



Community
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Faculty of Education
Department of Curriculum & Pedagogy

A GUIDE FOR THE CONDUCT OF THE DEPARTMENT

(March 20, 2014 approved version)

**Department of Curriculum and Pedagogy
Faculty of Education
University of British Columbia**

TABLE OF CONTENTS

A. Department Meetings	4
1. Communication about Meetings of the Department.....	4
2. Conduct of EDCP Department Meetings	4
B. GOVERNANCE.....	5
1. Administrative Chart.....	5
2. Department Head	5
3. Deputy Head	6
4. Graduate Programs Advisor.....	6
5. Undergraduate Programs Advisor	7
6. Head's Advisory Committee	7
7. Curriculum Area Chairs.....	8
8. Five Principles of <i>Equitable Rotation</i> within the Department.....	8
C. SUPPORT STAFF	9
1. Who We Are	9
2. What We Support	10
D. Standing Committees.....	11
1. Department Standing Personnel Committee (DSPC)	11
2. Graduate Advisory Committee (GAC).....	12
3. Graduate Awards Committee: SSHRC/AF (Affiliated Fellowship) Adjudication	12
4. Undergraduate Advisory Committee (UAC).....	14
5. Merit Committee	14
6. Seminar Committee	18
7. Quality of Life (QLF) Committee.....	18
8. Curriculum Area Committees.....	18
9. Teaching Awards Committee.....	19
E. Special Committees.....	20
1. Search Committees.....	20
2. Teaching Review Committees.....	21
F. Graduate Programs.....	34
1. MA, MEd and MMEd Programs.....	34
(a) Program Description.....	34
(b) MA Thesis and Committee Guidelines.....	43
(c) Review of Applications.....	48
(d) Maximum Credits for EDCP 580 in a Master's Program.....	49
(e) Omnibus EDCP 585 Courses (includes graded and Pass/Fail option).....	49
(f) Transfer from a Master's to a Doctoral Program.....	49
(g) Program Specific Forms	49
i. Program Planning: General	50
ii. Program Planning: CULE Program.....	52
iii. MEd Annual Academic Progress Report.....	54
iv. MA Annual Academic Progress Report	57
v. EDCP 580 Directed Study Form: Explanation	60
vi. EDCP 580 Directed Study Form: Application	61

vii.	EDCP 590 Graduating Project: Explanation	63
viii.	EDCP 590 Graduating Project: Completion Form	65
ix.	Master's Thesis Proposal Approval Form.....	67
x.	Master's Thesis Completion Form.....	68
xi.	MEd Off-Campus Cohorts: Program Approval Process.....	70
2.	PhD Program.....	71
(a)	Program Description.....	71
(b)	Review of Applications	76
(c)	Comprehensive Exams: Guidelines for Students and Faculty	78
(d)	Maximum Credits for EDCP 580 in a Doctoral Program	82
(e)	Program Specific Forms.....	82
i.	Program Planning.....	83
ii.	Annual Academic Progress Report	85
iii.	Comprehensive Exams Approval Form	88
iv.	Doctoral Dissertation Proposal Approval Form.....	89
3.	Guidelines for Student Assessment in Graduate Courses.....	90
(a)	Applicable to All Courses.....	90
(b)	Particular to EDCP 601	91
(c)	Particular to EDCP 602.....	91
4.	Assignment or Selection of Pro-Tem Supervisor or Supervisor.....	91
5.	Change of Supervisor Form for Master's and Doctoral Students	93
6.	Graduate Student Scholarship in Curriculum and Pedagogy (\$TBA).....	94
7.	Graduate Peer Advisors: Roles and Responsibilities	94
8.	New Graduate Courses Proposals - Category I Changes	96
(a)	Internal to the Department	96
(b)	External to the Department	97
G. Teacher Education Programs in the Department of Curriculum and Pedagogy	98	
1.	Certificate Programs: Proposals	98
2.	The Department and its Relationship with CCASA	99
H. Other.....	100	
1.	Faculty Congress	100
2.	Faculty Reimbursement for Texts.....	100
3.	Departmental Procedures for Approval of On-Line Format for existing Courses	100
4.	Procedures for Assigning Teaching of Courses	100
5.	Visiting Scholars	102
6.	Academic Appeal Process within EDCP	103
7.	Research Space Allocation Policy	104

A. DEPARTMENT MEETINGS

1. Communication about Meetings of the Department

- All Department of Curriculum and Pedagogy (EDCP), Undergraduate Committee (UAC), and Graduate Advisory Committee (GAC) meetings must have a written agenda that is announced and distributed (electronically and in hard copy) to the members of the department and/or relevant committee at least two days prior to the holding of the meeting.
- A staff member will be assigned to take minutes at all EDCP Department, UAC and GAC meetings.
- Minutes will be distributed (electronically and in hard copy as requested) as a record of the business to department members within one week of the meetings.
- The agenda for and previous minutes from the EDCP Department, UAC, and GAC Meetings must be distributed, discussed and voted upon at the following meetings so as to reflect any items that need to be included, excluded, or adjusted.

2. Conduct of EDCP Department Meetings

Members of EDCP normally meet monthly from September to May to communicate about and set policies related to governance of the Department. Voting members comprise all faculty members (academic and professional tenure track, and lecturers) in the Department, all continuing sessional instructors teaching (with 15 credits of workload or more in the current academic year), and two graduate student representatives. The elected representatives can vote but visitors cannot. Elected student representatives must also leave the meeting if and when confidential faculty issues are discussed. Motions are passed by a majority of those present at a meeting. There are no proxy votes. Meetings are conducted according to *Robert's Rules of Order Newly Revised*.

The Department Head proposes the agenda and chairs Department meetings. Agenda items usually arise from matters of Department committees. Meeting agenda with supporting documents will be available at least two days in advance of Department meetings. Minutes are recorded by staff, approved by the Head, and made available to voting members within one week following the meeting.

Department members are expected to be familiar with and follow *Roberts Rules of Order* in participating in meetings. For example with respect to motions:

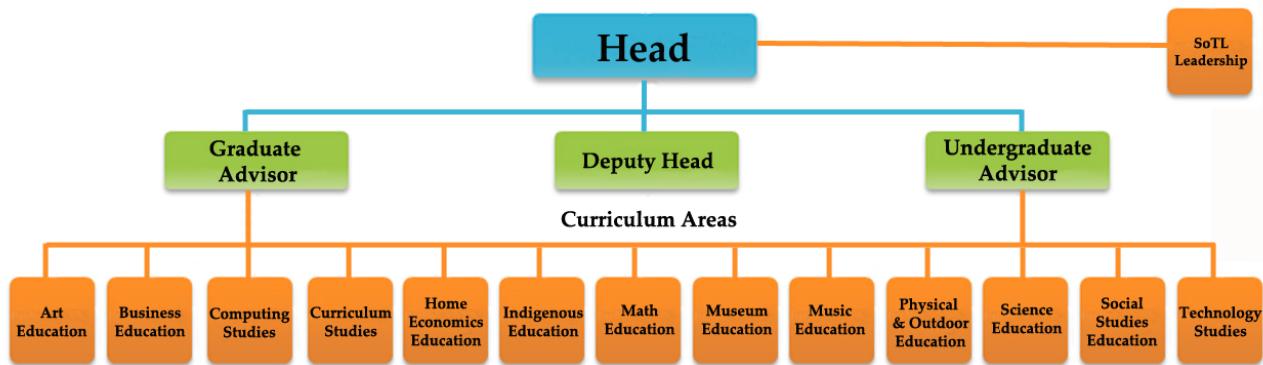
- The mover of a motion speaks first on the motion.
- Someone who has not spoken on a motion has preference over someone who has.
- Debate on a motion must be germane to the question, that is, it must address whether the particular action on a motion should or should not be taken.
- Speakers cannot attack or question the motives of another – they may critique ideas but not people.

Department members are expected to engage in respectful and constructive dialogue that creates a tone that encourages everyone to speak and be heard. This means listening to each other, not monopolizing the discussion, and not talking in side conversations or over someone else who has been recognized and has the floor.

Meetings are regularly scheduled at 12:30 – 2:00 on the third Thursday of each month, the exception being December, when it is scheduled on the second Thursday.

B. GOVERNANCE

1. Administrative Chart



2. Department Head

Reporting to the Dean, the Department Head provides academic and administrative leadership and oversight to the Department. A total of 12 administrative credits per year are allocated for this position.

Specific duties include (but are not limited to):

- Provide leadership to the Department.
- Manage all matter of Department governance.
- Work with the Administrative Manager to manage the Department budget.
- Ensure the ongoing development of Department Academic and Strategic Plans.
- Manage the Undergraduate and Graduate Advisors' responsibilities in their absence.
- Assign and oversee workload of full time Faculty.
- Appoint members of standing committees and/or organize elections of all Department Standing Committees and Special Committees.
- Work with the Undergraduate and Graduate Advisors to support and assess all teaching of tenure stream and lecturer faculty members, and sessional instructors.
- Provide ongoing mentoring and career support for Faculty members and staff.
- Participate as a member of the Dean's Advisory Committee and Department Head meetings with the Dean.
- Prepare agendas for and chair Department Meetings.
- Chair the Department Standing Personnel Committee.

- Chair the Merit Committee.
- Chair tenure-stream Search Committees.
- Chair the Head's Advisory Committee.
- Circulate a monthly report informing department members of recent developments and initiatives.

3. Deputy Head

Reporting to the Department Head, the Deputy Head works with the Department Head to provide academic and administrative leadership to the Department. The Deputy Head will be allocated six administrative credits. The appointment is two years from July 1st to June 30th.

Specific duties include:

- Provide academic and administrative leadership to the Department.
- Serve as Acting Head in the Department Head's absence.
- Participate as a member of the Head's Advisory Committee.
- Negotiate Department workload FTE allocations with the Senior Associate Dean.
- Work with the Administrative Manager to ensure that all courses are staffed and scheduled in all three terms.
- Respond to program and course changes initiated by other departments or faculties that may impinge on EDCP programs.
- Handle all appeals directed against Department instructors.
- Liaise with Undergraduate Advisor and/or Graduate Advisor to address low teaching evaluations of sessional instructors and teaching assistants.
- Liaise with Faculty Relations and Human Resources to ensure that Department policies and procedures are aligned with current collective agreements and university policies for faculty, teaching assistants, and staff.
- Monitor and, when necessary, revise Department policies and procedures.
- Undertake activities and responsibilities as delegated by the Department Head.
- Circulate a monthly report informing department members of recent developments and initiatives.

4. Graduate Programs Advisor

Reporting to the Department Head, the Graduate Programs Advisor takes primary responsibility for providing academic leadership and administrative oversight to all graduate programs and courses offered by the Department. The appointment is for two years. A total of six administrative credits per year are allocated for this position.

Specific duties include:

- Provide academic leadership to all graduate programs offered by the Department.
- Provide administrative oversight to all graduate programs.
- Manage all matters related to graduate programs including: recruitment, admissions, publicity, student advising, student appeals, student awards, and student graduation.
- Participate as a member of the Department's Head's Advisory Committee.

- Liaise with the Faculty of Education Office of Graduate Programs and Research, Faculty of Graduate Studies, and with other Departments in the Faculty of Education.
- Chair the Department Graduate Advisory and Graduate Award committees.
- Provide leadership in organizing academic seminars and professional workshops for graduate students.
- Work with Faculty members to monitor course/program curriculum content and structures.
- Propose a schedule in all three terms of on-campus courses based on program requirements, taking account of student needs and faculty interests.
- Circulate a monthly report informing department members of recent developments and initiatives.

5. Undergraduate Programs Advisor

Reporting to the Department Head, the Undergraduate Programs Advisor provides academic leadership and administrative oversight to undergraduate programs and courses offered by the Department. The appointment is for two years. Up to six administrative credits per year are allocated for this position.

Specific duties include:

- Provide academic leadership to undergraduate programs and courses offered by the Department.
- Participate as a member of the Department Head's Advisory Committee.
- Provide administrative oversight to all the undergraduate programs and courses offered.
- Liaise with the Teacher Education Office on matters pertaining to undergraduate courses, cohorts, and programs.
- Work with Curriculum Area Chairs and the Department Administrative Manager to ensure that courses are staffed and scheduled in all three terms.
- Work with faculty members to monitor and develop program curriculum content and structures.
- Chair the Department Undergraduate Advisory Committee meetings.
- Serve as the department representative on the Working Group on Teacher Education (WGOTE) committee.
- Work with Curriculum Area Chairs to circulate a monthly report informing department members of recent developments and initiatives.
- Attend Teacher Education Office Coordination meetings.
- Participate in department hiring committees as requested by the Head.

6. Head's Advisory Committee

Consists of the Head, Deputy Head, Graduate Programs and Undergraduate Programs Advisors.

- Meetings are chaired by the Head and are scheduled every second week.
- Additional meetings may be called at the discretion of the Head for advice on Department matters.

7. Curriculum Area Chairs

Curriculum Area Chairs provide academic leadership for all courses and to all instructors within curriculum areas. These include Art Education, Business Education, Computing Studies, Curriculum Studies, Home Economics Education, Indigenous Education, Mathematics Education, Museum Education, Music Education, Physical Education, Science Education, Social Studies Education and Technology Studies. Chair responsibilities may be divided across two or more persons in any year. The appointment is 12 months, from July 1st to June 30th.

Specific duties include:

1. Organize and chair curriculum area meetings to develop courses and program initiatives, including ongoing monitoring of curricular content and pedagogical matters of all courses.
2. Consult all members of the program area on matters related to hiring plans, replacement of faculty while on leave, or any other matters related to staffing.
3. Provide ongoing assistance and mentoring for sessional instructors, seconded faculty, and teaching assistants.
4. Ensure that all syllabi are complete and are aligned with area, department, faculty, and university policies.
5. Identify and recommend instructors for courses offered in the curriculum area.
6. Work with the Undergraduate Programs Advisor to schedule courses, provide course and program reviews, and promote curriculum area courses and programs.
7. Review the content of the curriculum area section of the department website periodically and provide updating information to the appropriate support staff person.
8. Organize annual equipment request to the department.
9. Attend Teacher Education Office Coordination meetings.
10. Liaise with relevant staff members in the Teacher Education Office regarding admission requirements for the curriculum area.

8. Five Principles of *Equitable Rotation* within the Department

1. **From committee to committee:** No member should sit on any departmental committee for more than two years at a time (with the exception of curriculum area committees). All members must serve on at least one departmental committee as administrative service each year, except when on leave.
2. **From course to course:** Each area specialization should precede workload deliberation by the Head and Deputy Head by working out equitable course load assignments among area specialization members for a two-year cycle. All future workload assignments will be issued over a two-year (not one-year) cycle. Attention needs to be paid to student need for courses and course offerings before any application for study leave can be considered. Study leaves will not be approved in instances where the request leads to unacceptable program gaps.
3. **From professorial splendor to leadership/administrative service:** Part of the responsibility of being a member of an academic community lies in taking one's turn at leadership and administrative service. We all enjoy the splendor of professorial elegance but, from time to time, we must do our bit and serve the Department. Once service has been rendered for 2-3

years, we can then return to life as a professor knowing that we have contributed to the academic community.

4. **From no funding to seeking external research funds once every three years:** A further instance of the rotation principle has to do with the *seeking* of external research funds by tenure-track and tenured faculty members once every three years that they do not have external funding. A portion of the Department Secretary's time will be made available to provide word-processing assistance to faculty members preparing research proposals.
5. **From three terms of blended activity to two terms of teaching and one research term:** This rotation is one that most already observe. So why is it mentioned? Because we *all* need to observe this rotation. It is a *sine qua non* that both teaching and research terms include service. So, we are talking here about the removal of teaching only for one term to concentrate on scholarly work. To facilitate that, all future workload assignments will only be approved if there is clear evidence of one research term. This aspect of the rotation principle is designed to protect the department's core commitment to research and scholarship.

C. SUPPORT STAFF

1. Who We Are

Peter Grimmett | Department Head

Our mission is to provide local, national, and international leadership in discipline-specific and interdisciplinary approaches to learning and teaching. Our research supports commitments to curriculum and pedagogy study in school, post-secondary, community, and informal learning contexts

Administration

Administrative Manager (Saroj Chand)

Provides oversight of the general operation of the department under the direction of the Head.

- financial and administrative management
- management and supervision of administrative support staff
- coordinate hiring and appointments
- responsible for space allocation
- liaises with faculty members on appointment of graduate research assistants
- responsible for building maintenance and Health and Safety issues

Administrative Assistant to the Head (Anna Ip)

- provides administrative and secretarial support to the Head
- responsible for daily maintenance of EDCP website

Technical Support Specialists

User Support Specialist (Bob Hapke)

Provides technical expertise in science and technology, for curriculum and pedagogy research, teaching and learning by faculty and graduate students within the department.

- works collaboratively with faculty and graduate students to provide direction and advise on solutions for specific research needs and applications
- researches and tests new methods to deploy specialized equipment and software for educational teaching and research
- administers department research servers

Research Technician/Graphic Designer (Kirsty Robbins)

Provides art and graphic design expertise for curriculum and pedagogy research, teaching and learning by faculty and graduate students within the department.

Administrative Assistant (Scott Cartmill)

- accounting support

Administrative Assistant (Kalie Fong)

- general administration

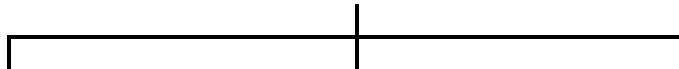
Graduate Programs Assistant (Basia Zurek)

- graduate admissions and support (from admission to graduation)

- responsible for collaboration and execution of creative solutions for a diverse range of promotional, advertising, branding, and communications deliverables for the department
- researches, designs and produces graphic design solutions for presentation and promotion of faculty research projects at conferences and in publications

2. What We Support

Support Staff

Support

- secretarial, clerical, technical, and research support to faculty members, lecturers, sessionals, secondments, post-docs, visiting professors, graduate, and undergraduate students

Programs

- undergraduate courses with a curriculum focus in 9 areas
- graduate programs at both the Master's and PhD level (some of which are structured as research themed cohorts)
- curriculum and pedagogy summer institutes

13 Specialist Area Laboratories

These laboratories make our programs unique from other teacher education programs within the province. They support teaching, learning, and research in both the undergraduate and graduate programs.

Health and Safety

These laboratories must all be managed and maintained to ensure compliance with UBC Safety Policy #7 and Work Safe BC Policy Regulation Part 30-30-1: Application 30/17 Personal Protection

Managing, coordinating, and maintaining, preparing, purchasing and inventory of all aspects of discipline-specific laboratories.

- science: chemistry, biology, and physics laboratories and chemical resource rooms
- art: ceramics studio with 4 kilns, textiles study with specialized facilities for fabric dyeing and other processes, elementary art, printmaking
- music: 600 plus instrument and a medial lab for music study
- business education
- technology education studies
- math education
- home economics

Research Centres

- The Centre for the Study of Historical Consciousness
- THEN/Hier, The History Education Network
- A/R/Tography
- Media and Technology Studies Lab
- The Centre for the Study of Internationalization of Curriculum Studies
- The Centre for the Study of Teacher Education
- Two Tier One Canada Research Chairs and the David Robitaille Chair in Mathematics, Science, and Technology

Conferences

Planning, hosting, and technical expertise for numerous local and international conferences

- EDCP Science, Math, and Technology Fair
- AAACS
- IVSA
- CSSE
- IOP
- CSEA
- TGFU
- TL&T
- ICTR

D. STANDING COMMITTEES

1. Department Standing Personnel Committee (DSPC)

Guidelines for the DSPC:

- It is an elected committee of eligible tenure-track faculty members and must, at a minimum, comprise three Professors, two Associates, and one Assistant.
- Is chaired by the Department Head.
- Elections are held at the beginning of September to constitute the Committee for that academic year.
- Meetings are called as required to accomplish the tasks.

