Examination Periods.</p> <p>This date may have a positive impact on plagiarism. In the past, some plagiarism cases have been raised due to students' high stress around this time of the academic year.</p>	This may disrupt class activities such as group presentations or projects. However, the committee has also discussed that students who are having difficulties are usually not very engaged in their studies and so students may prefer not to have that member of the group continue to be involved.
Adopting University of Toronto's model [see Recommendation 2 for the details of this model].	<p>Encourages students to explore other courses.</p> <p>Fosters students' wellbeing and triggers institutional support for them.</p> <p>Encourages an interdisciplinary learning experience.</p>	The current computer system may not be able to support this approach yet with multiple cut off for the W. To implement this, more resources and the development of a procedure are needed.

Recommendation:

Given the above presented analysis, the information presented, and the consultations done, the Student Academic Success Committee recommends the following:

1. That the deadline to drop/withdraw with a W is moved to the 2nd week of November/March effective 2018/2019 academic year, and that the date is equivalently delayed for 2-term courses and summer term.
2. That the University of Toronto's approach whereby students are allowed to withdraw 3 FCEs during their academic careers without academic penalty, or without having to apply for an Academic Concession, be further evaluated to ensure that system and resources are in place for implementation in the 2019/2020 academic year.

Moreover, throughout this process, the committee also confirmed that the last paragraph in [the current policy](#) is incorrect. Thus, an amendment to policy is suggested to clarify that students who withdraw from the university under the Academic Concession Policy, and are in Good Standing, so **do not** need to apply to re-enrol within a year timeframe.

Finally, the committee believes that this opportunity can be taken to strengthen current teaching practices in our campus. As a result, it is also suggested that an amendment is done to the relevant policy to ensure all faculty members are committed to provide students with enough feedback on their academic performance by the drop/withdrawal date.



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THE UNIVERSITY OF BRITISH COLUMBIA

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

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

17 May 2018

To: Senate

From: Learning and Research Committee

RE: Candidates for Emeritus Status (approval)

The Learning and Research Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, that they be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Deborah Roberts, Chair
Senate Learning and Research Committee

Emeritus Status Report to Senate May 2018

	First Name	Last Name	Title	Area of Interest	Faculty	Department	Effective date of Retirement
Dr	Qiduan	Yang	Associate Professor Emeritus	Mathematics	Arts & Sciences	Computer Science, Math, Physics and Statistics	30-Jun-18
Prof	Philip	Balcaen	Associate Professor Emeritus	Education	Education		30-Jun-18
Dr	Alan R	Davidson	Associate Professor Emeritus	Health & Exercise Science	Health & Social Development	School of Health & Exercise Sciences	30-Jun-18
Prof	Fern	Helfand	Associate Professor Emeritus	Photography	Creative and Critical Studies	Creative Studies	30-Jun-18
Dr	Susan	Crichton	Associate Professor Emeritus	Education	Education		30-Jun-18
Prof	Wendy	Andrews	Associate Professor Emeritus	Nursing	Health & Social Development	School of Nursing	31-Jul-18



7 May 2018

To: Senate
From: Nominating Committee

Re: Vice-Chair of Senate from June to August
Appointments of Student Members of Senate to Committees of Senate and
the Council of Senates

Vice Chair of Senate

Dr Buszard's term as Vice-Chair of Senate ends on 31 May 2018. Pursuant to the *University Act* (Ss. 37(1)(a) and 37(2)), the Senate must elect a Vice-Chair at least annually, and a Vice-Chair must not serve more than 2 consecutive terms. Traditionally, the Senate elects the Deputy Vice-Chancellor from September to May, and another Senator (on the recommendation of the Nominating Committee) from June to August. The Senate Nominating Committee would recommend the following to Senate:

That Dr Peter Arthur be elected Vice-Chair of Senate from 1 June 2018 to 31 August 2018 and thereafter until replaced.

The Nominating Committee would note that while Dr Arthur is a member of the Committee, he was not present for this recommendation.

Appointments of Student Members of Senate to Committees of Senate and the Council of Senates

The Senate Nominating Committee has considered the recommendations of the student members of Senate for committee assignments, and is pleased to recommend the following to Senate:

That Ms Brittany MacBean and Mr Jassim Naqvi be appointed to the Council Budget Committee (Academic Building and Resources Committee) until 31 March 2019 and thereafter until replaced, to replace Mr Daniel Kandie and Ms Kelly Lu;

That Ms Lois Fraser and Mr Venedict Tamondong be appointed to the Academic Policy Committee until 31 March 2019 and thereafter until replaced, to replace Ms Gillianne Hardy-Legault and Ms Kelsey DesRoches, and that the term of Ms Megan Harper



be extended on the Committee until 31 March 2019 and thereafter until replaced;

That Mr Uchebba Anyaoha and Mr. Shao Yuan Chong be appointed to the Admission and Awards Committee until 31 March 2019 and thereafter until replaced, to replace Ms Kristen Morgan and Mr Kyle Lee;

That Ms Lois Fraser and Ms Yeuting Chen be appointed to the Agenda Committee until 31 March 2019 and thereafter until replaced, to replace Ms Emily Lewis and Ms Kelly Lu;

That Ms Rachelle Snider, Mr Jackson Traplin, and Mr. Jassim Naqvi be appointed to the Appeals on Standing and Discipline Committee until 31 March 2019 and thereafter until replaced, to replace Ms Gillianne Hardy-Legault, Ms Brittni MacKenzie-Dale and Ms Kristen Morgan;

That Ms Kristen Morgan and Mr. Venedict Tamondong be appointed to the Curriculum Committee until 31 March 2019 and thereafter until replaced, to replace Mr Arash Aghshahi and Ms Hillary Tjioe;

That Ms Kristen Morgan and Ms Meghan Harper be appointed to the Learning and Research Committee until 31 March 2019 and thereafter until replaced, to replace Ms May Ly and Mr Kyle Lee; and

That Ms Megan Harper be appointed to the Council Elections Committee until 31 March 2019 and thereafter until replaced, to replace Ms Katarina Trapara.

Motion from Senator Peter Wylie:

“That Senate conduct a full investigation, by whatever means deemed most suitable, into the management of the Interdisciplinary Graduate Studies Program in the Faculty of Management, 2010-18.”