

**Vancouver Senate**

**THE SEVENTH REGULAR MEETING OF THE VANCOUVER SENATE  
FOR THE 2015/2016 ACADEMIC YEAR**

**WEDNESDAY, 16 MARCH 2016**

**6:00 P.M.**

**ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961 EAST MALL**

- 1. Minutes of the Meeting of 16 February 2016 – Dr Martha Piper** (approval) (docket pages 3-18)
- 2. Business Arising from the Minutes – Dr Martha Piper**
- 3. Remarks from the Chair and Related Questions – Dr Martha Piper** (information)
- 4. Presentation of Certificates of Appreciation for Student Representatives from 2015-2016 – Dr Martha Piper** (information)
- 5. Remarks from the Chancellor – Mr J. Lindsay Gordon** (information)  
Update on the Presidential Search
- 6. Admissions Committee – Dr Robert Sparks**
  - a. Transfer Credit towards Graduate Programs (approval) (docket pages 19-22)
  - b. Admission Requirements to Vantage College Programs (approval) (docket pages 23-39)
- 7. Joint Report of the Admission & Curriculum Committees – Drs Robert Sparks & Peter Marshall**  
New Degree Program: Master of Business Analytics (approval) (docket pages 40-64)
- 8. Awards Committee – Dr Lawrence Burr**  
New and Revised Awards (approval) (docket pages 65-72)
- 9. Curriculum Committee – Dr Peter Marshall**  
Curriculum proposals from the Faculties of Arts, Graduate and Postdoctoral Studies (Arts and Education), and Science (approval) (docket pages 73-91)

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## **10. Nominating Committee – Dr Richard Tees**

Appointment to the President's Advisory Committee for the Selection of an Associate Vice-President Enrolment & Academic Facilities (approval) (docket page 92)

## **11. Reports from the Provost – Dr Angela Redish**

- a. Designation of Director of Continuing Education (information) (docket page 93)
- b. New Ministry Degree Approval Process – with Dr Hugh Brock (information)

## **12. Other Business**

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

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



# VANCOUVER SENATE

## MINUTES OF 17 FEBRUARY 2016

### Attendance

**Present:** Dr M. Piper (Chair), Dr K. Ross (Secretary), Mr J. Abaki, Mr T. Ahmed, Dr R. Anstee, Mr A. Bailey, Dr K. Baimbridge, Ms E. Biddlecombe, Dean M. Coughtrie, Dean C. Dauvergne, Mr N. Dawson, Mr K. D'Souza, Dr A. Dulay, Dr Wm. Dunford, Dr S. Forwell, Dean B. Frank, Dr F. Granot, Mr S. Haffey, Dr P. Harrison, Ms M. Hatai, Mrs C. Jaeger, Dr B. Lalli, Mr H. Leong, Dr P. Loewen, Ms J. Loveday, Dr D. MacDonald, Prof. B. MacDougall, Mr K. Madill, Dr Wm. McKee, Mr Wm. McNulty, Ms K. Milton, Dr C. Naus, Ms J. Omassi, Dr I. Parent, Dean M. Parlange, Dean S. Peacock, Dr J. Plessis, Dean S. Porter, Dr A. Redish, Dr L. Rucker, Dr C. Ruitenbergh, Mr G. Sangha, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Dr R. Tees, Dr S. Thorne, Dr L. Walker, Dean R. Yada, Mr E. Zhao.

**Regrets:** Dr P. Adebar, Dean G. Averill, Dr S. Avramidis, Dr L. Burr, Dr A. Collier, Dr J. Gilbert, Dr D. Gillen, Dr C. Godwin, Prof. B. Goold, Chancellor L. Gordon, Dean R. Helsley, Dean J. Innes, Dr A. Ivanov, Dean D. Kelleher, Dr P. Keown, Dr S. Knight, Ms A. Maleki, Dr C. Marshall, Dr P. Marshall, Dr P. Meehan, Mr D. Munro, Dr C. Nislow, Ms N. Perry, Dr G. Peterson, Mr A. Rezaeuan-Asel, Dr A. Riseman, Dr B. Sawatzky, Dr T. Schneider, Dean S. Shuler, Ms S. Simon, Mr T. Tanaka, Mr J. Tang, Dr R. Topping, Ms S. Vohra.

**Recording Secretary:** Mr C. Eaton.

### Call to Order

The Chair of Senate, Dr Martha Piper, called the sixth regular meeting of the Vancouver Senate for the 2015/2016 academic year to order at 6:01 pm.

### Senate Membership

The Registrar informed Senate that a letter of resignation has been received for Dr Peter Choi, Representative of the Joint Faculties, and that a By-election has been called to fill the seat.