Election of Committee Members:

- Paper nomination form distributed with 10 days allowed for nominations.
- At deadline nominations are reviewed to ensure distribution across ranks. When necessary, specify ranks where nominations are needed and extend nomination deadline until appropriate distribution of nominees is identified to fill all positions.
- The election will be conducted through online voting.

Task:

- The DSPC recommends all reappointments, appointments with term, tenure, and promotion cases.

Procedures:

Tenure and Promotion cases:

- The applicant's curriculum vitae (CV), four publications and peer reviews will be copied and distributed to DSPC members at least one week in advance of meeting.
- All information, opinions, and discussion are strictly confidential.
- Committee members meet to discuss strengths and weaknesses of the case.
- The Chair voices no views and does not vote.
- Letters of reference and SCETs are distributed and read in the meeting.
- If anyone around the table has or is co-authoring, a co-grant holder, has been thesis supervisor, has a family relationship or any other conflict of interest in the case, they must recuse themselves from all discussion of the case.
- Decisions are made in the form of a motion to recommend or not recommend. For the purpose of communication of the case to the Dean, the vote on the motion will be recorded but will not be made public to the department or to the applicant.
- Voting on motion is by anonymous paper ballot, (Yes or no, abstention is not permitted).
- All confidential documents (CV, references, SCETs, colleague review) are returned to Chair for shredding.
- The Chair writes the case letter to the Dean, circulating it to DSPC members for their comment and approval before final submission to the Dean.

2. Graduate Advisory Committee (GAC)

Guidelines for the GAC:

- Is chaired by the Department Graduate Programs Advisor, who is also a member of the committee.
- The GAC reports to the Head and informs members of the Department through the Graduate Programs Advisor's monthly department report and the availability of the minutes of each meeting.
- Any motions passed at a GAC meeting will be brought forward to the next department meeting for consideration and/or approval.
- The members are appointed by the Head each September. In forming the Committee, consideration is given to representation from a range of program areas in the Department, gender, and junior and senior faculty members.
- Two graduate students (one masters, one doctoral) are members of the Committee.

Tasks:

- The GAC reviews and makes recommendations to the Department on all admissions to doctoral programs and in the case of master's program if there is clear agreement from the subject area and supervisor, the Graduate Programs Advisor recommends the students for admission. In the case of borderline recommendations, the GAC will make the final decision.
- Reviews and communicates on academic oversight matters to the Department and the Faculty of Graduate Studies on all graduate programs in the Department.
- Reviews and advises on graduate course and program proposals in advance of a full review by the Department at the next scheduled department meeting.
- Advises the Department on the development and scheduling of graduate courses.
- Reviews Department policy related to graduate programs for the purpose of proposing policy changes to the Department.

Procedures:

- The GAC meets monthly and as required. Meeting agendas are set by the Chair and provided at least two days prior to each meeting to all Committee members.
- Minutes are taken by the graduate program assistant, approved by the chair, and made available to members of the Department within one week following the meeting, if possible.
- Meetings are regularly scheduled at 12:30 - 2:30 pm on the second Thursday of each month.

3. Graduate Awards Committee: SSHRC/AF (Affiliated Fellowship) Adjudication

Guidelines for the Graduate Awards Committee:

- Consist of five members of the Department from different curriculum areas and who possess divergent research interests and methodological expertise.

- Committee members serve staggered two-year appointments for continuity purposes. Given that there is a large demand on the committee members' time in late September and early October, consideration will be given to those members who have heavy teaching schedules in the first term.
- The Department Graduate Programs Advisor is a member of the Committee.
- The Chair will serve for two years.
- This committee meets as required throughout the year.

Tasks:

- Reviews and ranks graduate students for SSHRC, AF, and other competitive awards.
- Monitors the range of awards available and specifically targets and encourages individual graduate students to apply for these awards.

Procedures:

The procedures to be followed by the Graduate Awards Committee and subsequent adjudication committees should be clearly articulated to all Department members in early September, and are as follows:

Prior to the Adjudication Meeting

- The criteria that the committee uses to judge the students' applications should be made public to all members of the Department well in advance of students initiating work on their applications (preferably the term before or for new students in the materials sent out to the students).
- The criteria used by the Awards Committee are the four criteria outlined on the SSHRC webpage for Doctoral and Master's awards. These criteria are:
 - past academic results, demonstrated by transcripts, awards and distinctions;
 - the program of study and research and its potential contribution to the advancement of knowledge;
 - relevant professional and academic experience, including research training, as demonstrated by conference presentations and scholarly publications; and
 - two written evaluations from referees.

After the Adjudication Meeting

- The Awards Committee members will prepare a written summary outlining the strengths and weaknesses of each applicant on each of the four criteria.
- Each of the Committee members will undertake the responsibility of contacting a group of the applicants and discuss these written comments with them and their thesis supervisor (if desired).
- Students and their supervisors will be notified about whether or not their file has been forwarded to the FOGS for further consideration of SSHRC/AF awards, but they will not receive the actual ranking order.

4. Undergraduate Advisory Committee (UAC)

Guidelines:

The mandate of the Undergraduate Advisory Committee is to develop vibrant, relevant and cohesive undergraduate academic programs in the Department of Curriculum and Pedagogy (EDCP). Area Chairs work closely with the EDCP curriculum area committees and the Teacher Education Office (TEO) to ensure continuity across multi-section courses and practicum experiences.

Tasks:

- Review and advise on undergraduate teacher education courses, and program (certificate and diploma) proposals before review by the department as a whole.
- Review and advise TEO on the development and scheduling of teacher education courses.
- Review and advise EDCP on department policies related to teacher education programs and the Undergraduate Programs Coordinator and Curriculum Area Chairs outlined in Department Administrative Organization document.
- Review and advise on admissions processes to teacher education programs.
- Seek to achieve consistency, cohesion and communication amongst curriculum areas (for examples: workload, course syllabi, assignment frequency, timing and rigor, and assessment).
- Review and advise on matters arising from Teacher Education program.
- Inform TEO of any issues, problems and observations regarding delivery of courses.

Composition and committee protocol:

- Chaired by the Undergraduate Programs Advisor.
- The UAC Advisor reports UAC business to the Head and members of the Department.
- UAC meeting agendas are established by the UAC Advisor and agenda items should be submitted by Committee members at least two days prior to the meeting.
- UAC will meet monthly or as needed and minutes are taken by the UAC Secretary, approved by the UAC Coordinator, and made available to members of the department within three weeks following the meeting.
- The UAC Advisor will bring matters requiring departmental approval to the next department meeting.
- Voting membership on the committee is composed of Curriculum Area Chairs designated by the EDCP Department Head.

5. Merit Committee

Guidelines for the Merit Committee:

An elected committee of eligible tenure-track faculty members that must, at a minimum, comprise three Professors, two Associates, and one Assistant/Lecturer.

- Chaired by the Department Head.
- Elections are held at the beginning of January to constitute the Committee for that year.

Tasks:

- Reviews all Summary of Activities reports each year and recommends merit and career progress increments.

Election of Committee Members:

- Paper nomination form distributed with 10 days allowed for nominations.
- At deadline nominations are reviewed to ensure distribution across ranks. When necessary, specify ranks where nominations are needed and extend nomination deadline until appropriate distribution of nominees is identified to fill all positions.
- The election will be conducted through online voting.

Process for Determining Merit:

- Faculty members in the Faculty of Education are expected to participate in various activities associated with teaching, research and service. In conjunction with other units in the Faculty, and informed by various documents at UBC (including the Collective Agreement, and the Faculty Workload Policy), the Department of Curriculum and Pedagogy will establish criteria and standards for assessing faculty members' contributions in each of these areas.
- These standards and criteria will inform the Merit Committee and the Head's judgments of individual faculty member's contributions.
- Faculty members must submit a completed Summary of Activities Form to the Department Head by the specified deadline.
- Members of the elected Merit Committee will be provided with copies of these completed forms, along with written criteria for adjudicating achievement in each of the three areas of research, teaching, and service.
- In meetings chaired by the Head, the merit committee will judge each faculty member's achievement in research, teaching and service as "meeting," "exceeding," or "not meeting" expectations.

Recommendations for Merit will be Made Using the Following Guidelines:

- Faculty members who have shown extraordinary achievement in two or more areas, one of which must include research/scholarship, and who have met or exceeded expectations in the other area, may be recommended for more than one merit increment.
- Faculty members who have exceeded expectations in one or more areas, and who have met expectations in the other area or areas, will be recommended for one merit increment.
- Faculty members who have exceeded expectations in one or more areas, but who have not met expectations in one or more areas, will likely not be recommended for a merit increment.
- Faculty members who have met expectations in each area, but who have not exceeded expectations in one or more areas, will not be recommended for a merit increment.
- Faculty members who have not met expectations in two or more areas will not be recommended for a merit increment, and will not be recommended for a career progress increment.

Criteria for Determining Merit:***(i) Research and Scholarship (40 per cent)***

It is expected that faculty members engage in research activities that are distinct from those activities that are considered teaching or service. It is expected that there be evidence of peer reviewed publishing emerging from these activities and documentation of funding secured to support research activities. In assessing the level of research achievement, a faculty member's position in either the professional (e.g., Assistant Professor of Teaching, formerly Instructor) or academic tenure-track professorial stream will be considered, as will her or his experience and rank.

Publications include articles in peer-reviewed scholarly journals, chapters in edited peer reviewed books; articles in peer reviewed conference proceedings; single- or co-authored books with recognized academic presses; edited books with recognized academic presses; and creative or artistic work presented in refereed, juried or peer-reviewed situations. It should be noted that peer-reviewed articles in top-tier scholarly journals are given considerable weight at UBC. Authoring of articles published in professional journals will also be considered, particularly if these are informed by research activities. Authoring of curriculum materials and media presence are considered to be important forms of scholarly impact; however these must be seen to be emerging from the faculty member's program of research in order to be considered a research contribution.

Presentations at or contributions to local, national, and international conferences constitute important forms of research productivity. National and international reputation is also considered to be an indicator of scholarly impact (i.e., keynote addresses, discussant on panels at conferences, chapters in books by noted scholars in a field of study, reviewing tenure and promotion cases, serving as external examiner on dissertations and/or academic programs). All of these forms of presentation must be seen to be emerging from the faculty member's research program. If this is not obvious, particularly in the case of local presentations to non-academic audiences, the presentation may be considered a form of professional service.

The editing of scholarly journals is considered to be a contribution to scholarship. Faculty members who are involved in editing activities should clearly specify on their Summary of Activity Form the status of the journal (research or professional), the distribution, the number of manuscripts processed and published each year, and the status of the journal in the relevant field. If editorials are written, mention should be made of their length and the topics/themes represented in them.

(ii) Teaching (40 per cent)

SCET scores of faculty members will be taken into consideration when assessing teaching. While these scores cannot be considered to be entirely reliable indicators of teaching excellence, at present they are the means that have been formally approved by the University and Faculty for assessing teaching and, therefore, must be considered when

assessing merit.

In assessing the level of teaching achievement, a faculty member's position in either professional (e.g., Assistant Professor of Teaching, formerly Instructor) or academic tenure-track professorial stream will be considered, as will her or his experience and rank.

Graduate student supervision and mentoring is considered to be an expected and important contribution to teaching. The merit committee will take into consideration numbers of graduate students being supervised, including noting the number that have completed their degree that year.

A commitment to teaching at the undergraduate level is considered to be an expected and important contribution to the Department. In addition, the work conducted by Curriculum Area Chairs constitutes a valuable contribution. Because coordination of undergraduate program areas includes both teaching and service aspects, the nature of each faculty member's coordination duties/responsibilities will determine to which area (service or teaching) it primarily contributes. When the coordination is primarily professional and/or academic support and mentoring, it will be considered a form of teaching; when the coordination is primarily administrative, it will be considered a form of service.

Faculty members are encouraged to include on their Summary of Activities forms information that clearly specifies contributions to supervision, peer reviewing, workshop/seminar development for teaching improvement, and other such activities that contribute to the overall maintaining and developing of teaching excellence in the Department.

Curriculum and program development at the University level is considered to be an important contribution to teaching. Faculty members who have engaged in such activities must clearly specify their roles and contributions, with particular attention to noting any documented effects of these activities.

(iii) Service (20 per cent)

Service involves numerous activities including, serving on department and campus committees; providing leadership and service to academic and scholarly communities locally, nationally, and internationally; and serving various professional and public communities.

In the Department of Curriculum and Pedagogy, service and research activities may (and often do) occur in the same or a similar setting. In order to differentiate between the two, service activities are considered to be those activities for which one's expertise in one's discipline is *not required* and/or the rigor and accountability of traditional research and professional development is *neither expected nor required*.

In order for a service activity to be considered, it must be clearly aligned with the faculty member's role. Community service activities, such as charitable fundraising for organizations, will not be considered a form of service in merit assessment.

All faculty members are expected to demonstrate service contributions. In assessing the level of service achievement, a faculty member's position in either professional (e.g., Assistant Professor of Teaching, formerly Instructor) or academic tenure-track professorial stream will be considered, as will her or his experience and rank. Those persons occupying Associate or Full Professor ranks are expected to demonstrate leadership service in Department, Faculty, University and/or academic communities.

6. Seminar Committee

Guidelines for the Seminar Committee:

- Consists of two/three members, one of whom agrees to Chair.
- Considers and coordinates all requests from faculty members and visiting scholars who wish to present seminars in the Department.
- Develops a theme for seminar series coherence.
- Department seminars are regularly scheduled at 12:30—2:00 pm on the second Thursday of each month.

7. Quality of Life (QLF) Committee

Guidelines for the QLF committee:

- Consists of two/three members, one of whom agrees to Chair.
- Members include one graduate student representative.

Tasks:

- Build a supportive and energizing community in the Department.
- Schedule social events throughout the year.
- Circulates written report two days before each Department meeting.
- May collect social fees each year from faculty, instructors, staff and students and maintains records of committee finances.

Procedures:

- The Committee may request an annual fee from Department members to be collected by the Department secretary.

8. Curriculum Area Committees

Guidelines for Curriculum Area Committees:

- Made up of those teaching and/or supervising graduate students in a specific subject area.
- Assists coordinator/chair with scheduling, staffing, website and other curriculum area matters.

- Meets regularly to consider matters related to: graduate, diploma and certificate enrolments, initiatives in the subject area, accomplishments, successes, challenges, and plans for the next year.
- Considers requests from visiting scholars in the area and forwards recommendation to Head.

9. Teaching Awards Committee

Guidelines for Teaching Awards Committee:

- Members comprise two members of the department (one of whom agrees to Chair) and up to two graduate and/or undergraduate students.

Tasks:

- Solicits nominations for annual Graduate Teaching Assistant (GTA Teaching Award – see below) and other teaching awards requiring Department nominations.
- Reviews and ranks nominations.

EDCP GTA Teaching Award

The Department of Curriculum and Pedagogy wishes to acknowledge the significant teaching contributions made by our graduate teaching assistants by annually awarding a teaching prize of \$250-\$500 to an outstanding individual. Through this award we hope to recognize the enthusiasm, dedication, and distinguished scholarly and professional efforts that characterize exemplary teaching. As is fitting for a department of curriculum and pedagogy, we will be awarding this teaching award to a graduate teaching assistant who has demonstrated excellence in teaching, as well as curricular leadership and mentoring skills. Additional awards, entitled prizes, may be given to teaching assistants who are deemed excellent teachers.

Eligibility: The awards and prizes are open to those graduate students who have taught at least two terms for the Department or who have supervised student teachers over the same period of time.

Nomination Process: Nominations and accompanying materials should be sent to the Department Head by March 1. Nominations may come from Faculty or other individuals who have worked with the nominee. Nominations should be in the form of a 1-3 page letter that describes in detail the teaching contributions made by the nominee. Supporting letters written by students who were taught by the nominee are encouraged, as is evidence of curricular innovation, mentorship, and any special contributions the nominee has made to our professional programs and/or our graduate community. In addition, see <http://ogpr.educ.ubc.ca/funding/teach.html> and <http://www.vpacademic.ubc.ca/awards/gradta/criteria.htm> to assist in developing the nomination so that the award requirements are harmonized at the faculty and department levels and the same nomination package can be used.

Adjudication Process: The recipient of the award and/or prize(s) will be chosen by a committee representing Faculty in the Department, as well as students in the B.Ed. program. The committee will meet in early March so that the award and/or prize(s) can be awarded at a department event in the spring. The individual selected for the Department Award will also be the Department nomination for the Faculty of Education Graduate Teaching Assistant Prize.

E. SPECIAL COMMITTEES

1. Search Committees

Guidelines for Search Committees:

- Chaired by the Department Head.
- Created by the Head as required.
- Members include:
 - one graduate student representative,
 - two faculty members representing the area concerned,
 - the Department Graduate Advisor,
 - the Department Undergraduate Advisor, and
 - two members as appointed by the Head.

Tasks:

- Review, rank and recommend on appointment of faculty to advertised tenure track positions.

Procedures:

- All application materials, applicant names and conversations within the Committee are strictly confidential.
- The Chair and Committee members should be at arm's length from all applicants. They should not include relatives, close personal friends, clients, current or former colleagues, former thesis supervisors, research supervisors, current or former grant co-holders and coauthors.
- Applications, CVs and supporting materials will be copied for review by each Committee member.
- Once the search has closed, the Committee meets to review the position advertisement, discuss the specific needs of the Department, and create a long (up to six) and short (two to three) list of names. A report is prepared for presentation to the Dean that summarizes the qualifications of each candidate and provides a rationale for those recommended candidates. References are sought for applicants on the long list. Committee members will not write reference letters for any applicants.
- The Committee reviews reference letters and meets to decide on those to be recommended for invitations for interviews.
- The Chair meets with the Dean for approval of the shortlisted candidates.

- The candidates' research presentations will be advertised to the Department. Tenure-stream faculty members will be provided with response forms for each candidate and will be invited to provide written comments on each candidate to the Search Committee. In addition to commenting on the research presentation of each candidate, faculty members will be invited to review each candidate's CV and research publications, and also to comment on these. Committee members will be provided with copies of all the response forms prior to their final decision-making meeting.
- The Search Committee meets to consider all documentation gathered and input received, and votes on a recommendation to the Dean.
- The Head forwards the committee's recommendation to the Dean along with details of the search, supporting documentation, and a rationale for the recommendation.
- The Dean forwards the recommendation to the Provost.

2. Teaching Review Committees

Guidelines for review of teaching practice:

Reviews of teaching practice fall into two categories: the evaluation of teaching practice (summative) and the mentoring of teaching practice (formative). The following guidelines are designed for the *Summative Peer Review of Teaching* (SPRT). Formative reviews procedures, in consultation with the faculty member under review, should draw on key components of the SPRT process.

SPRT is typically carried out for faculty members being considered for reappointment, tenure, and promotion. The SPRT might also occur in special cases where an evaluation of teaching practice is requested by a faculty member or by the university, or as part of a periodic review for those who have attained the final rank in their particular career trajectory. The SPRT should be a meaningful, transparent, systematic, and fair to all involved.

The purpose of the SPRT is to assemble all of the relevant data pertaining to the teaching contribution of the faculty member under review and to make a recommendation to the Departmental Personnel Committee:

- The individual exceeds the standard of teaching expected of faculty members in this Unit.
- The individual meets the standard of teaching expected of faculty members in this Unit.
- The individual is below the standard of teaching expected of faculty members in this Unit.

