

MINUTES
Faculty of Graduate and Postdoctoral Studies
Graduate Curriculum Committee Meeting
January 10, 2020

Present: Charlyn Black, Edmond Cretu, Norm Hutchinson, Lena Kang, Kin Lo, Karin Mickelson, Stephanie Oldford, Anne Phelan, Catherine Rawn, Andrew Riseman, Warren Williams, Jenn Fletcher (minutes)

Regrets: Sarah Park, Max Read

1. **Adoption of Agenda:** Adopted
2. **Minutes of November 15, 2019 Meeting:** Approved
3. **Business Arising**
 - RES 504 (3) – Proposal was approved by the Chair on behalf of the committee.
4. **New Proposals – New Programs**

Faculty of Medicine Submitted by Sunny Pao / Lena Kang
<p>Graduate Certificate in Primary Health Care – Create new program</p> <ul style="list-style-type: none">• Kin noted that the Sauder School of Business offers executive leadership education tailored for physicians and there may be some overlap with this program. A consultation with Sauder School of Business is required.• Friendly enquiries and suggestions:<ul style="list-style-type: none">○ Consider adding information about potential career outcomes to the executive summary. What might motivate a prospective applicant to enroll in this program?○ Given that courses are likely to be offered once per year, a student who fails a course or is unable to take a course in a given term may need to wait a full year before moving forward. It was noted that this is the case in other cohort and professional programs. While not necessarily problematic, it may be something to make students aware of ahead of time. <p>Action: Held</p> <p>PRHC – Create new course code</p> <p>Action: Held pending approval of new program and associated courses</p> <p>General comments for the PRHC courses:</p> <ul style="list-style-type: none">• PRHC 501 and 503 are more foundational courses with learning objectives that reflect that orientation, while PRHC 505 and 507 require students to apply the knowledge and skills from the previous courses, again with learning objectives that reflect the different expectations for these courses. Given the different goals, different methods of assessment are required for these two types of courses. There is currently a mismatch between the learning objective and assessments for PRHC 505 and 507. The assessment methods for these two courses must be revised so they provide appropriate ways to measure the student’s learning of the specific outcomes stated in the syllabi.• Two of the courses include face-to-face sessions, but there is no mention of any

evaluation of those portions of the course. Will there be any assessment of the face-to-face content?

- Calendar descriptions are relatively long, include introductory phrases that are discouraged, and sometimes duplicate information included in the course title. These need to be pared down.

PRHC 501 (3) – Create new course

- Course Objectives
 - There is significant overlap between the learning outcomes for this course and the learning objectives for the certificate program as a whole. Either the learning objectives for this course or those for the program must be revised.
 - Learning objective #2 states that students must “understand”, which is difficult to assess. Is there another verb that would more specifically capture the type of learning expected of students? How does this map onto what’s being measured in the course?
 - Learning objective #2 also states that it is within the context of BC, Canada and WHO. Two of these are geographic and the third is an international organizations.
- Methods of Evaluation: It should be made clear which portions will be graded by individual and which will be graded for the group as a whole. For example, is the product of the group work graded individually or will all students receive the same grade?

Action: Held

PRHC 503 (3) – Create new course

- Weekly schedule includes time for individual presentations, but there is no mention of this in the Methods of Evaluation section. Will these presentations be assessed? If so, how do they fit into the grade breakdown provided?

Action: Held

PRHC 505 (3) – Create new course

- Course Description: Is “integrate them into practice in specific contexts” the appropriate phrasing? Perhaps “apply them into practice in a range of contexts, including...” instead.
- Course Objectives
 - Learning objectives are challenging to understand. Is there a way these could be reworded to make clearer what is expected of students?
 - Learning objective #5 states that students must “understand”, which is difficult to assess. Is there another verb that would more specifically capture the type of learning expected of students? How does this map onto what’s being measured in the course?
- Methods of Evaluation: Includes Short Reflective Paper but there is no mention of this in the Examples of Assignments section. More information about this paper is required.