### Minutes of the Previous Meeting

Richard Tees  
Shannon Sterling

} *That the Minutes of the Meeting of 20 January 2016 be adopted as corrected:*

*Corrections:*

*Dr D. MacDonald was present.*

*Dean Parlange was present.*

*Sterling was not present.*

*Dr Burr's comments regarding the scholarships offered by the Chancellor were entered into the*

*minutes.*

Approved

### **Remarks from the Chair**

The President noted that the Animal Defence and Anti-Vivisection Society of BC would be meeting with the Senate Academic Policy Committee at its next meeting regarding the petition it presented to the University.

The President advised Senate that the Provincial Budget was announced on Tuesday. She outlined the highlights of that budget overall, and noted that for higher education, the increase announced was related to the “Economic Stability Dividend” salary increases, which would be from \$25 to 28 million a year. The President noted that no cuts were made to our budget, and that this was good news for the University. She further advised that the \$20 million for renovating biological sciences was reconfirmed, and that there would be a significant increase in our capital budget for deferred maintenance of around \$40 million.

Finally, the President advised that the review report from Paula Butler has been received on sexual assault. She noted that Ms Butler’s findings were based on relevant facts primarily fathered by extensive interviews and comments provided by interviewees. Those findings were as follows: Firstly, she found no breaches in UBC policies, including Board Policy 3 and our non-academic misconduct rules. Secondly, there was however a lack of clarity around policies and processes. She attributed this lack of clarity to many factors, but primarily the multitude of units involved and the process to report an assault being unclear, and the lack of familiarity and knowledge by staff members and by complainants. The President further noted that many delays were found by Ms Butler, and these delays were caused by lack of clarity in process, the number of units, and miscommunication. There was also human error in addressing the issues, for example, it took 10 months in one instance to bring a concern forward with no reasonable reason, and in another case, someone failed to investigate a case that they could have. Nevertheless, Ms Butler found that all UBC employees acted in good faith.

Dr Piper went on to say that in addition, Ms Butler reported several areas of concern: Firstly, the “scope” clause in our student code of conduct limits it to being on campus. Secondly, some students felt silenced while complaints were being investigated and the complaints were still unproven as faculty and staff were concerned about defamation. Finally, the CBC accretion that it took 18 months to deal with complaints was misleading: a concern was raised in January 2014 but did not file a formal complaint until December 2014 and that complaint did not go to PACSD as it wasn’t found to be an appropriate forum. In many cases, women were reluctant to file a formal complaint but wanted to talk about the issue informally. The President summarized by saying that overall, the review points to a flawed system and a need for clear direction and a more centralized and coordinated approach.

The President advised that UBC was developing a plan to move forwards. Earlier in the week, UBC had two days of consultation with an expert from the University of Oregon. We have

committed to bringing a new policy draft to the Board and Senate with the aim of having it in force for the fall. We've also established a committee under Janine Benedict from law.

Senator Singh noted that while we had no breach of policy, the policy was weak to start with and should be addressed in the new policy. He asked if any of the previously affected students would be involved in the committee.

The President replied that there would be student members of the Committee from the Alma Mater Society and Graduate Student Society.

Senator Singh encouraged us to look beyond UBC when students were away on exchange or in a group trip outside of campus.

The President agreed, noting that this was being looked at in this process.

### **Report from the Presidential Search Committee**

Deans Dauvergne and Frank presented an update on behalf of the Chancellor. They noted that last week, the position profile was released to the public and the chancellor provided a 4<sup>th</sup> update to the University community. The Committee is pleased with its progress so far, and is committed to moving forward expeditiously to put us in position to announce a new president by 30 June.

Dean Frank noted that we are now contacting potential candidates with the aim of having 12 to 15 long listed candidates by mid-March. Although early in the process, we've already seen an encouraging level of interest from some good candidates. By mid-April we intend to shortlist to 4 to 6 and interview.

Senator Loewen noted Gary Mason's recent Globe and Mail editorial and asked what the feasibility would be for finding a good internal candidate on time.

Dean Dauvergne replied that the preliminary list was encouraging but we have not had a conversation with those interested in the position regarding timing. Our goal is to be able to make an announcement by 30 June and this is not the same as having someone start on 1 July.

Senator Singh said that he expected candidates would want to know what happened from Professor Gupta. What, as a committee, are you willing to tell those candidates given the information now out there?

Dean Frank replied that the search will be conducted and the information shared with the public information available. There has been much discussion at the committee on this topic but we are bound by the agreement signed.

Senator Abaki asked about the credibility and accountability of the process and noted that it was unfortunate that the Chancellor was not present to address them. He did not think that the Senate could ignore the issues; he noted that the profile did reference the need of a candidate to help

heal the university and asked if that was possible if the University cannot be forthright with what happened with President Gupta. He suggested that the information now coming forward did call into question the legitimacy of the search process and said he was not sure if the Senate would have allowed the search to proceed in the current environment.