In this regard, it should be emphasized that any SPRT should take into account differing positions and associated ranks, and the attendant expectations, as set out in the Collective Agreement (e.g., Instructor, Senior Instructor, Professor of Teaching, Lecturer, Assistant Professor, Associate Professor).

For guidance regarding the standards of teaching refer to the information at the end of this section:

- Supplementary Information #1: Guide to Reappointment, Promotion and Tenure
- Supplementary Information #2: Procedures at UBC 2011 Approaches to the Peer Review of

Teaching

- Supplementary Information #3: Teaching Principles of Summative Peer Review [of Teaching]
- Supplementary Information #4: Collective Agreement between The University of British Columbia and the Faculty Association of The University of British Columbia
- Supplementary Information #5: Columbia and the Faculty Association of The University of British Columbia
- Supplementary Information#6: Classroom Observation Cover Sheet.

When is Summative Review of Teaching Conducted?

In cases of reappointment, tenure and promotion of faculty members, a Summative Peer Review of Teaching is initiated in the beginning of the academic year in which the member is applying for reappointment, tenure, and promotion. The Review is typically conducted a number of weeks after the start of a term to allow sufficient time for the member to establish the class protocols and dynamics.

In special cases of SPRT, the timing is determined by the Head in consultation with the faculty member.

What are the Procedures for a Summative Review of Teaching?

A Summative Peer Review of Teaching (SPRT) is used for reviews of teaching as required by the university and is used regularly in relation to promotion and tenure cases. In such cases, the following procedure is followed:

Action*	Agent
<i>SPRT is typically initiated by a</i>	Faculty Member
..... who makes a request to	Head
..... who establishes (or refers to) a	SPRT Committee (includes ext. and int. reviewers)
..... who conducts	the SPRT
..... who report back to the	Head
..... who reports back to the	Faculty Member
..... <i>and where appropriate, it is</i> the	Head
..... who forwards it, with other materials, to	'Unit' Personnel Committee
..... who forwards it to the	Faculty Personnel Committee (FPC)
..... who forwards it to	University Senior Appointments Committee (SAC)

* This is a typical scenario for the use of SPRT in promotion and tenure cases. Variations may occur depending on individual cases. At all times the member is advised of the status and progress of his or her case.

Initiating the Review:

In cases of tenure and promotion, a faculty member puts his or her name forward to the Head (Note: the Head is often the Chair of the 'Unit' Personnel Committee).

Other instances of Peer Review of Teaching are handled on a case-by-case basis by the Head.

Preparing for the Review:

The Head consults with the faculty member and confirms the protocol for the review.

Appointment of Peer Reviewers

The appointment of Peer Reviewers typically involves the faculty member nominating potential candidates for the committee from which the Head will choose one (or more as the Head deems appropriate). The Head will nominate his or her own representative(s) for the committee.

It is recommended that the Peer Review Committee also include a member external to the faculty member's unit but within the Faculty. The Head will negotiate with other units to appoint an external reviewer.

The Head will designate one of the committee members of the committee to serve as chairperson.

In cases where the candidate's teaching is in contexts other than mainstream teaching and learning contexts of the university, it is expected that at least one person on the Committee will have an understanding of those contexts and their implications for teaching.

Expectations of the Members of the Peer Review Committee

- Reviewers are expected to know the policy and procedures related to the Peer Review of Teaching
- Reviewers are expected to be familiar with the literature on the Peer Review of Teaching (available upon request from TCLT)
- Reviewers are expected to have a knowledge of the pre-conference, observation, and post-conference peer review of teaching cycle (TCLT information is available on this topic)

Professional development, as necessary, will be offered by the Faculty to ensure the readiness of reviewers for their role.

What Happens During the Review:

The review will consider all aspects of teaching expected of a member within the unit. This would typically include classroom teaching and graduate supervision.

The Peer Review of Teaching Committee will meet with the faculty member and decide upon the elements of his or her practice that will be reviewed. For example, for teaching, a decision will be made with respect to the nature and scope of the classes to be observed.

In the case of classroom teaching, where possible the committee is expected to:

- a) consult with the faculty member being reviewed to determine the aims of the course(s) he or she is currently teaching and to obtain relevant documentation about and to become aware of particular circumstances relevant to the evaluation of the class(es) to be observed.
- b) examine the course materials associated with the classes to be observed.
- c) observe at least two classes, from different courses if possible.
- d) complete a classroom observation form for each class (see cover sheet attached).
- e) debrief the observation with the member following the class to clarify any aspects of the teaching that would inform the evaluation.

The member may, but is not required, to share information pertaining to the Student Evaluation of Teaching of his or her courses.

In the case of graduate supervision, where possible the committee is expected to:

- a) seek the names of the member's former graduate students and also from the Unit's Graduate Program Assistant and contact a sample of those students and indicate to them that as part of the review of teaching of faculty members (of which graduate supervision is a part) their opinions related to their supervision experience are sought.
- b) review the nature and number of the member's graduate supervision (e.g., the number of MEd, MA, and PhD students supervised or co-supervised, committee membership, completion rate, etc.) and, in consultation with the Head, determine the nature and substance of this work in relation to the Unit as a whole.

In the case of other forms of supervision (undergraduate or post-graduate), where possible the committee should include in their report information pertaining to the Faculty member's work in these areas accordingly.

Further, the committee will invite the member to supply any other information related to his or her teaching that might pertain to the review. For example, in some instance, course coordination can be regarded as teaching when the coordination is primarily professional and/or academic support and mentoring. (Note: Course coordination is not considered a form of teaching when the coordination is primarily administrative in nature.)

Other examples of supplementary information might include a teaching philosophy. (Note: It is becoming the norm within universities for teachers to articulate the philosophy of teaching that underlies both their classroom and supervision practices.)

Once the observations are complete, the information on supervision gathered, and any other supplementary information collected, the committee should meet to discuss these elements of the faculty member's teaching with a view to generating a report that is representative of the views of the committee regarding the faculty member's teaching. The report is typically a collaborative report usually compiled by the Chair of the committee and circulated to the committee members before being submitted to the Head. There is the option for committee members to submit individual reports that would then be collected by the Chair and submitted to the Head.

A typical summary report to the Head might include the following sub-headings:

- Student evaluation of teaching – where possible, the report should include the Unit norms with respect to the courses taught by the Faculty member
- The Faculty member's approach to teaching and learning
- Classroom observations of teaching practice
- Other teaching contributions

- Contributions to curriculum and pedagogy innovation and/or development
- Supervision of undergraduate, graduate, and post-graduate students – where possible, the report and should include the Unit norms with respect to the supervision undertaken by the Faculty member.

The SPRT report should conclude with one of the following recommendations:

- The individual exceeds the standard of teaching expected of faculty members in this Department.
- The individual meets the standard of teaching expected of faculty members in this Department.
- The individual is below the standard of teaching expected of faculty members in this Department.

What Follows the Review:

The Head will discuss the report with the member. The Head will then take the appropriate action based on the report.

Ethics and Guiding Principles:

The peer review process must be ethical and fair, must have explicit criteria for success, must use consistent standards, must be manageable in terms of resources, must make feedback available to the individual, and must incorporate information on student learning as well as the approaches and conduct of the individual's teaching. A description of guiding principles, as recommended by the UBCV Working group (2009), is included in Appendix II.

Supplemental Information #1:

Guide to Reappointment, Promotion and Tenure Procedures at UBC 2011

www.hr.ubc.ca/faculty-relations/files/SAC-GUIDE-201112.pdf (last accessed November, 2011)

Teaching Evidence

It is important that all recommendations for initial appointments, promotion, or tenure be supported by detailed evidence about the quality of a candidate's teaching. The amount of evidence will vary according to the circumstances of an individual case (e.g. the extent to which a recommendation rests on the teaching record), but there is a minimum necessary for all cases. There needs to be enough evidence so that committees beyond the Department can be confident that the University's standards for teaching performance have been met. Note that in the case of Senior Instructors, the standard for teaching performance is excellence. In the case of Professors of Teaching the higher standard of outstanding achievement in teaching, learning and educational leadership is required.

The complete teaching dossier is often an important factor in assessment for promotion and tenure by a candidate's Department, School or Faculty. However, the teaching dossier is less useful to the Senior Appointments Committee (SAC) because SAC lacks detailed knowledge of each academic unit's standards and expectations with respect to teaching for those in the

professorial ranks. Full teaching dossiers **should not** be forwarded to SAC except in cases of reviews for tenure at the rank of Senior Instructor or promotion to Professor of Teaching where more evidence is required in order to demonstrate the candidate has met the requisite standard of excellence or outstanding achievement in teaching.

Note: For more information regarding the composition of the teaching dossier for a candidate being considered for promotion to the rank of Professor of Teaching, please see Supplemental Information 2.

SAC therefore requests that, instead of a complete teaching dossier, each candidate's file include a summative assessment, normally completed by the Head, of the teaching portfolio and other appropriate evidence of performance as a university teacher and educator. Typically 2-3 pages in length, the assessment should include:

- A quantitative summary of the amount of teaching of all kinds performed by the candidate at the undergraduate, graduate and postgraduate levels, and a statement regarding how the amount of teaching compares to the expected norms of the Department, School or Faculty. If the amount of teaching in one or more particular areas does not meet the expected norms, an explanatory statement or comment should also be included.
- A quantitative summary and qualitative assessment of the candidate's student evaluations, and a statement regarding how these evaluations compare to the expected norms in the Department, School or Faculty. This information should be provided, if possible, for all levels and formats in which the candidate teaches. If the candidate's student evaluations in one or more particular areas do not meet the expected norms, a comment or explanatory statement should also be included.
- Whether student comments are included in the file as part of the student evaluations depends upon the practice of the Department, School or Faculty. The candidate has the right to add the student comments to the file providing they were obtained through formal procedures (see Article 4.02). If the student comments are added, it must be a comprehensive set (rather than a selection by the candidate).
- A summary of qualitative peer evaluations of the candidate's teaching at the undergraduate, graduate and postgraduate levels, and a statement regarding how these assessments compare to the expected norms of the Department, School or Faculty. If the candidate's peer evaluations in one or more particular areas do not meet the normally expected standard, a comment or explanatory statement should also be included. Charts may be helpful in setting out the summary, for example, giving average percentile rankings. Information about peer evaluations is provided by the Centre for Teaching, Learning and Technology.
- A statement regarding the candidate's performance as a graduate student supervisor in terms of the students' degree completion, publications, research awards, and subsequent professional success.
- A description of any other major teaching or educational activities performed by the candidate, along with statements supported by summarized evidence regarding the

candidate's effectiveness and the importance of these activities to the Department, School or Faculty. Included should be such activities as curriculum development, program or course direction, or development of instructional materials or websites.

- A list and brief description of any awards or other recognition of teaching excellence the candidate has received.
- A list and brief description of any special or remedial efforts undertaken by the candidate to improve teaching performance.
- A summary of any other evidence that bears upon the effectiveness or quality of the candidate's teaching. This might include, for example, national professional accreditation of a training program the candidate directs or recognition by a scholarly society of the candidate's educational contributions to the field.
- An overall summary of the candidate's performance as a university teacher and educator, and a statement describing how this compares to the expected norm for the Department, School or Faculty.

Supplemental Information #2:

Approaches to the Peer Review of Teaching

<http://ctlt.ubc.ca/resources/teaching/evaluation-tools/> (last accessed November, 2011)

The following provides two related approaches to the peer review assessment of teaching, gleaned from lists developed at many institutions in North America and elsewhere.

Focus on: a careful analysis of the conception and execution of a course of study goals and objectives: consider course design; outlines; hand-outs; other printed/electronic material; reading lists; fit with other courses

- Enactment and interaction: consider in-class observations; discussion with class; focus group discussion; discussion with teaching/lab assistants and/or co-teachers; individual interviews with students; interview with instructor
- Results: consider evidence of student learning through examinations, assignments, reports, essays, projects

Focus on: a review similar to what one would do for assessing research

- Clear goals – does the scholar state basic purposes clearly? Are objectives realistic and achievable? Are important questions in the field covered/illuminated/discussed?
- Adequate preparation – does the scholar show an understanding of existing scholarship? Does the scholar have the necessary skills and knowledge to teach this course? Are all the necessary resources properly marshaled to do an effective job?
- Appropriate methods – does the scholar use methods appropriate to the goals established? Are the methods effectively applied? Is there evidence on flexibility in modifying approaches as necessary?
- Significant results – does the scholar achieve learning goals? Are additional areas for further learning exploration revealed? Are students learning?
- Effective presentation and learning enhancement- does the scholar use a suitable style and effective organization to help students learn? Does the scholar interact with students with clarity and integrity?
- Reflective critique – does the scholar critically evaluate his/her own work? Is an appropriate

breadth of evaluation used to improve the quality of future work?

Other issues to consider:

It is important to include the following, as appropriate, when undertaking peer review assessments:

- Mentoring of students, via advising, employment, workshops, etc.
- Supervision of students, in honours courses, directed studies, graduate supervision,
- Curriculum development, department/faculty/university committees
- Innovation in teaching, via TLEF, Web courses, field work, Problem Based Learning, etc.
- Research and scholarship related to teaching
- Multiple classroom visit

Supplemental Information #3:

Principles of Summative Peer Review [of Teaching]

http://wiki.ubc.ca/Documentation:UBC_Peer_Review_of_Teaching_Initiative (last accessed November, 2011).

1. Accuracy
 - a) Process and criteria for peer review are appropriately selected, clearly articulated, and consistently implemented;
 - b) Criteria for peer review are consistent with other performance review requirements so that rigorous and credible peer reviews may serve multiple purposes;
 - c) Peer review teams should include reviewers who are trained/possess relevant expertise (both disciplinary and in peer evaluation) to offer reliable and valid assessments;
 - d) Adequate attention is given to all relevant facets of teaching (including but not limited to observation of classroom instruction, development of curriculum materials, innovation in pedagogy, etc.) and a representative sampling of the relevant evidence is ensured;
 - e) Criteria are established to define what constitutes evidence of effective teaching and that evidence is adequately documented.
2. Integrity:
 - a) More than one reviewer is involved in peer review;
 - b) Roles of formative mentor and summative reviewer are separated;
 - c) Independent observation/assessments are conducted by the reviewers, but a team approach is adopted when writing the final peer review report;
 - d) Sources of bias are identified and mitigated against, as much as possible (e.g., through involvement of arms length reviewers; team approach; etc.);
 - e) Integrity can be enhanced by involvement of an external reviewer charged with drafting the peer review report based on the input of all assessors;
 - f) The report is reviewed and ideally agreed on by all the reviewers; dissenting views are clearly recorded.
3. Confidentiality of individual reviewer's assessments and comments is maintained:
 - a) Reviewers are bound to ethical conduct while performing peer reviews;
 - b) Consistency of peer review practice within the unit (Faculty/School/Department) is ensured.
4. Transparency:

- a) Every academic unit should develop or adopt clearly articulated policies and procedures for peer review that are consistent with the principles outlined in this document. Such policies and procedures should be readily available to faculty members in the unit;
 - b) The process of peer review should be communicated to the faculty member at the onset of each summative peer review cycle;
 - c) Department/Unit Head is required to provide feedback to the faculty member on his/her review results;
 - d) Faculty members are to have access to the summary peer review report in the same way they would have access to external peer assessments of research;
 - e) The evidence relied upon should be well documented.
5. Diversity:
- a) These principles and implementation guidelines should be implemented with sensitivity to the unit (Faculty/School/Department) academic/disciplinary culture and teaching contexts (i.e., type of course, discipline-relevant pedagogy, etc.);
 - b) The review team will take into consideration gender, ethnicity, and other such factors which might influence the review. If a faculty member has concerns about such factors, he or she should identify the concerns to the review team.
6. Credibility:
- a) Accuracy, integrity, and respect for diversity contribute to credibility of peer reviews;
 - b) Consistency of implementation of peer reviews within academic units as well as adherence to the principles/guidelines university-wide (UBC V) help ensure credibility of peer reviews.
 - c) Peer reviews must be based on rigorous evidence and conclusions should follow logically from the evidence presented.
 - d) Peer reviews should be conducted and completed in a timely manner.
7. Usefulness:
- a) Every summative peer review should be reviewed by the Department/Unit Head and by the faculty member being reviewed and strategies devised, as appropriate, to support faculty member's teaching development;
 - b) Should the summative peer review trigger a concern, the faculty member and/or the Department/Unit Head should have an opportunity to request a follow-up formative review(s).
 - c) Consistent with related UBC policies, summative peer reviews of teaching should be considered in decision making related to re-appointment, tenure, promotion, career progress, merit, PSA, and other opportunities for recognition within the unit (Faculty/School/Department) and/or the University.

Supplemental Information #4:

Collective Agreement between The University of British Columbia and the Faculty Association of The University of British Columbia

www.facultyassoc.ubc.ca/docs/CA2010-2012.pdf (last accessed Feb, 2012).

4.02 Teaching

Teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students' work, or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit. An individual's entire teaching contribution shall be assessed. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, outside references concerning teaching at other institutions, course material and examinations, the calibre of supervised essays and theses, and other relevant considerations. When the opinions of students or of colleagues are sought, this shall be done through formal procedures. Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.

Supplemental Information #5:

UBC Policy on Student Evaluation of Teaching

www.facultyassociation.ubc.ca/docs/news/teachingevaluations_unimoduleitems.pdf (last accessed February, 2012)

University Module Items

Based on a scale of 1 to 5, where 1= very poor, 2= poor, 3 = adequate, 4 = good and 5 = excellent, please rate your instructor on the following:

1. The clarity of the instructor's expectations of learning. Good practice indicates that instructors should set high learning expectations for their students and clearly communicate them. This question asks for your overall rating of how clearly your instructor communicated his or her expectations of you.
2. The fairness of the instructor's assessment of learning (exams, essays, tests, etc) Some courses are harder than others; you should not expect that every course will challenge you in exactly the same way. However, good teaching practice does mean that the instructor will outline reasonable standards by which you will be assessed. This question asks you to rate how fairly you believe the instructor assessed you based on the standards set for the course.
3. The instructor's ability to communicate the course objectives and content. At UBC, you will be exposed to a variety of teaching approaches and classroom situations. Regardless of whether your instructor is delivering a lecture, facilitating an online discussion or answering a question privately (face-to-face or via e-mail), your instructor needs to effectively communicate with you about course objectives, concepts and content. This question asks you to rate how well your instructor communicated with you in matters relevant to the course.

4. The instructor's ability to inspire interest in the course material. Good teaching practice encourages students to engage with the course material, activates students' curiosity and challenges them to learn more. This question asks you to rate your instructor's ability to inspire your interest in the course.
5. The instructor's concern for students' learning. Instructors demonstrate their concern for students' learning in a variety of ways, including their treatment of students in public and private situations, their responsiveness to student queries and the timeliness of returning student work. This question asks you to rate how well your instructor demonstrated his or her concern for students' learning.
6. The instructor's overall quality of teaching. High quality teaching is a sum of many characteristics that make up good teaching practice. This question asks you to reflect on your learning experience as a whole in the course with a particular instructor. How would you rate this instructor's overall quality of teaching?