Action: Held

PRHC 507 (1.5) – Create new course

- Rural and remote communities is one of the contexts mentioned in PRHC 505. How is this course different from PRHC 505?
- Attention should be paid to how and where “indigenous” is used. For example, the proposed calendar description includes “Indigenous primary health care”. Do the proponents mean Indigenous primary health care or primary health care in Indigenous contexts?

- Care should be taken to avoid conflating rural and indigenous. While they are often related, it is not always the case.
- Inclusion of Indigenous primary health care seems like an add on in the proposed Calendar description. Consider rewording to better integrate this.

Action: Held

PRHC 509 (1.5) – Create new course

- Use of “elective” in the course title is likely to be confusing. This is probably better framed as a special topics course. Consider “Special Topics in Primary Health Care” as a revised title.
- PRHC 505 and 507 also involved in-depth application of skills learned to a specific topic/problem? How is this course different from PRHC 505 and 507?

Action: Held

**Sauder School of Business
Submitted by Kin Lo**

MBA / MBAN dual degree – Create new program

- Completion of the dual program will save 4 months of academic time, but given the timing of the two programs students will end up saving about a year overall. Consider adding this information to the rationale.
- BAMS 523 is mentioned under Curriculum Considerations but not in the Curriculum Timeline Overview. This may have been missed in the note for Period 4.

Action: Approved

5. New Proposals – Category 1

**Faculty of Applied Science
Submitted by Aleli Capuno / Carol Jaeger**

APPP 510 (1.5/3) d – Create new course

- Confirm the proponents truly want to use (1.5/3) and not (1.5-3) as the credit value.

Action: Approved

CIVL 519 (3) – Create new course

- Learning objectives for the course are unclear and lack specificity. These must be rewritten.
- Very little information is provided about the assignment or project. Additional information is required. Ideally the proponents would also include information about how these align with the learning objectives for the course.
- Remove the statement in the rationale that the course is being created for a new faculty member. This will be a “permanent” course and not tied to a particular faculty member.

Action: Held

CIVL 560 (3) – Create new course

- Learning objectives are required.
- Additional information about the assignments and criteria for grading must be provided.
- Remove the statement in the rationale that the course is being created for a new

faculty member. This will be a “permanent” course and not tied to a particular faculty member.

- Should “throughout” be “throughput”?

Action: Held

MECH 500 (1-12) d – Create new course

Action: Held Over

MECH 515 (1-12) d – Create new course

Action: Held Over

MECH 530 (1-12) d – Create new course

Action: Held Over

MECH 540 (1-12) d – Create new course

Action: Held Over

MECH 570 (1-12) d – Create new course

Action: Held Over

NAME 500 (1-12) d – Create new course

Action: Held Over

**Faculty of Forestry
Submitted by Gayle Kosh**

UFOR 520 (3) – Create new course

Action: Held Over

**Sauder School of Business
Submitted by Kin Lo**

BAFI 550 (1.5) – Create new course

- Expand the rationale to explain why this specific course is needed and which students are likely to take it.
- Learning objectives for the course must be explicitly spelled out.
- Additional information is required regarding how class participation will be assessed.
- Given the percentage of the overall grade allocated to the “midterm quiz”, it would probably be better classified as a “midterm” or “midterm exam”.