***Supplemental Information #6:
Classroom Observation Cover Sheet***

Review Details:

Name and Rank of Instructor:	Course Name and Number:
Name and Rank of Evaluator:	Date of Peer Review :
Selection of Evaluator (tick one): <input type="checkbox"/> Evaluator chosen by Instructor <input type="checkbox"/> Evaluator appointed by Director	Class Location:
Nature of Peer Review (tick one): <input type="checkbox"/> New faculty members – 3 year review <input type="checkbox"/> New faculty members – 5 year review <input type="checkbox"/> New faculty members – tenure and promotion <input type="checkbox"/> Tenured faculty members – promotion to Associate or Full Professor <input type="checkbox"/> Other: _____	Nature of Presentation Observed (e.g., lecture, tutorial, discussion groups, performance analysis, graduate seminar, etc.). Please describe:
Class Size: # enrolled: _____ # in attendance: _____	Duration of Class:
Describe materials provided by the instructor prior to the peer review:	Signatures indicate the instructor and evaluator have met to discuss this peer review of teaching: Instructor: Evaluator: Date:

Classroom Observation:

Explicit criteria should be made available to the candidate in terms of how the reviewers will evaluate authentic data (e.g., course syllabus and materials, classroom observations, SEoT's, example of students' work and grading practices etc.) pertaining to the candidate's teaching practice. For example, it is recommended that the reviewers consult the SAC guidelines 2010-11 (section 3.2.3, p.13), scholarly literature on PRT, and/or the comprehensive PRT resources that are located on the UBC PRT Initiative website (including SAC Guidelines, UBC PRT Working Group Report, scholarly

PRT articles, and examples from other Universities) (<http://ctlt.ubc.ca/about-isotl/programs-events/ubc-peer-review-of-teaching-initiative/>).

F. GRADUATE PROGRAMS

1. MA, MEd and MMEd Programs

(a) Program Description

1) Master's Degree Programs

Master's degree programs are governed by the policies of the Faculty of Graduate Studies, The University of British Columbia Calendar, and by policies specific to each department. All students should consult a current online UBC Calendar in addition to this document, <http://students.ubc.ca/calendar/>.

Graduate programs are guided by three administrative levels: the Faculty of Graduate Studies (FOGS), the Office of Graduate Programs and Research (OGPR) in the Faculty of Education, and the department concerned. The Faculty of Graduate Studies is located in the Graduate Student Centre, Thea Koerner House, 6371 Crescent Road (ph. 604- 822-2848). The Office of Graduate Programs and Research in Education is located on the third floor of Scarfe and is directed by the Associate Dean of Education (604- 822-5512). At the department level, graduate programs are directed by the Department Head, the Graduate Advisor, and the Graduate Advisory Committee.

The Department of Curriculum and Pedagogy offers three Master's programs:

The **Master of Education** (MEd) program is designed primarily for practicing teachers who wish to learn more about curriculum, teaching, and learning through the program areas offered by the Department and who intend to return to teaching upon completion of the degree. Students who feel that they might at some future date be interested in enrolling in a doctoral program are advised to follow a Master of Arts (MA) program rather than an MEd.

The **Master of Museum Education** (MMEd) is a unique graduate degree program focusing on teaching and learning in museum settings while bringing together museum educators, community-based educators and classroom teachers. This program is intended for museum educators, community-based educators and classroom teachers, or those seeking careers as educators in the museum field.

* *The definition of museum is broad and embraces a diversity of institutional types such as natural and social history museums; memorials and sites interpretation of memorialization; science museums – interactive science centers, aquaria, planetariums, botanic gardens, and zoological gardens; art museums, archaeological and anthropology museums.*

The **Master of Arts** (MA) is designed for those students who, in addition to their interest in

curriculum, teaching, and learning, wish to develop their expertise as educational researchers.

2) Admission Requirements

Admission requirements are the same for all Master's programs. Faculty of Graduate Studies Requirements:

- a. Holder of a degree that is academically equivalent to a UBC 4-year Bachelor's degree.
- b. A minimum 76% average (B+ or 3.33) on ALL senior undergraduate credits (3rd and 4th year courses) for North American transcripts. For international transcripts is B+ or equivalent for the whole degree.
- c. Sufficient preparatory academic background to carry out graduate work in a chosen field. **International Applicants** to UBC Graduate programs should have academic backgrounds within the general requirements listed by country at:
<http://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials>. Applicants who do not meet the minimum average but who have strong relevant professional experience to offset such deficiencies may be granted admission on the recommendation of the Department, subject to the approval of the Dean of the Faculty of Graduate Studies.
- d. Proficiency in the English language. Proof of such proficiency is usually a degree from an institution in which English is the language of instruction, or a score of at least 580 on paper based, or 237 CBT, or 92 IBT (with the minimum score of 22 in each component) on the Test of English as a Foreign Language (TOEFL), or a minimum overall band score of 6.5 at present with a minimum score of 6.0 in each component of the academic (NOT general) International English Language Testing Service (IELTS) test.

Department Requirements

- a. One-two year/s of teacher education; or a four-year Bachelor's degree in Education In special circumstances teacher education may be waived for those applicants who have a university degree with sufficient standing and experience related to their proposed field of study.
- b. Normally 18 credits of senior course work or a professional concentration in the area of interest.
- c. Normally two years' teaching experience or other teaching or education relevant professional experience.
- d. A statement of intent clearly outlining the area of interest and focus for study. Applicants are encouraged to discuss their plans with a faculty member before applying.
- e. Statements of support from three referees including, whenever possible, professors familiar with the applicant's academic work.

Offer of Admission

Any offer for admission is valid only in the university year within which it is made (May 1-April 30). Applicants who do not accept an offer must reapply if they wish to be considered

for admission in a subsequent year.

Application Deadline

Applicants must ensure that complete applications including references, CV, transcripts, degree certificates (if any), and statement of intent are received by the Department by the following date:

<u>Start Date:</u>	<u>Deadline:</u>
September 1	December 1

3) Program Requirements

The Master of Education (MEd)

The program consists of a minimum of 30 credits, of which 24 must be courses numbered at the 500 level. Students select either a program consisting entirely of courses (for example, ten, three-credit courses) or 27 credits of coursework plus a graduating paper/project (3 credits).

For B.C. teachers: TQS requires a capstone experience (EDCP 590 Graduating Paper).

Required Courses

EDCP 562 (3) Introduction to Curriculum Issues and Theories

EDUC 500 (3) Research Methodologies in Education

The additional credits in the program are selected in consultation with one's supervisor and include the number of credits required according to the selected area of specialization (see table below). A 'Program of Studies' is required of every student who commences the program.

Graduating Project

If the MEd Graduating Project is selected (3 credits), it is intended as a culminating project that is of personal use to the student and considered educationally valuable by an audience of professional peers.

It can take the form of:

- a synthesis or critical analysis of some professionally relevant literature; an exploration of a curriculum-related problem that culminates in a proposal for addressing the problem;
- an application of theory to a specific curriculum context;
- a critical analysis of existing policies or programs, culminating in a proposal for an innovative program;
- a personally relevant creative project that also has educational application and relevance;
- the production of multi-media materials to be used in an educational context;
- or some other possibility to be discussed with your adviser. (The Department's Graduate Advisory Committee will resolve any dispute over what may or may not

qualify as a Graduating Project).

Although a formal written paper may be submitted, we also encourage the production of a variety of educational resource materials, exhibitions, journal and magazine articles, multi-media and oral presentations, performances, videos, etc. that can be shared with an audience of educators. A written document that identifies the need for the project, describes its content, and lists source materials, must accompany all non-print submissions.

The journey toward the Graduating Project:

1. Prepare a proposal in which you describe the purpose of your project, the approach you will take, the literature or other source material that you will use, and the planned organization of your project. You should clearly indicate why the proposed project has professional relevance. Your adviser will review this proposal. Once it has been approved, give a copy to the Graduate Program Assistant to be placed in your file.
2. Register in EDCP 590 (3 credits) and re-register each term until complete. With your adviser's guidance complete the work on your project and prepare for a public presentation. All graduating projects must be approved and signed by your supervisor and a second qualified faculty member. Projects are assessed using criteria that are typical in university graduate programs: e.g., how well the stated purpose is achieved, clarity and organization, depth and quality of analysis, and use of appropriate source materials.
3. Arrange for the public presentation of your project. This event does not need to be on campus, but it should be attended by your adviser and second reader.
4. Submit an e-copy to the Graduate Program Assistant (together with a written summary if the project is in non-print format). An approval form signed by the supervisor and the second reader must be submitted (with an e-copy of the paper) for approval and signature of the Graduate Programs Advisor. A title page is required in the same format as FOGS' is required as the first page of the Graduating Paper. Also a copyright form is required.
5. Prepare to graduate, and make others aware of your project in your own educational setting!

The Master of Museum Education (MMEd)

The MMEd requires students to complete 30 credits as follows: 21 credits of required graduate courses, 9 credits of electives. Restricted electives must be chosen from the list below or in consultation with their advisor. Note that a maximum of 6 credits of upper-level undergraduate courses can be used towards the degree.

1. Required courses (21 credits)

Course Code	Title	Emphasis	Credit
ANTH 518	<i>Museum Methods</i>	Museum Practice	3 credits
EDCP 565	<i>Teaching in Museums</i>	Pedagogy in Museums	3 credits
EDCP 558	<i>Learning in Informal Environments</i>	Learning Theory	3 credits
EDCP 567	<i>Curriculum Issues and Theories in Museums</i>	Curriculum theory in Museum Education	3 credits
EDUC 500	<i>Research Methodology in Education</i>	Research Inquiry	3 credits
EDCP 590	<i>Graduating Paper</i>	Capstone Experience - Research Inquiry	3 credits
EDCP 598	<i>Field Experience</i>	Professional Practice in Museums	3 credits

Total credits of required core 21.

2. Restricted Electives (9 credits)

There is a wide range of electives currently available. In consultation with their academic advisor, students would select three electives to be determined in advance to suit the particular focus of students' interests and would be taken in face-to-face or online modality. The range of electives includes:

Approved electives may be taken at other universities, subject to the terms of the Western Deans' Agreement.

There are wide variety of on-campus (UBC-Vancouver or Okanagan) and on-line course which are acceptable as electives and vary in the offering from year to year – Examples include:

Museology

- ANTH 431, Museum Practice and Curatorship (3 credits)
- ANTH 541, Advanced Seminar in Critical Museum Anthropology (3/6 credits)
- ANTH 341A, Museums, Heritage and Memory (3 credits)
- CCST 501, Contemporary Contextual Issues for Critical and Curatorial Practice (3 credits)

Art Education

- EDCP 504, Review of Research in Art Education (3 credits)
- EDCP 522, Psychological Foundations of Art Education (3 credits)
- EDCP 523, Seminar in Art Education (3 credits)
- EDCP 514, Arts-based Educational Research: A/R/tography (3 credits)

Research Methods

- EDCP 510, Video Ethnography in Educational Research: Culture, Technology and Interpretation (3 credits)
- EDCP 513, Case-study Research and Cross-Case Analysis (3 credits)

Environmental Education

- EDCP 538, Theory and Research in Environmental Education (3 credits)
- EDST 565A, Adult Environmental Education (3 credits)

History and Social Studies Education

- EDCP 541, Problems in Historical Understanding (3 credits)
- EDST 504A, History of Educational Policy (3 credits)

Science Education

- EDCP 555, Critical Analysis of Curriculum in Science Education (3 credits)
- EDCP 557, Conceptual and Practical Issues in Teaching and Learning of the Sciences (3 credits)
- EDCP 559, Research in the Teaching and Learning of the Sciences (3 credits)
- EDCP 449, Earth and Space Science Beyond the Textbook (3 credits)
- EDCP 450, Life Science Beyond the Textbook (3 credits)
- EDCP 451, Physical Science Beyond the Textbook (3 credits)

First Nations Studies

- EDCP 532, Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses (3 credits)
- ETEC 521, Indigeneity, Technology, and Education (3 credits)
- EDUC 442, Critical Issues in Indigenous Education (3 credits)

Adult Education

- ADHE 412, An Overview of Adult Education (3 credits)
- ADHE 327, Teaching Adults (3 credits)
- ADHE 330, The Community Practice of Adult Education (3 credits)
- ADHE 329, Developing Short Courses, Workshops and Seminars (3 credits)

Library Education

- LIBE 465, Organization of Learning Resources(3 credits)
- LIBE 467, Information Services (3 credits)

Early Childhood

- ECED 421, Supporting Young Children Through Home, School, and Community Relationships (3 credits)

- ECED 405, Foundations of Early Childhood Education (3 credits)

The Master of Arts (MA)

The program consists of 30 credits, of which at least 24 credits must be courses numbered at the 500 level, and includes a thesis (EDCP 599) normally for nine credits.

Required Courses

EDCP 562 (3) *Introduction to Curriculum Issues and Theories*

EDUC 500 (3) *Research Methodologies in Education*

Students need take at least one additional research methodology course to support their planned thesis research. The additional credits in the program are selected in consultation with their supervisor and include the number of credits required according to their area of specialization (see table below: “**Required Courses by Program Area of Specialization**”). Please note, a ‘Program of Studies’ is also required.

Required Courses by Program Area of Specialization

SPECIALIZATION	REQUIRED COURSES OR CREDITS
ALL	EDCP 562 – Introduction to Curriculum Issues and Theories(3) EDUC 500 – Research Methodologies in Education (3)
Art Education	Nine credits of ARTE content at the 500 level
Business Education	Currently Not Available
Curriculum Studies	Twelve credits from CUST content at the 500 level or from a combination of courses in the areas of specialization.
Curriculum and Leadership	http://edcp.educ.ubc.ca/content/Curriculum-and-Leadership (CULE)
Home Economics Ed.	Three to six credits of HMED content at 500 level.
Mathematics Education	Twelve credits of MAED content at 500 level
Museum Education	EDCP 558, EDCP 565, EDCP 567 (<i>in lieu of EDCP 562</i>), and EDCP 598
Music Education	Nine credits of MUED content at 500 level.
Physical Education	Three to six credits of PETE content at 500 level
Science Education	Six credits of SCED content at 500 level
Social Studies Education	EDCP 541 (3 credits of SSED content)
Technology Studies Education	Three to six credits of TSED content at 500 levels

Required courses in all master's programs in the Department of Curriculum and Pedagogy are EDCP 562 and EDUC 500. Additional required courses are specified by program areas of specialization and indicated in the table above. Students should enroll in required courses early in their program and at first available offering in the required courses in their areas of specialization. Students who wish to take courses in more than one area of specialization, should select their area of specialization as Curriculum Studies (CUST). While the Department endeavours to offer all graduate courses on a regular basis, the availability of specific courses depends on a minimum number of students enrolling. No student's progress in a program will be held up because specific required courses are not offered by the Department.

Registration

Students must maintain continuous registration throughout all years, and keep up with fee payments, until graduation. Students are not sent fee statements but must check Student Information Services for fees owing and pay by the dates due. Failure to pay by the due date will result in the student being placed on "Financial Hold" and registration/ Library privileges halted. There is a processing fee (check Calendar for amount) to be taken off

Financial Hold. Please note that interest will be charged by UBC each month for those on financial hold.

Status

Students are considered full-time if they pay full-time tuition fees. Students are automatically assessed full-time tuition fees (assessed on Schedule A) unless they apply in writing that they would like to be switched to Schedule B (part-time tuition fee schedule). Once on schedule B, students are not permitted to revert back to Schedule A.

Students need to be registered full-time to be eligible for any competitive awards or GTA, GRA, GAA appointments.

Students who are planning on taking a Master's degree on a part-time basis must obtain approval of their Graduate Programs Advisor and the Faculty of Graduate Studies prior to the beginning of the first term of the program (i.e. prior to the commencement of the degree program) in which fees are first assessed.

Students permitted to pay their tuition fees according to Schedule B are advised that:

1. they are not eligible to receive interest-free status government loans, and University fellowships or scholarship;
2. are not eligible for teaching assistantships, research assistantships, student housing, or assigned desk space at the University;
3. the 5-year maximum time allowed for the program applies to part-time students
Students who pay tuition fees according to Schedule B are not permitted to revert back to Schedule A after the initial payment of the tuition fees in the first term of the program.

Tuition fees paid according to Schedule B are payable in three (3) installments per year (plus authorized student fees). No Master's student who selects Schedule B will pay total fees of less than the first nine (9) installments (plus authorized student fees). Upon program completion, any installments not already assessed will be assessed at that time.

For students who are on a Fulltime Schedule the minimum number of payments is three. As well the minimum time that they can be in the program is 12 months.

For detailed information regarding specific program fees, please refer to the **Fees** section of the UBC Calendar.

Duration

A Master's program must be completed within five years from the date of admission. Most students plan to complete within two to three years. A student whose progress in the program must be interrupted should apply for "on leave" status which may be granted for up to one year. Parenting leave of up to one-year duration is also possible. As well, a leave

of absence (for up to 24 months) is possible to pursue another degree.

If a program is not completed within five years, a one-year extension is possible in exceptional circumstances. Each student's progress is reviewed annually by the Department.

Independent Study

Guided Independent Study courses (those numbered 580) to a maximum of 9 credits MAY be part of a program.

Study at Other Canadian Universities

The Western Dean's Agreement, The Graduate Exchange Agreement, and the Canadian University Graduate Transfer Agreement make it possible for students enrolled in a graduate degree program to study at another member institution and transfer credit to their home institution provided that they secure approval from their supervisor, the Department, and FOGS.

Details are available on the Faculty of Graduate Studies website and it is important that such plans be made early to allow sufficient time for applications to be processed.

(b) MA Thesis and Committee Guidelines

Thesis Supervisor and Committee

When students are admitted to the program they are assigned a **pro-tem advisor**, a faculty member who oversees the student's program of study in its beginning stages. As students define their research topics they should also identify (as early as possible after admission or even prior to admission) a faculty member from the Department who is willing to act as their **research supervisor**. Typically in EDCP the pro-tem advisor becomes the research supervisor. A supervisor must be a member of the Faculty of Graduate Studies (FoGS) and an EDCP faculty member (i.e., a UBC tenure track faculty member listed as Professor, Associate Professor or Assistant Professor). Individuals who are not tenure-track or not tenured, or not members of FoGS may co-supervise with an EDCP tenure-track faculty member upon special permission from the Department Head or Graduate Advisor.

The Handbook of Graduate Supervision provides further information on the roles and responsibilities of supervisors. <http://www.grad.ubc.ca/handbook-graduate-supervision>.

The **thesis committee** is usually formed in time to review and approve the student's research proposal. The role of the committee is to advise students through the research process including preparing, conducting, and writing-up the research. The committee consists of at least two members (supervisory committee) including the research supervisor. The supervisor invites a new committee member, who must be from outside the program area, once the supervisory committee deems the thesis ready for examination. The research supervisor invites this new member in consultation with the student and the other supervisory committee member(s) to serve as external examiner/reader. Supervisory

committee members are chosen in consultation with the supervisor for their expertise and experience in the related research area. Committee members may be members outside the Department or Faculty or off-campus professionals who are academically qualified to advise graduate students with approval from the EDCP Graduate Advisor or Department Head. Membership of the thesis committee and any changes to it need to be approved by the Graduate Advisor or Department Head.

The student and thesis committee members share responsibility to ensure that the student's program meets the requirements of the Faculty of Graduate Studies and the specialization program requirements of EDCP, with the ultimate responsibility resting with the student. The supervisor accepts primary responsibility for overseeing the thesis.

The thesis committee should meet regularly to review and support the student's progress. Scheduling **committee meetings** is generally the responsibility of the student. Often a good time to schedule a meeting with the supervisor or committee is once the student has completed the required annual progress report. Usually the student organizes the committee meetings and the supervisor serves as chair. More frequent meetings can be established between the student and research supervisor. FoGS requires that student progress be reviewed regularly by the Department and at least once a year by the Dean of the Faculty of Graduate Studies. The student and supervisor can discuss an appropriate form of summarizing and keeping records of student/supervisor and committee meetings.

At all times during their program students must be assigned either a pro-tem advisor, who normally becomes the student's research supervisor. Students may request a **change in supervisor** and such a change needs to be approved by the EDCP Graduate Advisor or Department Head. Students may also request a change in thesis committee members with such changes being coordinated by the research supervisor. Students are discouraged from changing committee members after the research proposal is approved except for extraordinary circumstances. Changes made after approval of the research proposal require approval of the Graduate Advisor and/or the Department Head.

Research Proposal

MA students must prepare a written research proposal and have it approved by her/his thesis committee prior to beginning substantial research work. The research proposal typically includes the following (not necessarily in this order):

1. Title
2. Introduction to the problem area or issue
3. Background and theoretical/conceptual framework (e.g. literature review)
4. Research question(s) or general goal(s)/hypothesi(e)s
5. Research Methodology and methods – (e.g. Methodology framing the research, details of research context and data collection and analytical procedures or details of conceptual argument)
6. Ethical issues

7. References
8. Appendix: Research protocols
9. Timeline

The format and content of the proposal will vary depending on the student's research problem, student's writing style and the research committee advice. A draft proposal is generally sent to the supervisor for feedback before it is circulated to the committee members. A final draft of the proposal should be distributed to the committee members and discussed with the student at a committee meeting. The committee will provide feedback and perhaps suggest changes to the proposal. Changes to the research plan may be made as the research progresses. Substantial changes may result in the research supervisor requesting a new written proposal. A copy of the approved research proposal should be submitted to the Graduate Program Assistant (See attached Research Proposal Approval Form). Please see the EDCP website to download a thesis proposal guide <http://edcp.educ.ubc.ca/>.

Thesis Preparation

If students plan to pursue research involving human participants then UBC Research Ethics Board approval must be obtained before the research begins. In some cases other institutional approval (e.g., school district or school administration) must also be obtained at this time. See UBC Researcher Information Services <http://www.rise.ubc.ca/>.

There are many ways to 'write-up' the thesis. The student in consultation with the supervisor and committee can explore various structures that would be appropriate for the student's research. The length of an MA is dependent on the nature of the topic and its form of representation. Generally, MA theses often include but not limited to the following sections:

- Introduction and research problem
- Review of literature
- Research questions and research methods
- Research findings
- Conclusions, Implications and Recommendations
- References
- Appendices (as needed)

Details of the specific structure of a Master's thesis can be found on the FoGS website at: <http://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/structure-masters-thesis>.

Please note that the thesis must conform to the specifications listed by the Faculty of Graduate Studies at <http://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>.

These specifications will ensure that the thesis complies with the requirements for the UBC

Library and Library Archives Canada and that the thesis is consistent with other UBC theses, as well as professional and of the highest quality.

Thesis Examination

Prior to the presentation of the completed thesis, the research committee must approve the thesis. At this time the committee will select an external reader/examiner with expertise to examine the thesis and offer constructive feedback.

The committee and student determine a date for defense of the thesis. The thesis defense is a public, oral presentation and examination of the thesis to which students, faculty, and members of the public are invited to attend. The defense should be advertised at least one week before the defense date. Following the thesis defense, revisions to the thesis may be required and in some cases the thesis may need to be re-examined.

Procedures for the thesis defense are:

- The thesis must be prepared according to the specifications listed by FoGS.
- The thesis committee must approve a draft of the thesis before the thesis oral presentation and examination.
- The student and the committee set a date for the defense and in consultation with the supervisory committee. Subsequently, the supervisor invites a new member to serve on the committee to examine the thesis as stated above. At this time the supervisor should notify the Graduate Program Assistant that the student's thesis has been approved by the committee and is ready for defense.
- Generally, four weeks prior to the defense the student should distribute copies of the thesis to all members of the committee.
- The student sends the title and abstract of the thesis to the Graduate Program Assistant for advertising of the defense at least one week before scheduled defense date.
- During the defense at least two committee members must be present – with feedback from the external reader/examiner considered either through face-to-face discussion, virtual, or written.
- The student makes a presentation (usually 20 – 30 minutes) summarizing the research completed. Following the presentation, members of the committee may ask questions of the student with reference to the thesis topic or research area. Opportunity may be offered to the attending public to ask questions. Members of the audience and the student will be asked to leave the room so that the committee may discuss the presentation and thesis and decide upon a percentage grade to be assigned to the thesis. The grade can include evaluation of the presentation, response to questions, the thesis, and research experience. After deliberations are completed, the candidate will be invited to meet the committee to review the committee's decision and possible revisions.
- Upon final acceptance, the thesis should be accompanied by the appropriate thesis approval form signed by the supervisor and at least one other committee member. The supervisor will hold the Thesis Approval Form until she/he is satisfied that all the revisions proposed by the committee are completed. At this point the supervisor gives

the original form to the student for submission to FoGS and a copy of the form to the Graduate Program Assistant with a percentage grade for posting.

MA Thesis Sample Timeline for Students

From deciding on your focus of inquiry to submitting your thesis to FoGS

1. Find a problem or focus of inquiry. Think about this in relation to a small, researchable question likely with original research, although, at times an innovative literature review or conceptual piece might be the right direction for you.
 - a. **Read** everything you can find in your area of interest. Read. Read. Read. Start a bibliography with keywords and links as early as possible. We strongly recommend you to use a bibliographic program such as [Refworks](#) (the web version is available for free to UBC students through the library), [Endnote](#) or comparable software. Take notes on what you read and link to the bibliography if you are able. Assign keywords and themes as you write your notes. Compiling an annotated bibliography is also highly recommended. Practice analysis as you write your literature notes. Think about including relevant quotes (what the author said), a restatement of what the author said in relation to your areas of interest, and ways you analyze and make sense of it. Synthesize it with others who write in the field.
 - b. **Write**, as you read, as you think, as you enter into conversations about your project; write about what you are thinking. At this stage, the form of your writing doesn't matter, or how beautiful it is, just write. It is surprising how much of it your write up will end up being useful.
2. Once a problem or focus for inquiry is decided upon, a **Research Committee** is formed in consultation with the supervisor. The committee should consist of the research supervisor who chairs the committee and other member (see [FOGS policy](#)).
3. **Begin work on your research proposal**, which is normally about 15-18 pages. However, the length of a proposal may vary with research supervisors and committees. What is important is the proposal's clarity and succinctness.
4. *After you have completed all course work and have checked with the Graduate Program Assistant and your supervisor that you have satisfied all requirements, register for EDCP 599 (9 credits) and reregister each term in this course until the thesis is complete. However, in exceptional circumstances the research supervisor may request that the student be allowed to register in EDCP 599 pending the completion of the course requirements.*
5. Submit a draft of your proposal to your supervisor. Give your supervisor at least three weeks to read and comment.
6. **Complete revisions** of the first draft.
7. After implementing supervisor feedback to the draft proposal and subsequently obtaining her/his approval, send it to all members of your thesis committee members electronically or otherwise depending which mode individual members prefer. At this time, set up a committee meeting for the oral presentation of the

proposal, discussion and further feedback (if any). You must obtain the committee's approval **before commencing your research.**

8. If your research requires university ethical approval you will need to begin working on your ethics application through the UBC Researcher Information Services <http://www.rise.ubc.ca/>. Once your completed application is submitted, ethical approval for your research generally takes between 4-6 weeks.
9. Discuss with your research supervisor and committee members communication procedures between you and them during the time you are conducting your research and writing it up.
10. Preparing the final thesis requires regular feedback from your supervisor and committee. Be prepared to work on multiple drafts and edits during this time.
11. Once the final draft is submitted to the committee, you will need to prepare for the defense.
 - a. The defense typically occurs between three to four weeks after the final draft has been submitted to the committee. Defense dates generally need to be scheduled well in advance to accommodate committee member's schedules.
 - b. Check the dates and deadlines with FoGS for graduation and for submission of your thesis to FoGS and for graduation.
 - c. Allow at least two weeks following the defense to address any required editorial suggestions or changes to the thesis recommended by the committee.

(c) Review of Applications

Application Deadline (one admission deadline per year): December 1

Please Note: The above deadline pertains to a complete application file (application form, application fee, transcripts, degree certificates (if any), Statement of Intent, C.V., and reference letters). Files which are "completed" after the above date cannot be processed in time for admission to the applicable session.

Application Review Process for Applications to Master's Programs:

1. The Graduate Programs Assistant processes each application, and determines eligibility of applicant based on minimum GPA (and TOEFL score where appropriate). Both eligible files and ineligible files (with a note to that effect) are posted electronically (password protected) for review in the event that Faculty want to build a case for special admission of a candidate with a GPA or TOEFL score that falls below the FoGS minimum.
2. The Graduate Programs Assistant notifies the appropriate subject areas or interest area groups once applications are posted.
3. When the review is completed by appropriate Faculty, the file is sent to the Graduate Programs Advisor who reviews the individual recommendations and makes sure Co-Supervisors have been identified. In the case of a favorable review the Graduate Programs Advisor sends to FoGS either a *Priority Recommendation Form for Admission* (for candidates with first class academic standing) or a *Regular Recommendation Form for Admission* (for all other recommended candidates). If the candidate does not meet minimum requirements and is still recommended for admission by the Subject Area or Interest Area Review Group,

- a representative from the group drafts a memo to the Graduate Programs Advisor containing an argument to support admission.
4. A letter is sent to the applicant that indicates the Department decision to recommend admission to FoGS, or to reject the application. A Supervisor is assigned to the successful applicant by the Graduate Programs Advisor based on Subject Area or Interest Area Review Group decisions. This name is included in the letter to the successful applicant.

Criteria on which admission to MA and MEd programs is based:

- 2 years (or more) teaching experience, or related professional experience
- Excellent record of scholarship
- Potential for Graduate Studies (coursework and research)
- Match with Faculty interests and expertise
- Suitable and willing supervisor

Supporting Evidence and Documentation

- Referees' letters
- GPA, and course transcripts
- Resume of professional experience
- Statement of intent

(d) Maximum Credits for EDCP 580 in a Master's Program

That a maximum of 9 credits of 580 courses may be counted towards MA/MEd requirements. (The recommendation is no more than 6 credits).

(e) Omnibus EDCP 585 Courses (includes graded and Pass/Fail option)

To expand current grading options to include the possibility of EDCP 585 being offered as a Pass/Fail course

(f) Transfer from a Master's to a Doctoral Program

MA students should have successfully completed 18 credits of coursework at 500 level or above or one year of study in the Master's program before they are allowed to apply to switch to the PhD program.

(g) Program Specific Forms

There are number of specific forms related to the Master's programs in EDCP (see below).

i. Program Planning: General

Sample (Check with Graduate Programs Assistant)

Department of Curriculum and Pedagogy

The University of British Columbia

PROGRAM PLANNING FORM FOR MA / MEd

Note: This form should be filled in at first meeting of student and supervisor, and updated annually until program is complete.

Name: _____

Student Number: _____

Degree: MA MEd

Start Date: _____

Faculty Member / Supervisor: _____ Status: Full-time Part-time

Address: _____

Phone No.(h): _____

(w): _____

fax: _____

e-mail: _____

Program of Studies (minimum 30 credits)

Course	Cr.	Term	Grade
Required Courses			
Curriculum Studies			
1. EDCP 562	3		
2.			

Course	Cr.	Term	Grade
Additional Courses			
5.			
6.			
7.			
* 8.			
* 9.			
*10.			

Research Methods			
3. EDUC 500	3		
4.			

Graduating Project (MEd)			
EDCP 590	3		
Thesis (MA)			
EDCP 599	9		

* In M.A program, #8, #9 and #10 will be EDCP 599

* In MEd program, #10 can be EDCP 590

Program Guidelines:

- Students must be registered continuously during the degree program, including while working on a graduating paper (590) or thesis (599).
- At least twenty-four credits must be at the 500 level or above.
- MEd program can consist of 10 courses or 9 courses plus a graduating project.
- Students can arrange with a faculty member to engage in independent study courses (580) for 3 or 6 credits.
- Students have five years to complete their program, with extensions granted under exceptional circumstances.
- Student and supervisor should retain a copy of this Program Form, and original should be placed in the student's file in the Graduate Programs Assistant Office.

Signatures:

Student: _____

Supervisor: _____

Date: _____

ii. Program Planning: CULE Program

Sample (Check with Graduate Programs Assistant)
 Department of Curriculum and Pedagogy
The University of British Columbia
PROGRAM PLANNING FORM FOR MED
Curriculum and Leadership
CULE

Note: This form should be filled in at first meeting of student and supervisor, and updated annually until program is complete.

Name: _____ **Student Number:** _____

Start Date: _____

Faculty Members / Supervisors: _____

EDCP: _____

EDST: _____

Status: Full-time Part-time

Address: _____

Phone No.(h): _____

(w): _____

fax: _____

e-mail: _____

Program of Studies (minimum 30 credits)

Course	Cr.	Term	Grade
Core Courses:			
1. EDCP 562	3		
2. EDCP 566	3		
3. EADM 581	3		
4. EADM 582	3		
Research Methodologies:			
5. EDUC 500, EDST 501, or EDCP 512, or another course approved by the co- supervisors	3		
Total	15		

Course	Cr.	Term	Grade
Electives:			
EDCP	6		
EDST	6		
Graduating Paper (EDCP or EDST)	3		
Grand Total	30		

Program Guidelines:

- Students must be registered continuously during the degree program, including while working on a graduating paper (590).
- At least twenty-four credits must be at the 500 level or above.
- Students have five years to complete their program, with extensions granted under exceptional circumstances.
- Student and supervisor should retain a copy of this Program Form, and original should be placed in the student's file in the Graduate Programs Assistant's Office.
- Students can arrange with a faculty member to engage in independent study courses (580) for 3 or 6 credits.

Signatures:

Student: _____

Supervisor: _____

Date: _____

iii. MEd Annual Academic Progress Report

Sample (Check with Graduate Programs Assistant)

MEd Annual Academic Progress Report

Dear Graduate Student: This progress report is to be completed in each year of your graduate program. Please fill out and submit by mail to: Graduate Programs Assistant, Department of Curriculum and Pedagogy, 2125 Main Mall, Vancouver, B.C., V6T 1Z4 or email it as an attachment to your supervisor and to edcp.grad@ubc.ca. The deadline is **May 31st each year.**

Student Name (Last, First): _____

Student Number: _____

Current Address: _____

Postal Code: _____ **Phone No.** _____ **e-mail:** _____

Current Supervisor: _____ **Pro Tem/Research** (circle one)

Current Degree and Program Area: _____

1. List Coursework Completed to Date For This Degree Program:

COURSE	Grade %	Instructor

Please describe any unusual circumstances relating to completion of coursework (e.g., leave of absence, incomplete course, withdrawal, low scholarship):

2. List All Courses Remaining on your Degree Program and Indicate Term Each Course is to be completed

COURSE	Term to be completed	COURSE	Term to be completed

3. Program Requirements:

Please indicate the approximate date you completed or anticipate completing the following:

MEd Students: (if applicable)

Graduating Project: _____

- 4. Nominations and Awards:** Describe any awards, scholarships, fellowships, or recognition received for the past academic year and the ensuing year if applicable. Indicate the amount of the award.
- 5. Nominations and Awards:** Describe any awards, scholarships, fellowships, or recognition received for the past academic year and the ensuing year if applicable. Indicate the amount of the award.
- 6. Research Experience:** Describe any research activities or experience you were involved in this year beyond thesis or dissertation. Include such things as volunteer or paid research assistantships, involvement in faculty or other research projects, reviews or other editorial activity, conference presentations, publications, papers written or submitted.
- 7. Teaching Experience:** Describe any teaching activities either within or outside the university, tutoring, formal or informal classes, guest lectures, workshops, or courses you taught.
- 8. Goals for the coming year:** Describe what you plan to accomplish in the coming academic year.
- 9. Service** (committee member, volunteer, etc.):

10. Feedback to the Department regarding the program: Provide any suggestions for improvement, and comments on strengths or weaknesses of any aspect of the program. Please note that any additional comments on any aspect of your graduate student experience may be provided in confidence to the Graduate Programs Advisor or Department Head in a separate letter.

iv. MA Annual Academic Progress Report

Sample (Check with Graduate Programs Assistant)

MA/PhD Annual Academic Progress Report

Dear Graduate Student: This progress report is to be completed in each year of your graduate program. Please fill out and submit by mail to: Graduate Programs Assistant, Department of Curriculum and Pedagogy, 2125 Main Mall, Vancouver, B.C., V6T 1Z4 or email it as an attachment to your supervisor and to edcp.grad@ubc.ca. The deadline is **May 31st each year**.

Student Name (Last, First): _____

Student Number: _____

Current Address: _____

Postal Code: _____ **Phone No.** _____ **e-mail:** _____

Current Supervisor: _____ **Pro Tem/Research** (circle one)

Current Degree and Program Area: _____

Please describe any unusual circumstances relating to completion of coursework (e.g., leave of absence, incomplete course, withdrawal, low scholarship):

2. List All Courses Remaining on your Degree Program and Indicate Term Each Course is to be completed

COURSE	Term to be completed	COURSE	Term to be completed

3. Program Requirements:

Please indicate the approximate date you completed or anticipate completing the following:

PhD Students:

Comprehensive exams: _____

Dissertation proposal: _____

Dissertation Defence: _____

MA Students:

Thesis proposal: _____

Thesis Defence: _____

4. Progress on Thesis/Dissertation Research:

Research Supervisor: _____

Research Committee Members: _____

Thesis/Dissertation Topic: _____

Brief Description: _____

Progress to Date: _____

5. **Nominations and Awards:** Describe any awards, scholarships, fellowships, or recognition received for the past academic year and the ensuing year if applicable. Indicate the amount of the award.
6. **Research Experience:** Describe any research activities or experience you were involved in this year beyond thesis or dissertation. Include such things as volunteer or paid research assistantships, involvement in faculty or other research projects, reviews or other editorial activity, conference presentations, publications, papers written or submitted.
7. **Teaching Experience:** Describe any teaching activities either within or outside the university, tutoring, formal or informal classes, guest lectures, workshops, or courses you taught.
8. **Goals for the coming year:** Describe what you plan to accomplish in the coming academic year.
9. **Service** (committee member, volunteer, etc.):
10. **Feedback to the Department regarding the program:** Provide any suggestions for improvement, and comments on strengths or weaknesses of any aspect of the program. Please note that any additional comments on any aspect of your graduate student experience may be provided in confidence to the Graduate Programs Advisor or Department Head in a separate letter.

v. **EDCP 580 Directed Study Form: Explanation**

Directed Studies courses provide an opportunity for individual or small (generally, no more than 3 students) with independence and initiative to develop a focused reading program under professorial supervision. A successful reading course allows a student to pursue a line of study otherwise not available from regular courses or seminars at UBC. Directed Studies courses should be equivalent to regular courses in both the quantity and quality of work required.

It should be noted that EDCP 580 is a **voluntary** and un-credited workload commitment for Faculty members.

A student, in an On-Campus program, or an Off-Campus Cohort must first obtain permission to undertake a 580 from her/his Supervisor. Thereafter, the student approaches a full-time EDCP faculty member, negotiates the topic, develops a written proposal including the purpose of the 580, a reading list, number of course meetings (e.g., once every two weeks) and course timeline, a description of what will be produced and upon which the grade will be submitted and criteria regarded as important in assessing the product produced and, if both sides are in agreement, the professor agrees to supervise.