Action: Held

6. New Proposals – Category 2

**Faculty of Arts
Submitted by Tim Flanagan / Catherine Rawn**

Public Policy and Global Affairs – Replace content with link to G+PS entry

Action: Held Over

SPAN 502 (3/6) d – Change credit value, course title

Action: Held Over

SPAN 505 (3/6) d – Change credit value, course title

Action: Held Over

SPAN 550 (3/6) d – Change credit value, course title

Action: Held Over

**Faculty of Applied Science
Submitted by Aleli Capuno / Carol Jaeger**

CHBE 560 (3) – Add credit exclusion, change vector

Action: Held Over

CHBE 570 (3) – Add credit exclusion

Action: Held Over

CHBE 575 (3) – Add credit exclusion

Action: Held Over

CHBE 577 (3) – Add credit exclusion

Action: Held Over

CHBE 583 (3) – Add credit exclusion

Action: Held Over

CIVL 511 (3) – Change course description

Action: Held Over

CPEN 642 (3) – Change credit value

Action: Held Over

MECH 510 (4) – Change course number, title

Action: Held Over

MECH 511 (3) – Change course number, title, update prerequisite

Action: Held Over

MECH 515 (3) – Delete course

Action: Held Over

MECH 516 (3) – Delete course

Action: Held Over

MECH 521 (3) – Delete course

Action: Held Over

MECH 522 (4) – Change course number, title, update credit exclusion

Action: Held Over

MECH 523 (3) – Delete course

Action: Held Over

MECH 527 (3) – Delete course

Action: Held Over

MECH 528 (3) – Change course number, update credit exclusion

Action: Held Over

MECH 543 (3) – Delete course

Action: Held Over

MECH 545 (3) – Change course number, update credit exclusion

Action: Held Over

MECH 550 (2-6) d – Change course number, credit value, title

Action: Held Over

MECH 551 (6) – Change course number, credit value, title

Action: Held Over

MECH 552 (6) – Change course number, credit value, title

Action: Held Over

MECH 555 (4) – Change course number

Action: Held Over

MECH 560 (3) – Change course number

Action: Held Over

MECH 561 (3) – Change course number

Action: Held Over

MECH 568 (3) – Delete course

Action: Held Over

MECH 569 (2/4) d – Delete course

Action: Held Over

MECH 575 (1-3) d – Change course number

Action: Held Over

MECH 584 (3) – Delete course

Action: Held Over

MECH 587 (3) – Delete course

Action: Held Over

MECH 588 (3) – Delete course

Action: Held Over

MECH 589 (4) – Change course number, update credit exclusion

Action: Held Over

MECH 590 (3) – Delete course

Action: Held Over

MECH 592 (3) – Change course number

Action: Held Over

MECH 594 (3) – Delete course

Action: Held Over

MECH 595 (2) – Delete course

Action: Held Over

MECH 596 (3) – Change course number

Action: Held Over

MECH 597 (6) – Change credit value

Action: Held Over

NAME 592 (2) – Change credit value, description

Action: Held Over

Faculty of Education

Submitted by Jennie Ramstad / Jenna Shapka

EPSE 578 (3) – Change prerequisites

Action: Held Over

MA in Literacy Education – Add registration restriction, delete statement about Teacher Qualification Service

Action: Held Over

MEd in Literacy Education – Add registration restriction, delete statement about Teacher Qualification Service

Action: Held Over

MA in Modern Language Education – Add registration restriction, delete statement about Teacher Qualification Service

Action: Held Over

MEd in Modern Language Education – Add registration restriction, delete statement about Teacher Qualification Service

Action: Held Over

MA in Teaching English as a Second Language – Add registration restriction, delete statement about Teacher Qualification Service

Action: Held Over

MEd in Teaching English as a Second Language – Add registration restriction, delete statement about Teacher Qualification Service

Action: Held Over

Master of Educational Technology – Add registration restriction, delete statement about

Teacher Qualification Service

Action: Held Over

Graduate Certificate in Technology-Based Distributed Learning – Add registration restriction

Action: Held Over

Graduate Certificate in Technology-Based Learning for Schools – Add registration restriction

Action: Held Over

Sauder School of Business

Submitted by Kin Lo

BAAC 501 (1.5) – Add prerequisites

Action: Held Over

BAMA 509 (1.5) – Change title, description

Action: Held Over

BAFI 502 (1.5) – Add alternative prerequisite

Action: Held Over

BAFI 507 (1.5) – Add alternative prerequisite

Action: Held Over

BAFI 511 (1.5) – Add alternative prerequisite

Action: Held Over

BAFI 513 (1.5) – Add alternative prerequisite

Action: Held Over

BAFI 516 (1.5) – Add alternative prerequisite

Action: Held Over

BAFI 532 (1.5) – Add alternative prerequisite

Action: Held Over

BA 509 (6) – Decrease credit value, delete description

Action: Held Over

Master of Business Analytics – Update program requirements

Action: Held Over

Next Meeting: Friday, January 17, 2020