Students cannot register for a 580 directly; they must do so through the Department's Graduate Program Assistant. To register, the form (available from the EDCP Graduate Office and website) for permission to register should be filled out by the student (giving the details noted above) and properly signed by the faculty member who has agreed to supervise the student in this directed course. The form or its equivalent must be completed out or it will be returned with a request for missing information. Any course with a greater than average number of students, whose course requirements are unclear or whose equivalency to a regular course is ambiguous may be reviewed by the GAC. Once these terms are worked out, the student completes the 580 form, collects appropriate signatures, and is registered into the course. A maximum of 9 credits of EDCP 580 may be counted toward MA / MEd degree requirements and PhD requirements. Typically, students are advised to limit the total number of 580 credits to 6 per program.

vi. EDCP 580 Directed Study Form: Application

(May include ARTE, BUED, CSED, CUST, HMED, MAED, MUED, PETE, SCED, SSED, or TSED content)

Sample (Check with Graduate Programs Assistant)

EDCP 580 (3/12)c Problems in Education (Sample)

Name: _____

Student Number: _____

Course: EDCP 580 **Section:** ____

Number of Credits: ____

Catalogue Number:

Session: _____

Purpose and Objectives of the Proposed Investigation:

Plan or Procedures for Completion (include what you will do, how, and planned date for each task):

Detail the Expected Outcome or Product of this Investigation (detail length of paper, format of project, etc., and planned date of completion):

Describe How the Outcome or Product will be Assessed (include relevant criteria):

I have discussed the details of this directed study with my program supervisor and had it:

Approved as part of my program: _____ (signature of student)

Approval of member of faculty: _____ (signature of 580 supervisor)

Approval of EDCP Grad Advisor: _____ (signature of Grad Program Advisor)

Student and 580 supervisor should each retain a copy of this proposal for their files. Please return this form to the Graduate Programs Assistant who will register you in this course.

Form registered by:

Date:

vii. EDCP 590 Graduating Project: Explanation

Sample (Check with Graduate Programs Assistant)

EDCP 590 Graduating Project

The MEd Graduating Project is intended as a culminating project that is of personal use to the student and that is considered educationally valuable by an audience of professional peers.

It could take the form of

- a synthesis or critical analysis of professionally relevant literature;
- an exploration of a curriculum-related problem and a proposal for addressing it;
- an application of theories and concepts to a specific curriculum context;
- a critical analysis of existing policies or programs, culminating in a proposal for innovative curriculum or pedagogy;
- a relevant creative project that also has educational application and relevance;
- the production of media to be used in an educational or policy context;
- or some other possibility to be discussed with your supervisor. (*The Department's Graduate Advisory Committee will resolve any dispute over what may or may not qualify as a Graduating Project*).

Although a written document is the standard format, students, in consultation with their Supervisor, may opt for other formats including educational resource materials, exhibitions, journal and magazine articles, multimedia and oral presentations, performances, videos, etc. that can be shared with an audience of educators. A written summary of non-print material must accompany such a project.

The Journey toward the Graduating Project:

1. Register in EDCP 590.
2. As part of the course requirement prepare a proposal (\approx 1,000 words) in which you describe the purpose of your project, the general approach you will take, the literature or other source material that you will use, and the planned organization of your project. Clearly indicate why the proposed project has professional relevance. Your specialist program-area supervisor will review this proposal. Once it has been approved by your Supervisor, retain copies for your and the Supervisor's files.
3. With your Supervisor's guidance complete the work on your project. With your Supervisor's approval and guidance, submit the project to a second faculty reader / reviewer.
4. All graduating projects must be approved and signed by your Supervisor and this second, **qualified faculty member**. Projects are assessed using criteria that are typical in university graduate programs: e.g., how well the stated purpose is achieved, clarity and organization, depth and quality of analysis, and use of source materials.

5. At the discretion of the student and Supervisor, a public presentation of your project may be arranged. This event does not need to be on campus, but should be scheduled for attendance by your Supervisor and second faculty reviewer *I* reader.
6. Submit a copy to the Department (together with a summary and CD, DVD, etc. if the project is in a media format). A signed 590 form is required.
7. Prepare to graduate, and make use of your project in your own educational setting

viii. EDCP 590 Graduating Project: Completion Form

Sample (Check with Graduate Programs Assistant)

EDCP 590 Graduating Project: Completion Form

THE UNIVERSITY OF BRITISH COLUMBIA

**Faculty of Education
Department of Curriculum and Pedagogy**

Date: _____

This is to certify that _____,
(Name) _____ (Student #)

has had his/her MEd graduating paper accepted by the reading committee.

Title: _____

Graduating Paper Mark: _____ for _____ credits
(Pass/Fail)

Reading Committee Members:

Supervisor (print name)

(signature)

Second Reader (print name)

(signature)

On behalf of the Department, I accept the above-named graduating paper.

<name>, Graduate Supervisor
Department of Curriculum and Pedagogy

ix. Master's Thesis Proposal Approval Form

Sample (Check with Graduate Programs Assistant)

Master's Thesis Proposal Approval Form

Student Name (Last, First): _____

Student Number: _____ Email: _____

Program Area: _____

Working Title of the Thesis:

Committee Members:

Supervisor/s: _____
Print _____ Signature _____

Committee Member/ Co-Supervisor: _____
Print _____ Signature _____

The Committee listed above approves the thesis proposal in the Department of Curriculum and Pedagogy at UBC for an MA degree in _____ (program area).

Date: _____

Signatures of the Supervisory Committee

Supervisor

Committee Member/Co-Supervisor

Attach to this form:

- Supervisor's brief summary of meeting outlining the committee feedback
- Copy of the dissertation proposal

A copy of this form and attachments will be placed on file with the EDCP Graduate Programs Assistant. Copies will be made for the student and supervisor.

x. Master's Thesis Completion Form

Sample (Check with Graduate Programs Assistant)

EDCP 599 Master's Thesis

The student should submit this form directly to the Faculty of Graduate Studies together with other forms for final thesis submission. (see official form on FOGS website.)

Student: _____ Student number: _____
First Name _____ Last Name _____

in partial fulfillment of the requirements for the degree of:

----- in: -----
Degree Name in Full (e.g. Master of Arts, Master of Science) Graduate Program Name

Date of Defence (if applicable): _____

Thesis Title:

As research supervisor for the above student, I certify that I have read this student's defended thesis (title above), have approved changes required by the final examiners, and recommend the thesis to the Faculty of Graduate Studies for acceptance.

I verify and endorse the content of the Preface (if any):

_____ (initials)

I verify that approval of UBC Research Ethics Boards was obtained for applicable research:

_____ (initials)

Name of Research Supervisor Signature of Research Supervisor Date (yyyy/mm/dd)

The undersigned certify that they recommend this thesis to the Faculty of Graduate Studies for acceptance:

Examining Committee Member Signature of Examining Committee Member Date

(yyyy/mm/dd)

Examining Committee Member Signature of Examining Committee Member Date
(yyyy/mm/dd)

Examining Committee Member Signature of Examining Committee Member Date
(yyyy/mm/dd)

Note: Master's theses must have a minimum of two signatures for approval; the research supervisor's signature and the signature of at least one member of the examining committee.

NEW: For convenience, each party required to sign this form may sign a separate copy, and may send it back to the student by fax or electronically in portable document format ("pdf"), and the signed copies together will constitute a single fully signed document.

Faculty of Graduate Studies use only:

Date thesis approved in circle: Receipt email sent: Thesis Clerk:

xi. MEd Off-Campus Cohorts: Program Approval Process

The Department of Curriculum and Pedagogy is committed to offering excellent graduate programs, both on campus and off-campus. We welcome requests related to the development of MEd programs in locations, including those outside of Vancouver and the Lower Mainland. The Head of the Department of Curriculum and Pedagogy, in consultation with the Graduate Programs Advisor, will respond in writing within two months to requests from faculty members, school district representatives, or other individuals who wish to sponsor off-campus (both international and domestic) MEd cohorts. All requests should meet all of the criteria and follow the procedures detailed below:

MEd cohorts should:

- Support the academic goals and priorities of the Department.
- Involve at least one tenure-track faculty person in some aspect of advising, planning, or delivery.
- Supervision of the graduating paper must include a Faculty member (as first or second reader).
- Have a designated Coordinator who will be responsible for communicating information about the cohort at all stages of planning and program delivery.
- Operate with a budget that ensures there will be no financial cost to the Department.
- Focus on themes of strength in the Department, for example curricular leadership.
- Complement existing graduate programs and cohorts.

First steps for the Faculty member or school district or university representative who requests approval:

- Inform Department Head of the request and seek approval within the relevant Subject Area Committee if the proposed cohort is subject based.
- Meet with PDCE representatives, teachers, district personnel and any others who wish to sponsor the initiative to assess the feasibility of the request.
- Organize a meeting (in the delivery location if possible) to identify interest among potential students, and to communicate the requirements and expectations of the MEd program, including negotiating possibilities for capstone projects, etc.
- Request that PDCE provide a marketing plan and budget that includes specific detail about the allocation of funds to the University, Faculty, and Department.
- If deemed feasible, a full proposal should be developed and submitted to the Department Head, Director of PDCE, and the Chair of the GAC for approval at a regular meeting of the GAC.

A full proposal for an off-campus MEd Cohort must include:

1. A **name** and, if appropriate, a theme

2. A **rationale** stating the ways the program fits within, and promotes the goals of the Department, Faculty and University.
3. A **marketing plan and budget** (developed by PDCE). Funding sources, including external sources, must be identified, including allocations to the University, Faculty and Department.
4. An **outline of proposed program** including schedule of courses, name of coordinator, and a brief description of each course.
5. A **staffing plan that will be in place for the life of the cohort**. Names of faculty members who will teach and/or advise, and the specific strategies proposed for fulfilling the teaching, research, and service roles that these faculty members normally fill. On-load and off-load teaching arrangements detailed.
6. A **designated representative** available to answer questions or present the plan to GAC, if requested to do so.

Following GAC approval:

- Proposal will come to the next Department meeting for approval.
- Once passed by a majority vote at the Department level, the final decision to offer a cohort will be made by the Department Head.
- The Department has academic oversight over the cohort. Normally, PDCE is the administrative unit for the cohort.
- The Department reserves the right to cancel the cohort if enrollments are low.
- An annual report on the status of the cohort will be prepared by the Cohort Coordinator and reviewed by the GAC at a regular meeting. Any concerns will be brought to the head of the Department.

Note:

If the program requires any new courses, these will be approved in the same way as all other new graduate courses in the Department.

2. PhD Program

(a) Program Description

1) Introduction

Doctoral degree programs are governed by the policies of the Faculty of Graduate Studies, <http://www.grad.ubc.ca/policy/>, The *University of British Columbia Calendar*, and by policies specific to each department. All students should consult a current online *UBC Calendar* <http://students.ubc.ca/calendar/>.

Graduate programs are guided by three administrative levels: the Faculty of Graduate Studies (FOGS), the Office of Graduate Programs and Research (OGPR) in the Faculty of Education, and the Department. The Faculty of Graduate Studies is located in the Graduate Student Centre,

Thea Koerner House, 6371 Crescent Road (ph. 604-822-2848). The Office of Graduate Programs and Research in Education is now located in Scarfe on the 3rd floor central office block and is directed by the Associate Dean of Graduate Education and Research (604-822-5512). At the department level, graduate programs are directed by the Department Head, the Graduate Advisor, and the Graduate Advisory Committee.

The PhD program in the Department of Curriculum and Pedagogy is designed for advanced studies and research on teaching and learning within educational settings. It consists of coursework, comprehensive examinations, and a dissertation, and is governed by the policies of the Faculty of Graduate Studies.

The Department does not require the applicant to secure a supervisor before they apply. However, it is suggested that all potential candidates contact faculty members whose areas of interest coincide with their own, prior to submitting an application, for advice.

2) Admission Requirements

Admission requires: (a) a Master's degree with high standing in a relevant educational discipline, (b) a sample of work demonstrating scholarly writing, (c) a letter of intent describing the focus of the proposed research, and (d) if applicable, proficiency in the English language. Proof of such proficiency is usually a degree from an institution in which English is the language of instruction, or a score of at least 580 on PBT, or 237 on CBT, or 92 on IBT on the Test of English as a Foreign Language (TOEFL), or a minimum overall band score of 6.5 with a minimum score of 6.0 in each component of the academic (NOT general) International English Language Testing Service (IELTS) test, (e) The support of three referees (the department strongly recommends academic references where possible and the Master's thesis supervisor where possible), and (f) two copies of all transcripts and degree certificates (if any) from post-secondary institutions sent directly to the Department. For students possessing a thesis-based Master's degree from other than a relevant educational discipline, it may be possible to proceed into the PhD after taking the core course requirements of an appropriate Master's degree in education at UBC.

The application package **requires a processing fee** (please check the Faculty of Graduate Studies website for the cost information). The program has one starting date: September (Winter Term 1). The following submission deadline is for complete applications (including references, transcripts, and other supporting documents) received by the Department.

Deadline for Applications

<u>Start Date:</u>	<u>Deadline:</u>
September 1	December 1

3) Assessment of Applications

Initially, the entire file is reviewed by professors in the relevant specialization, and then

forwarded to the Department's Graduate Advisory Committee. Admission is based on (a) an evaluation of the applicant's academic performance and potential for scholarship and independent research, (b) the match between the applicant's interests and the Department's programs, and (c) the availability of a suitable advisor.

4) Assignment/Selection of A Pro-Tem Supervisor and PhD Supervisor

When a student is admitted to a program, a pro-tem supervisor is assigned to assist in helping a student in the early months of their program and supporting them in planning a program of studies during their first year. The pro-tem supervisor is a faculty member who has been selected by the Graduate Advisory Committee to introduce the student to the department and the program.

At a later point in the program, the student then decides on a permanent supervisor, known as their PhD supervisor, for their doctoral studies. Students may wish to approach specific professors with requests to be their pro-tem and or supervisors prior to or during their program, letting the Department's Graduate Advisor know if an agreement is reached. In a doctoral program it is the student's responsibility, in consultation with faculty members, to decide upon a PhD supervisor with whom they can work constructively and from whose scholarship they can learn and benefit.

The PhD supervisor is responsible for ensuring that the program is conducted in accordance with all University regulations. The supervisor plays a major role in designing a graduate program and appropriate research with the student, selecting a suitable supervisory committee, writing letters of support on the student's behalf, as well as in serving as one of the student's examiners for the comprehensive examinations and dissertation defense. Students wishing to change supervisors during their program should consult with their current supervisor and meet with the Department's Graduate Advisor to discuss what possibilities are available given the supervisory resources of the Department.

5) Registration And Residency

All doctoral students are full-time students and are expected to engage in their studies on a full-time basis. All students must register when they begin their studies. Students must remain continuously registered until the degree is completed, except for periods of time for which the student is away on an approved leave of absence. Failure to register for two consecutive terms may result in the student being required to withdraw. Each student's program of study must be approved by the home graduate program. All doctoral students are assessed fees according to the applicable schedule (international or domestic). Programs are paid for on a per-degree rather than a per-course basis, and there is no limit on the number of courses taken or audited during a program. Students have six years to graduate from the doctoral program, with extensions granted only under exceptional circumstances. A one-year personal and a one-year parental leave from the program is available, and requests made for other special circumstances are considered. As well students can ask for a leave to pursue another degree (24 months maximum).

6) The Supervisory Committee

The student's supervisor chairs the supervisory committee. The committee, which is usually assembled by the student and supervisor in the first year of the program, must include at least two other faculty members who may be drawn from outside the specialization as well as the Faculty of Education. The major tasks of the supervisory committee are to approve the student's program of studies, guide and evaluate the comprehensive examinations, dissertation proposal, and dissertation. Students can seek changes in the composition of their committee through consultation with their supervisor and the Department's Graduate Advisor.

After a candidate has reached candidacy, FoGS must be notified about any changes to the committee.

7) The Program

The graduate programs (MEd, MMEd, M.A, and PhD) in Curriculum Studies are part of the graduate offerings in the Department or Curriculum and Pedagogy. The PhD in Curriculum Studies is a flexible, research- oriented doctoral program that can be pursued by students interested in the specializations offered in the department. **Students are required to complete minimum of 18 credits of course work that includes two required doctoral seminars (EDCP 601 and 602), 6 credits of coursework in their area of specialization and at least 6 credits of coursework that focus on research methodologies.** The course- work, as it relates to the dissertation topic and proposed research, may be drawn from both within and outside of the Faculty of Education. If, within the past five years, students have not completed graduate level courses in education, they should enroll in EDUC 500, EDCP 562 and other appropriate EDCP graduate courses and their inclusion in the program minimum course credits must be checked with the Graduate Programs Advisor. For example, EDUC 500 will not be included in the doctoral program credits.

Graduate level courses are available in the Department of Curriculum and Pedagogy in the following specializations: art education, business education, curriculum studies, home economics education, mathematics education, museum education, music education, physical and health education, science education, social studies education, and technology studies education.

Within and across these specializations, faculty have interests in multicultural and anti- racist education, information and communications technologies, early childhood, student learning, education in non-school settings, gender equity, historical issues in curriculum, media studies, teacher education and many other curriculum related issues.

Students are asked to complete an annual progress report each year in May. Progress in the program is reviewed each year by the supervisory committee and the Department Graduate Advisor.

8) Comprehensive Examinations

You will find "Guidelines for the Comprehensive Examination of the Doctoral Program" at: http://edcp-educ.sites.olt.ubc.ca/files/2013/08/EDCP_Guidelines_Comp_Exam_Dec2010.pdf.

9) Advancement To Candidacy

It is expected that a doctoral student will advance to candidacy within two years of starting their program. Candidacy means completion of required coursework, completion of the comprehensive exams, and approval of a research proposal. FOGS requires that candidacy be reached by the end of the second year (24 months). If candidacy is not achieved by the end of the third year in a doctoral program, the student will be asked to withdraw from the program.

10) PhD Dissertation

Conceptualizing the project, conducting the research, and writing of the dissertation are done in close consultation with the supervisor and supervisory committee. The regulations governing the preparation of dissertations are described in the Library's **Instructions for the Preparation of Graduate Theses** found at <http://www.grad.ubc.ca/students/thesis>. All research involving human subjects has to receive ethics approval from the university's Research Ethics Board. The Application for Behavioural Ethical Review is available online from the Researcher Information Services (RISe) system at <http://rise.ubc.ca/rise> or the Office of Research Services at <http://www.orsil.ubc.ca/ethics/index.htm> (the Office of Research Services, Suite 102, 6190 Agronomy Road, UBC, Vancouver BC, V6T 1Z3).

Given the variety of disciplines in which students work, the program does not follow a single style guide for scholarly writing, although the *Publication Manual of the American Psychological Association* is recommended as one that is used by many of the academic journals in education. In the writing of course papers and the dissertation, students are expected to use non-sexist language

11) Dissertation Defense & Graduation Procedures

Students should view the Faculty of Graduate Studies 'Doctoral Thesis Completion and Oral Examination Schedule' webpage at <http://www.grad.ubc.ca/students/oralexams> for information on the final doctoral exam timeline and graduation deadlines. In selecting the two university examiners for the defense, the Faculty of Graduate Studies requests that one be from within and one be from outside the student's department. Note that graduate students must be registered for the session during which they wish to graduate. Students must complete an "Application for Graduation" form online at <http://www.students.ubc.ca/current/graduation.cfm>. Check the current *UBC Calendar*, online at <http://students.ubc.ca/publications/calendar/>, for the final dates for (1) submitting dissertation in final form to the Department's Graduate Advisor, and (2) filing one final copy of the dissertation with the Faculty of Graduate Studies.

At this point, congratulations will be in order. At any point in the program, if we can assist in improving the educational quality of this experience, please let the Department's Graduate Advisor know.

Students are encouraged to consult the *Handbook of Graduate Supervision* available from the Faculty of Graduate Studies at <http://www.grad.ubc.ca/students/supervision>.

Please be advised that as of September 2009, the Department of Curriculum and Pedagogy changed the course acronym CUST to EDCP.

For further information on policies and a variety of topics of interest to graduate students visit the Faculty of Graduate Studies website <http://www.grad.ubc.ca/>

(b) Review of Applications

Application Deadline:

There is one annual start date for entering doctoral students (September). Applications are due December 1, nine months prior to the fall term. Please Note: This deadline pertains to a complete application file (application form, application fee, transcripts, degree certificates (if any), statement of intent, CV, referees' letters and sample of writing). Academic references (from faculty members) and a reference from the Master's supervisor are recommended. Files which are "completed" after the above date cannot be processed in time for admission for that year.

1. The Graduate Programs Assistant processes each application, and determines eligibility of applicant based on minimum GPA (and TOEFL score where appropriate). Both ineligible and eligible files are distributed for review in the event that Faculty want to build a case for special admission of a candidate with a GP A or TOEFL score that falls below the FoGS minimum.
2. In early January, the Graduate Programs Assistant post each application to appropriate subject areas or interest area groups for review and for recommendations for co-supervisors if the application is favorably reviewed. Groups should also indicate the number of candidates they could ideally support in their area.
3. Subject or Interest Area Review groups rank each application (no ties allowed) in their particular area by the end of January and return files to the Graduate Programs Assistant. Along with other sources of information, these rankings will serve as information to advise the GAC on its recommendations to FoGS.
4. At a special meeting in February, GAC members review files, and rank according to criteria specified below under "Criteria".
5. A representative from each Subject or Interest Area Review Group may be invited to speak briefly about the rankings in their area during the February GAC meeting, particularly in instances in which their ratings differ from those of the GAC. (Typically during the second hour of the meeting.)
6. Applicants determined by GAC as qualified for admission are recommended to FoGS for admission to the PhD program to begin in September of the same year.
7. GAC members normally identify a pro-tern for each successful applicant using Subject or Interest Area Review recommendations.
8. Scholarship recipients (Faculty of Education Entrance Scholarship, if available; 4-year

- funding; and EDCP Entrance Scholarships) are chosen.
9. Up to three applicants (next three in rank) are placed on a waiting list.
 10. Applicants (and, in the case of successful applicants, their pro-tem supervisors) will be contacted by email, as soon as it is practical to do so, indicating the results of the review process. Successful applicants will be advised that the email does not represent admission but rather that they are being recommended to FoGS for admission to the program and that a formal letter will follow.
 11. The Graduate Advisor sends to FoGS either a *Priority Recommendation Form/or Admission* (for candidates with first class academic standing) or a *Regular Recommendation Form/or Admission* (for all other recommended candidates). If the candidate does not meet minimum requirements and is still recommended for admission by the GAC, and the subject area or interest area group, a representative from that group drafts a memo with an argument to support admission to the Graduate Advisor who sends a departmental memo to FoGS.
 12. A formal letter is sent to each applicant that indicates the Department decision to recommend admission to FoGS, or to reject the application. Names of Co-Supervisors are included in the letter to successful applicants.
 13. The Graduate Advisor reports recommendations for admission to the EDCP Faculty at a department meeting.

Criteria on which admission to the PhD program is based:

- High ranking by subject or interest area
- Outstanding Scholarship (grades, awards) in comparison with *all* applicants
- Substantial Research experience as demonstrated by a Master's thesis. In exceptional cases, students may be considered if they have had extensive involvement in designing and carrying out research at a Master's level
- Relevant Professional background, interests, and experience
- Leadership Potential
- Excellent communicative skills
- Good fit with PhD program, and with targets for particular areas set by the GAC in consultation with Departmental Head and department faculty.
- Appropriate and willing Co-supervisors and/or Supervisor.

Supporting Evidence and Documentation

- Referees' letters (academic references and thesis supervisor reference recommended)
- Statement of intent
- GPA and course transcripts
- Professional resume
- Sample of Scholarly Writing
- Additional materials where applicable

Rankings:

The GAC is solely responsible for the final recommendations for admission that are sent on to FoGS. Subject area and interest area reviews and rankings are considered in light of the *entire pool* of applicants. From year to year, it is impossible to say which subject or interest areas will attract the most qualified applicants, therefore it is the GAC policy to rank all applications together, and to balance Subject and Interest Area Review rankings with all of the other criteria listed above.

Appeals:

GAC decisions are final. Should a student wish to appeal a GAC decision on procedural grounds, he or she should direct inquiries to the Department Head, then to the Associate Dean of Graduate Programs and Research in the Faculty of Education.

Funding and Support:

A small number of Doctoral students will be awarded merit based scholarships on entrance, and these will be described in their acceptance letters (including a very small number of funding offers where applicable). From year to year, we cannot predict the amount or number of those scholarships as they are based on a network of factors and are determined by FoGS. The Department is committed to supporting students as much as possible through Research Assistantships, Teaching Assistantships and Academic Assistantships. Students are strongly encouraged to seek external support from such funding agencies as SSHRC. "Self-funders" who do not require financial support for their studies may identify themselves as such, but this information will not be taken into account in GAC rankings for admission that are based on the criteria identified above.

Money to Assist Doctoral Students

That beginning with the September 2003-04 academic year the Department makes available at least \$2000 to assist students in attending and presenting at local and provincial conferences (in the range of \$100 to \$250).

(c) Comprehensive Exams: Guidelines for Students and Faculty

These guidelines contain the policies and procedures of the Department of Curriculum and Pedagogy for the comprehensive exam in the doctoral program. The guidelines are in accordance with those outlined by the Faculty of Graduate Studies and provide further details on the process.

The Faculty of Graduate Studies (FoGS) requires all doctoral students to successfully complete a comprehensive examination before being admitted to candidacy.

The exam is intended to test the student's grasp of the chosen field of study as a whole, and the student's ability to communicate his or her understanding of it. The student's committee will set and judge this examination in a manner compatible with the policy of the graduate program concerned.

The comprehensive examination is separate and distinct from the evaluation of the thesis proposal. (*FoGS Comprehensive Exam Guidelines and Procedures*).

The EDCP Guidelines for the Comprehensive Exam are intended to provide guidance to students, supervisors and committees on the comprehensive exam process within EDCP. The Guidelines provide a structure with clear expectations so that all involved have a somewhat common experience.

1.0 Purpose

The purpose of the comprehensive exam is to demonstrate and communicate: 1) comprehensive knowledge of the chosen field of study; and 2) comprehensive methodological knowledge needed to complete a dissertation. The exam provides an opportunity for students to demonstrate the ability to communicate required in-depth and broad knowledge of the discipline, engage in critical analysis and conceptual synthesis of scholarly literature in required fields, and demonstrate readiness to conduct high quality independent and original research. In addition, an important goal of the exam process is to help students focus on a particular area of study within the field of curriculum studies and receive constructive feedback from the committee. Although the process of completing the comprehensive exams prepares students for their thesis research, examination on specific thesis research is usually considered secondary to the main purpose of the comprehensive exams.

2.0 Structure and Content

The comprehensive exam consists of two parts. One part includes three written papers completed independently by students at a time chosen in consultation with the research committee (usually upon completion of required coursework and typically when the student is midway through the second year in the program). A second part involves an oral discussion of the papers with the student and his/her committee.

The content of the papers is broadly defined to focus on curriculum studies, research methodology, and area of specialization. It is up to the committee and student to agree on the required breadth and depth of each paper related to a particular focus, recognizing that a main purpose of the exams is to demonstrate and communicate “comprehensive” knowledge in the fields. The comprehensive exams are intended to be somewhat broader than the focus of a specific research problem. Although some aspects of the papers may eventually be included in the thesis or proposal, the exams themselves are not meant to be dissertation chapters or to become the research proposal.

The length of each paper will be determined by the student’s comprehensive committee but should be no longer than 7,000 words, excluding references (footnotes and endnotes are considered to be part of the text and should be included in the overall word count of the paper).

Exceptions to the standard three-paper exam must be presented in writing with detailed rationale to the Graduate Programs Advisor. Approval by all members of the committee, the Graduate Programs Advisor, and in some cases the Graduate Advisory Committee is needed for

alternative formats.

3.0 Examination Process

Students may complete the comprehensive examination at any time during the academic year, usually after completion of all coursework, and usually within 20 months of the start of program. The expectation by FoGS and the Department is that students complete their comprehensive exam and have their research proposal approved by the end of their second year in the program and no later than the end of the third year. Extensions may be permitted with approval of the Dean of Graduate Studies in exceptional cases.

Typically, the examination process begins as required coursework nears completion. Around this time students and their supervisors begin discussions about the possible focus of the comprehensive exam questions. It is recommended that the research supervisory committee be formed by this time. Working with their supervisor and committee students draft an exam question and selected reference list for each paper. Once the committee approves the questions and respective reference lists students can begin writing the papers, usually over a single three-month period. Students are expected to adhere to this timeline.

A goal of the comprehensive exam process is to demonstrate independent scholarship. Students should therefore share or take on responsibility for developing the exam questions and reading-lists as well as organizing and summarizing comprehensive exam committee meetings. During writing of the papers students may contact their committee members but not submit drafts or request feedback on written work.

Exceptions to the standard three-month timeline for writing the three papers are permitted only with approval of the supervisor, committee and Graduate Programs Advisor. Exceptions must be presented in writing with detailed rationale to the Graduate Programs Advisor. Approval by all members of the committee, the Graduate Programs Advisor, and in some cases the Graduate Advisory Committee is needed for alternative time frames.

4.0 Review and Evaluation of Exams

Students submit the completed papers to their supervisor and committee members. Within three weeks of submission the whole committee and student will meet to discuss the papers. The meeting provides an opportunity for the student and committee to engage in a discussion of major ideas in the papers. The committee may ask students questions to clarify, extend or challenge ideas presented in the papers. This meeting typically requires approximately 1.5 hours. An additional .5 hours is needed for the committee's in camera discussion and evaluation of the papers and oral discussion.

The committee will assess the papers using the criteria established by FoGS which includes demonstration of:

- strong analytical, problem solving and critical thinking abilities;
- required breadth and in-depth knowledge of the discipline;

- required academic background for the specific doctoral research to follow;
- potential ability to conduct independent and original research;
- ability to communicate knowledge of the discipline

Considering the quality of each paper, the overall quality of the papers as a set, and the oral discussion, the committee should reach a decision on what, if any, revisions will be required prior to acknowledgement of successful completion of the comprehensive exams. The committee should take into consideration assessments made by each committee member on the papers and questioning of the student during the oral discussion.

At the end of the in camera discussion the committee must determine the appropriate category of evaluation for each paper. Any revisions required by the committee must be clearly communicated to the student. The committee will use the following categories to evaluate each paper:

Pass:

The paper is satisfactory and meets or exceeds the assessment criteria. No revision or only minor revisions are required.

Satisfactory pending substantive revisions:

The paper requires revisions of content. The student and supervisor will establish a clear time line to complete the revisions, up to a maximum of one month per paper. The supervisor withholds a Pass on the paper until revisions are complete.

Unsatisfactory:

The paper is unsatisfactory in its current form. Major rewriting and rethinking are required. The student is given two months to re-submit the paper. The nature and extent of the required changes are determined by the committee in consultation with the student. Only one re-submission per paper is permitted.

Fail:

The paper is unsatisfactory and re-submission is not permitted.

It is highly preferable that all members of the committee agree on the evaluation, but in those rare cases when committee members do not reach a consensus, the majority view will hold. Time to complete "substantive revisions" is up to one month per paper. Time to resubmit "unsatisfactory" papers is up to two months per paper. In extraordinary circumstances up to a maximum of six months can be requested by students and approved by the research committee. The composition of the committee usually remains unchanged for the assessment of resubmitted papers. Revisions will be judged as "Pass" or "Fail".

It is the responsibility of the supervisor to notify students, in writing, of the results of the comprehensive examination. Students can expect written feedback on the quality of the written papers and oral discussion as a summary report from the committee and/or from each

committee member. The feedback should outline the assessment and reasons for the decision reached by the committee in sufficient detail for the student to understand the decision, including articulation of the strengths and weaknesses. Feedback on the oral discussion can include comments on communication of ideas and ability to answer questions.

A Pass on the comprehensive examination is attained when all three papers are assigned the category of pass.

5.0 Appeal Process

If students wish to appeal a decision made by the committee on the assessment of one or more papers, and/or of the comprehensive exam process, they may do so following UBC appeal procedures. (<http://www.grad.ubc.ca/faculty-staff/policies-procedures/senate-appeals-academic-standing>)

An appeal of the decision on the comprehensive exams should involve the following:

- A formal letter detailing the grounds for appeal should be submitted to the Graduate Advisory Committee, which will serve as the first appeal committee. This letter should summarize the nature of the academic concern, the basis for an appeal of that judgment, and the process followed and outcome of efforts to resolve the issue with the supervisor and committee. The Graduate Advisory Committee will review the case and make an initial assessment of the merits of the appeal and discuss options available to resolve the concern within two weeks of the appeal being submitted.
- If not satisfied with the result of this appeal, students may then submit their case to the Head of the Department and subsequently to the Dean of Graduate Studies.

6.0 Sample Comprehensive Exam Questions

See Graduate Programs Assistant for sample questions.

(d) Maximum Credits for EDCP 580 in a Doctoral Program

That a maximum of 9 credits of 580 courses may be countered towards doctoral requirements. (The recommendation is no more than 6 credits).

(e) Program Specific Forms

See below for forms:

i. Program Planning

Sample (Check with Graduate Programs Assistant)

Department of Curriculum and Pedagogy

The University of British Columbia

PROGRAM PLANNING FORM FOR PhD

Name: _____

Student Number: _____

Faculty Supervisor: _____

Start Date: _____

Faculty Co-Supervisor: _____

Committee Members: _____

Address: _____

Phone No. (h): _____
(w): _____
fax: _____
e-mail: _____

PhD Program of Studies

Required Courses	Cr.	Term	Grade	Selected Courses	Cr.	Term	Grade
Doctoral Seminars				5.	3		
1. EDCP 601	3			6.	3		
2. EDCP 602	3			7.			
				8.			
Research Methodologies				9.			
3.	3			10.			
4.	3			Dissertation			
				EDCP 699	0		
				Total (should be 18 – 24 cr.)	18		

Program Guidelines:

- Students must be registered continuously during the degree program (this means all three terms each year).
- Students have six years to complete their program, with extensions granted under exceptional circumstances. It is highly recommended that student complete in 4 years.
- The PhD Comprehensive Exam, set by supervisor, co-supervisor, and instructors, will cover a) curriculum and instruction, b) research methodology, and c) the student's field of specialization.
- Student, co-supervisor, and supervisor should retain a copy of this Program Form, and original should be placed in the student's file in the Graduate Programs Assistant Office.

Signatures: _____

Student: _____

Co-Supervisor: _____

Supervisor: _____

Date: _____

ii. Annual Academic Progress Report

Sample (Check with Graduate Programs Assistant)

MA/PhD Annual Academic Progress Report

Dear Graduate Student: This progress report is to be completed in each year of your graduate program. Please fill out and submit by mail to: Graduate Programs Assistant, Department of Curriculum and Pedagogy, 2125 Main Mall, Vancouver, B.C., V6T 1Z4 or email it as an attachment to your supervisor and to edcp.grad@ubc.ca. The deadline is **May 31st each year.**

Student Name (Last, First): _____

Student Number: _____

Current Address: _____

Postal Code: _____ **Phone No.** _____ **e-mail:** _____

Current Supervisor: _____ **Pro Tem/Research** (circle one)

Current Degree and Program Area: _____

1. List Coursework Completed to Date For This Degree Program:

COURSE	Grade %	Instructor

Please describe any unusual circumstances relating to completion of coursework (e.g., leave of absence, incomplete course, withdrawal, low scholarship):

2. List All Courses Remaining on your Degree Program and Indicate Term Each Course is to be completed

COURSE	Term to be completed	COURSE	Term to be completed

3. Program Requirements:

Please indicate the approximate date you completed or anticipate completing the following:

PhD Students:

Comprehensive exams: _____

Dissertation proposal: _____

Dissertation Defence: _____

MA Students:

Thesis proposal: _____

Thesis Defence: _____

4. Progress on Thesis/Dissertation Research:

Research Supervisor: _____

Research Committee Members: _____

Thesis/Dissertation Topic: _____

Brief Description: _____

Progress to Date: _____

- 5. Nominations and Awards:** Describe any awards, scholarships, fellowships, or recognition received for the past academic year and the ensuing year if applicable. Indicate the amount of the award.
- 6. Research Experience:** Describe any research activities or experience you were involved in this year beyond thesis or dissertation. Include such things as volunteer or paid research assistantships, involvement in faculty or other research projects, reviews or other editorial activity, conference presentations, publications, papers written or submitted.
- 7. Teaching Experience:** Describe any teaching activities either within or outside the university, tutoring, formal or informal classes, guest lectures, workshops, or courses you taught.
- 8. Goals for the coming year:** Describe what you plan to accomplish in the coming academic year.
- 9. Service (committee member, volunteer, etc.):**
- 10. Feedback to the Department regarding the program:** Provide any suggestions for improvement, and comments on strengths or weaknesses of any aspect of the program. Please note that any additional comments on any aspect of your graduate student experience may be provided in confidence to the Graduate Programs Advisor or Department Head in a separate letter.

iii. Comprehensive Exams Approval Form

Sample (Check with Graduate Programs Assistant)
Doctoral Comprehensive Exams Approval Form

Student Name (Last, First): _____

Student Number: _____ Email: _____

Program Area: _____

Titles of Comprehensive Exam Papers:

1. _____

2. _____

3. _____

Successful Completion of Comprehensive Exams

Supervisor: _____
Print _____ Signature _____

Committee Member: _____
Print _____ Signature _____

Committee Member: _____
Print _____ Signature _____

Date: _____

Attach to this form:

- Research supervisor's brief summary of meeting outlining the committee feedback

A copy of this form and attachments will be placed on file with the EDCP Graduate Programs Assistant. Copies will be made for the student and supervisor.

iv. Doctoral Dissertation Proposal Approval Form

Sample (Check with Graduate Programs Assistant)
Doctoral Dissertation Proposal Approval Form

Student Name (Last, First): _____

Student Number: _____ Email: _____

Program Area: _____

Working Title of the Dissertation:

Approval of Dissertation Proposal:

Supervisor: _____
Print _____ Signature _____

Committee Member: _____
Print _____ Signature _____

Committee Member: _____
Print _____ Signature _____

Date: _____

Attach to this form:

- Research supervisor's brief summary of meeting outlining the committee feedback
- Copy of the dissertation proposal

A copy of this form and attachments will be placed on file with the EDCP Graduate Programs Assistant. Copies will be made for the student and supervisor.

3. Guidelines for Student Assessment in Graduate Courses

(a) Applicable to All Courses

That EDCP Graduate Courses (with the exception of EDCP 565I, EDCP 590) be graded using a mark from 0-100 according to the following guidelines:

A Level - Good to Excellent Work

A + (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level- Adequate Work

B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B- (68-71 %) Barely adequate work at the graduate level.

C level - Seriously Flawed Work

C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the

topic. Inadequate work at the graduate level.

D level

D (50-54%)

F level - Failing Work

F (0-49%)

(b) Particular to EDCP 601

In a PhD Program: EDCP 601 be graded using a mark from 0-100.

(c) Particular to EDCP 602

In a PhD Program: EDCP 602 be graded using a mark from 0-100

4. Assignment or Selection of Pro-Tem Supervisor or Supervisor

When a student is admitted to a program, a pro-tem supervisor is assigned to assist in helping a student in the early months of their program and supporting them in planning a program of studies during their first year. The pro-tem supervisor is a faculty member who has made a preliminary commitment to the student's program and has been approved by the Graduate Advisory Committee.

PhD Program

Normally within the first two years of the program, the student decides on a permanent supervisor, known as their PhD supervisor, for their doctoral studies. Students may wish to approach specific faculty members with requests to be their pro-tem supervisor or supervisor prior to or during their program, communicating changes to the Department's Graduate Advisor at any point before or when an agreement is reached. In a doctoral program it is the student's responsibility, in consultation with faculty members, to decide upon a PhD supervisor with whom they can work constructively and from whose scholarship they can learn a great deal.

The PhD supervisor is responsible for ensuring that the program is conducted in accordance with all University regulations. The supervisor plays a major role in designing a graduate program and research with the student, selecting a suitable supervisory committee, writing letters of support on the student's behalf, and identifying sources of funding, as well as in serving as one of the student's examiners in the comprehensive examinations and dissertation defense.

The Program of Study form must be signed by student and supervisor. Any change in the program must be approved by the Graduate Programs Advisor.

Masters Program

New masters students should contact their pro-tem supervisor and arrange for a meeting soon after being admitted to a program. A "Program Planning Form for MA / MEd Students" should be completed and signed at this point. And then reviewed and updated frequently. The plan should outline required and elective courses to be taken and a timeline for thesis or graduating project completion. The student and supervisor should hold regular meetings as appropriate.

The pro-tem supervisor may become the student's supervisor for the duration of the program, including the thesis research. If a student wishes to change pro-tem supervisors or supervisors, such a change should be made as early as possible in the program. When a student changes pro-tem supervisors or supervisors, he/she should complete the "Change of Supervisor Form" available from the Graduate Programs Assistant. In agreeing to serve as supervisor for a graduate student, the faculty member is making the commitment to assist that student in completing all of the requirements for the degree. Students are advised therefore to select their research topics and supervisors with care.

5. Change of Supervisor Form for Master's and Doctoral Students

Sample (Check with Graduate Programs Assistant)

**Faculty of Education
THE UNIVERSITY OF BRITISH COLUMBIA**

Change of Supervisor Form

Date: _____

Name: _____ Student #: _____

Degree: _____ Program: _____

My pro-tem supervisor* was:

(signature of previous supervisor)

* you should speak to your current supervisor first with respect to completing this form.

Please be advised that my supervisor is now:

(signature of new supervisor)

(student signature)

Please return this completed form to the Graduate Programs Assistant (Room 2229).

6. Graduate Student Scholarship in Curriculum and Pedagogy (\$TBA)

A scholarship has been endowed for a doctoral student in in EDCP. Adjudication is based on the Department rankings of applications for the SSHRC/AF competition. SSHRC/AF winners are ineligible. The award is made on the recommendation of the Department.

7. Graduate Peer Advisors: Roles and Responsibilities

The duties of the EDCP Peer Advisors can be found in two documents (both summarized below). The first set provides the broad overview of the duties and is taken from a series of yearly reports provided by previous EDCP Peer Advisors. Those reports, detail their work with graduate students as follows:

EDCP Peer Advisors are expected to:

- Assist with orientation of new students.
- Build community among full and part time graduate students.
- Develop a supportive network among graduate students.
- Facilitate communication between EDCP graduate students and FEDS, GSS, and other resources on campus.
- Monitor and maintain the use of the graduate student workspace, the "Palace", Scarfe room 1323, the "Den" (Scarfe 6A).

In addition to these broad expectations, it is also anticipated that they will answer a wide variety of questions from students with respect to:

- Selection of academic courses.
- Day-to-day UBC logistical questions.
- Computer related problems.
- Writing, research, and assignment related questions.
- Relationships between students and their supervisors.
- Relationships between students and other students.
- Adapting to life in Canada.

The second set comes from the more formal outline provided to the Dean's Office (and OGPR specifically) to justify the funding of the Peer Advisor positions in our department. They are as follows:

1. Peer Academic Advisor to PhD students (1 GAA)

- a) Rationale: The Peer Academic Advisor at the Doctoral level is a significant source of information and support for incoming PhD students. His (her) role as a community builder is unparalleled in the Department. With more international students arriving in the Department each year (some with families) this GAA is more important than ever. The Peer Academic Advisor is able to offer advice and access to resources to incoming

doctoral students as well as enhance her/his own academic growth through lively, collegial exchanges with students from many countries and backgrounds. Their diverse experiences help broaden the academic and cultural horizons of the Advisor and offer the Advisor an opportunity to help construct and sustain a thriving doctoral community, great preparation for his/her own career in an academic setting.

b) Responsibilities:

- Maintains office hours for meeting with doctoral students
- Meets frequently with Graduate Programs Advisor and Graduate Programs Assistant
- Maintains file on resources and information for doctoral students on campus
- Assists new students in practical ways (setting up e-mail accounts etc.)
- Sorts through and posts information especially relevant to doctoral students
- Attends department and other meetings (e.g. social committee)
- Updates the student handbook
- Arranges social gatherings following doctoral examinations
- Assists with post docs and visiting scholars
- Contributes to Department newsletters and bulletins

c) Contributions to our unit:

- Is a valuable source of information about doctoral student “climate” in the Department
- Actively builds community in the Department
- Helps initiate new students to formal and informal procedures and policies
- Provides an important link between Faculty and new doctoral students

3. Peer Academic Advisor to MEd and MA students (1GAA)

- a) Rationale: Because the EDCP graduate community includes both full and part-time students at the Master’s level, there is a growing need for academic advising targeted especially to this level. Masters’ students have very different scholarly and social needs than do doctoral students, and Masters’ students often feel “overshadowed” and forgotten. This GAA is devoted to attending to the concerns and questions central to the experiences of Masters’ students at UBC. Graduate students (at their recent retreat) voiced concern that part time students need to be actively welcomed into the academic community in the Faculty. We believe it is crucial that the Department respond constructively by hiring a GAA who will take this task on directly and with enthusiasm. This position will also offer the Advisor the opportunity to contribute to the life and well-being of a large graduate community. She/he will benefit by gaining firsthand knowledge of what goes into building and sustaining collegial relations amongst diverse participants in the Department, thus preparing for collaborative working arrangements in the future.

b) Responsibilities:

- Maintains office hours for meeting with Masters' students
 - Meets frequently with Graduate Programs Advisor and Graduate Programs Assistant
 - Maintains file on resources and information for Masters' students on campus
 - Assists new students in practical ways (setting up e-mail accounts etc.)
 - Locates, assesses, and posts information especially relevant to Masters' students
 - Attends department and other meetings (e.g. social committee)
 - Arranges welcoming activities for part-time Masters' students
- c) Contributions to our unit:
- Helps establish a more positive working climate for Masters' students, especially part-time students.
 - Contributes to discussions about policies and programs that will directly impact Masters' students
 - Maintains links between Masters' students and Faculty

8. New Graduate Courses Proposals - Category I Changes

(a) Internal to the Department

After a new course is approved by a Department or unit in the Faculty, procedures are uniform (Step 6 onward).

1. New course proposal together with signed internal EDCP consultation form (see below) are submitted to the GAC and then made available for initial review and comment within the department [Comments are submitted to the GAC].
2. The GAC evaluates the revised proposal, providing feedback to Course Author for revisions, if necessary.
3. Upon approval by the GAC, the proposal is presented by the Graduate Advisor to the Department for comments and approval.
4. Course proposal is forwarded to relevant stakeholders outside the Department for consultation (see consultation forms) [Graduator Advisor & Assistant forward files].
5. Consultations are collated and evaluated, with edits and requests addressed [Graduator Advisor & Assistant work with Course Author].
6. Course proposal, consultations, and budget implications form are forwarded to the GCAC for evaluation and approval [Graduator Advisor & Assistant forward files].
7. Course proposal and budget implications form are forwarded to Dean for budget implications approval [Associate Dean and OGPR staff forward files].
8. Course proposal is forwarded to Faculty for approval [Associate Dean and OGPR staff forward files].
9. Course proposal is forwarded to the FOGS New Programs and Curriculum Committee for approval [Associate Dean and OGPR staff forward files].
10. Recommendation is forwarded to the FOGS Graduate Council for information [Chair of New Programs and Curriculum Committee forwards information].
11. Course proposal is forwarded to the Senate Curriculum Committee for approval.

12. Recommendation is forwarded to Senate.



THE UNIVERSITY OF BRITISH COLUMBIA

EDCP Course Consultation Request

To:	
Name:	Date:
Specialization:	Coordinator's Name:
From:	
Instructor's Name:	Specialization:
Coordinator's Name:	Phone:
E-mail:	

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:

Response

- () We support the Proposal. () We have no interest in the proposal.
 () We DO NOT support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

Respondent:

Name:	Specialization:
Signature:	Phone/Fax:

(Adapted by the Curriculum and Pedagogy Department as of February 21, 2013 by the e-vote)

(b) External to the Department

That all Category One Curriculum Change consultation from units external to EDCP be circulated and discussed at a Department Meeting prior to decision and responses.

G. TEACHER EDUCATION PROGRAMS IN THE DEPARTMENT OF CURRICULUM AND PEDAGOGY

1. Certificate Programs: Proposals

The Department of Curriculum and Pedagogy will respond to the continuing professional development needs of educators by providing certificate programs in areas of special interest.

Certificate programs are non-conferred and usually consist of a themed package of five courses (15 credits) offered over a 24 or 18 month period. Their purpose is to respond to professional needs and encourage continuing professional development, possibly laddering into a diploma program or graduate studies.

Certificate programs must:

- Support the goals of the Department.
- Involve some tenure-track faculty in coordination and delivery.
- Operate with a budget that minimally breaks-even or realizes profit.
- Focus on themes of strength or new initiatives in the Department.

First steps:

- Inform Department Head of the initiative and seek approval within the Subject Area Committee if the certificate will be subject based.
- Department and PDCE representatives meet with teachers, district personnel, community organizations, or those who wish to sponsor or partner in the initiative for the purpose of assessing the feasibility of the plan.
- If feasible a meeting or meetings are organized in the delivery location (if possible) to identify interest among potential students, to communicate the requirements, and possibilities of the Certificate program.
- A marketing plan and budget are provided by PDCE.
- If deemed feasible, a proposal is developed and submitted to the Department Head, Director of PDCE, and the Chair of the Department Teacher Education Committee for approval at a meeting of the Committee.

A Proposal for a Certificate Program consists of:

- A name and theme.
- Rationale stating the ways the program fits within and promotes the goals of the Department, Faculty and University.
- Marketing plan and budget (developed with assistance of PDCE). Funding sources including any outside funding should be identified.
- Outline of program being offered including schedule of courses, instructors and coordinator, brief description of each course. Identify faculty members involved and the strategies proposed for fulfilling the teaching, research, and service roles that the faculty members normally fill.

Following Undergraduate Advisory Committee approval:

- Proposal will come to the next Department meeting for approval.
- The final decision to offer a Certificate program will be made by the Department Head and Director of PDCE in consultation with the designated program coordinator, based on enrollments.
- Approval of the program constitutes approval for offering the courses for the duration of the program.

Note:

If the program requires any new courses, these will be approved in the same way as all other new courses.

2. The Department and its Relationship with CCASA

That the Department endorse the general notion that Departments are responsible for the creation, development, and evaluation of programs.

H. OTHER

1. Faculty Congress

In the event that three nominees or fewer stand for the EDCP election to the Faculty Congress, a nominee must receive the vote of the majority of eligible voters in order to serve on the Congress.

2. Faculty Reimbursement for Texts

That the Faculty be reimbursed for text required for courses (indicated on syllabus) up to \$150 per year.

3. Departmental Procedures for Approval of On-Line Format for existing Courses

Existing undergraduate [and graduate courses] may be delivered in on-line format with some support available from the Office of Professional Development and Community Engagement (PDCE) or UBC Instructional Technology (UBCIT). Proposals to deliver existing* courses in on-line format should originate from a tenure-track faculty member or a subject area committee and proceed with a sequence of approvals from:

- Curriculum Area Committee
- Department Undergraduate or Graduate Advisory Committee
- Department Meeting

A proposal should consist of: Course title, number, one page description and outline of online format, rationale for online/ mixed mode formal; schedule for offering, instructors, description of potential students, a budget and marketing plan. A current course outline containing learning objectives, assessment and so on should also be appended.

Procedure:

After expression of interest in Curriculum Area Committee, meet with PDCE or UBCIT staff to assess feasibility of plan to offer course on-line. If feasible, a marketing plan and budget will be developed by PDCE (for cost recovery courses).

Develop a proposal that first gains Curriculum Area Committee approval and then moves through various levels of approval stated above.

**Note:*

If the on-line course is a new course (not currently listed in the calendar), it needs to follow UBC curriculum approval procedures for new courses.

4. Procedures for Assigning Teaching of Courses

- Responsibility for staffing of EDCP courses lies with the Department Head, with final approval of all hiring from the Dean's office.
- EDCP hires instructors based on qualifications that include appropriate academic and/or professional background and relevant experience.

- EDCP assigns full-time faculty members teaching loads in accordance with the Faculty of Education workload policy.
- Evaluation of programmatic needs will be ongoing. Changes made to the schedule will reflect programmatic needs and will influence hiring priorities and decisions.

For Full-Time Tenure-Track Faculty, Non Tenure-Track Faculty, and Sessional Faculty with Continuing Status:

- Upon completion of the schedule for the summer, and winter terms 1 and 2, the Department Head will communicate individually with faculty members about their teaching preferences for the following year.
- In consultation with the Head's Advisory Committee, the Department Head will prepare a draft of faculty members' teaching assignments, and will finalize these in consultation with individual faculty members.
- Final course assignments will be made first to tenured and tenure-track faculty members, then to non-tenure-track faculty members, and finally to sessional faculty members with continuing status.

For Sessional Lecturers, Visiting Professors, Postdoctoral Teaching Fellows, Adjunct Professors, Noted Scholars and Other Qualified Individuals

- Assignments are based upon academic and professional qualifications, relevant experiences, demonstrated quality and effectiveness of work performed, departmental programmatic needs, and availability of the instructor.
- Available courses will be posted on the Department website by March 15th for a minimum of a two-week period.
- Unexpected course additions will be posted unless they are the result of unforeseeable events, in which case they will not be posted.

For Sessional Lecturers only:

- Sessional lecturers are appointed in accordance with the *Agreement on Conditions of Appointment for Sessional and Part-time Faculty Members* between the University and the Faculty Association.
- Sessional lecturers have a right to reappointment to one course based on Departmental need and on demonstrated competence in teaching performance in the courses they have taught in the previous twelve (12) months.
- Application Process for current sessional lecturers will include:
 - a letter of application noting availability, desired courses and workload;
 - a current CV (including relevant teaching educational background and teaching experience).
- Application Process for new sessional lecturers will include:
 - a letter of application specifying requested courses to be taught and availability for teaching;
 - a current curriculum vitae, including relevant educational background, teaching experience) and, if relevant, research experience;

- names and contact information of two (2) referees.
- Appointment and Reappointment Process
 - The Department Head and the Head's Advisory Committee will consult formally with Curriculum Area Coordinators to make decisions about the appointment or reappointment of sessional faculty.
- Appointment of new sessional faculty is based on the following criteria:
 - academic and professional qualifications
 - relevant experience
 - department and programmatic needs

Reappointment of Sessional Instructors is based on the following criteria:

- department and programmatic needs
- teaching performance evaluations, which includes colleague teaching reviews and student evaluations, as specified in Articles 7 and 8 of the *Agreement on Conditions of Appointment for Sessional and Part-time Faculty Members*.

For Graduate Teaching Assistants Only:

- Teaching Assistants are appointed in accordance with the Agreement between the University and CUPE 2278, Teaching Assistant Component.

Notes:

- 1) Off-campus cohorts approvals are not included in the above as these programs are temporary in that they exist only for the life of the cohort in contrast to formally approved program of studies (e.g., Masters in Museum Education) that are intended to become one of the approved program offerings within the Department and the courses therein are available to all students in the Department regardless of their program of studies assuming (1) that there is space in the course or courses after specialist program students have enrolled and (2) the necessary prerequisites for the course or courses, as required, have been fulfilled by the students.
- 2) New courses are included in this document as they become approved Department courses.

5. Visiting Scholars

From time to time faculty members are asked to sponsor visiting scholars or post-doctoral fellows in the Department. All requests from visiting scholars should be considered and approved by the appropriate Curriculum Area Committee and forwarded to the Head for consideration by the Head's Advisory Committee (HAC). The HAC will give priority to proposals for visiting scholars who are actively working with Department members on research projects that can support the provision of requisite space and resources.

- Assist in mentoring of graduate assistants, sessional instructors, and new faculty colleagues.

6. Academic Appeal Process within EDCP

Background and Purpose

Occasionally students have concerns about an academic judgment made by a member of the department's instructional staff. For some academic matters, the University *Calendar* specifies procedures to be followed, but these most often address processes outside of departments and Faculties. This is especially the case for matters related to academic misconduct, including plagiarism, which are covered under separate policies described in the University *Calendar* (see <http://students.ubc.ca/calendar/> and follow the links to "Academic Regulations"). Students and faculty should also be aware of the university's policy on Scholarly Integrity, known as Policy 85, which can be found at <http://www.universitycounsel.ubc.ca/policies/policy85.html>, which deals in part with fairness in the evaluation of student work.

The purpose of this document is to summarize the process to be followed within EDCP when a student wishes to appeal an academic judgment. Most often these judgments involve a grade on an assignment or in a course. The process described below will normally be followed for an appeal of a grade but also provides a general structure for appeals of other academic judgments (like results of comprehensive examinations, for example).

Appeals of academic judgments, especially those concerning grades on assignments and in courses, should normally be based on the belief that an unfair or improper assessment procedure was used. In other words, it is normally not enough for a student to feel that they should have received a higher mark unless that feeling is based on the belief that the assessment process was somehow flawed resulting in an unfair or unreasonable decision. The appeal must document how the assessment is flawed and unfair.

Academic Appeal Process

In all cases of disagreements between instructional staff and students, the first course of action is for the student to raise the concern directly with the instructor who is obligated to listen to the concern and provide a timely, respectful response consistent with our Statement on Academic Climate. If this response is not acceptable to the student, then the process described below should be followed. Before starting this process, however, the student may wish to discuss their concern with the Peer Academic Advisor, their Pro Tem Advisor, or the department's Graduate Advisor to get a "third party" opinion on the matter and advice on how to proceed.

- 1) The student should summarize in writing the nature of the academic judgment of concern, the basis for an appeal of that judgment, and the process followed and outcome of any effort made to resolve the matter with the instructor. If the matter concerns a grade on an assignment or in a course, the course outline should be provided along with the assignment(s) of concern including any feedback provided by the instructor. This summary and related materials should be submitted to the Head of the department within two weeks of the effort to resolve the matter with the instructor.

- 2) The Head will review the information provided and consult with the instructor and others as necessary. The Head may also ask other faculty members to review the student's work and offer an assessment of its strengths and weaknesses.
- 3) The Head will make an initial determination of the merits of the appeal and then meet with the student to discuss it within two weeks of the appeal being submitted. This discussion may include options available to resolve the concern if the appeal is judged to have merit. If requested by the student, the Head will prepare a written summary of this meeting that will be provided to the student, with a copy to the instructor, within a week of the meeting.

If the matter is not resolved to the student's satisfaction by the Head and the student wishes to pursue the appeal further, they should contact the Associate Dean of Graduate Programs and Research, Faculty of Education, who can provide advice on how to pursue the appeal at the Faculty level. Only after this departmental process has been exhausted (but not to the satisfaction of the student) will students be permitted to turn to other academic appeal channels in the Faculty and the University.

Approved by the EDCP Department on January 17, 2013.

7. Research Space Allocation Policy

Research space will be allocated by the Department Manager according to the principle that the need for additional space is justified by an externally funded project requiring space for the work of graduate students in the employ of the research.