Senator Bailey noted that the search committee had no ability to call for an internal review not to install a president; the committee searches for and recommends a candidate to the Board.

The President suggested that Senator Abaki could email his concerns to the Chancellor.

Senator Haffey asked if the search committee would ignore the information accidentally released.

Dean Frank replied that no, it was now public information so it would obviously come up.

## **Unfinished Business**

### **REPORT ON VANTAGE COLLEGE**

The President introduced Dr Joanne Fox, Principal and Academic Director of UBC's Vantage College.

Dr Fox updated Senate on the progress of Vantage; she noted that when Senate established Vantage College, it was set three goals: to be innovative, to make up more diverse, and to be financially sustainable. In 2014 we launched two streams, Arts and Science. In 2015 we added APSC and Management. Both of the new streams offer students a dual campus experience.

The Principal advised that we now have data on the first class, 2014. These are students who have completed Vantage and have now completed term 1 of year 2 of their degree. Dr Fox noted that 73% of vantage BA and 67% of BSc students progressed to year 2. ISI rates generally were 90 and 85% (but this included Americans, UK, and other native English speakers). She further advised that 131 students successfully transitioned from Vantage to their degree programs.

Dr Anstee asked for comparator information across courses.

Dr Fox replied that the mean average was comparable but their failure rate was actually lower. The numbers right now are too small to make a course by course comparison.

Dr Fox advised that our first intake was 188, our 2<sup>nd</sup> was 267. The two new streams were approved very late in the admissions cycle last year and we are seeing more growth in the numbers for next year.

In terms of demographics, the largest place of origin for students was China, followed by Ecuador, South Korea, Thailand, and then Japan. 1 in 7 students in Vantage are supported by financial aid, and 7% of Vantage revenue are dedicated to scholarships and bursaries.

One key aspects of student support that Vantage offered students was a “meta syllabus” across all sections to allow instructors to know more about a student’s overall academic experience.

Senator Dunford noted that the implication of this was that English isn’t a problem, do we have data to support that?

Dr Fox replied that we know that they can succeed in 2<sup>nd</sup> year courses that require a good working knowledge of English.

Dr Anstee noted that the revised targets for Vantage are much lower than originally intended. Vantage will top up at around 450 for V and 150 for O?

Dr Fox replied that conservatively yes, but we can adjust out forecast as we get more data.

The Registrar noted that we would be discussing the enrolment targets later in the meeting.

Senator Loveday asked if there was data on Vantage students using academic supports.

Dr Fox replied that there are very few as current Vantage students have imbedded tutorials, but we don’t have data on Year 2 students using those resources.

Senator Loveday noted that overall, Vantage has a 70% pass rate from year 1 to 2. She asked what Vantage was doing about students who aren’t successful.

Dr Fox replied that we reach out as early as we can. With a coordinated program, we can know who is struggling on midterms for example. For many students the issue isn’t academic English but rather the culture shift to becoming a university student.

Senator Omassi asked about the dual campus experience – there is good reason why many students do not choose to do this and it goes against the notion of building a sense of belonging. What is being done to transition these students and to ensure that their sense of belong and performance isn’t harmed?

Dr Fox noted that the sense of belong is what we need to foster with our students. The student do move as a cohort and we need to leverage connections to their intended faculties and the regular students there.

Senator Sangha asked what the breakdown was between campuses for Applied Science.

Dr Fox replied 50/50, the students rank their program choices on both campuses.

Senator Sangha asked why Vantage added two new streams rather than building Arts and Science.

Dr Fox replied that it was to create new opportunities for students.

Senator Baimbridge noted that four of our five top counties were in Asia; he asked what we were doing to target Africa or South America.

Dr Fox replied that we were working with ISI on Latin America, Russia and the former Soviet states, for example.

Senator Bailey suggested taking some of the successes of Vantage to all first year programming.

Senator D'Souza noted that as a medical student he moved from Vancouver to the Okanagan, and the challenge was also integrating into the Kelowna community and not just UBCO.

Dr Fox replied that the academic programs we are partnering with have strong local connections that we can use to help students discover Kelowna.

### Candidates for Degrees

Richard Tees  
Nick Dawson

}

*That the candidates for degrees, as recommended by the faculties, be granted the degrees for which they were recommended, effective February 2016, and that a committee comprised of the Registrar, the Dean of the Faculty, and the Chair of Senate be empowered to make any necessary adjustments. (approval) (2/3 majority required)*

Approved

### Admissions Committee

The Chair of the Senate Admissions Committee, Dr Robert Sparks, presented.

#### NEW POLICY J-54: ADMISSION FOR BRITISH COLUMBIA YOUTH-IN-CARE

*See Appendix A: Policy J-54*

Robert Sparks  
Paul Harrison

}

*That Senate approve Policy J-54 Admission for British Columbia Youth in Care, to be effective upon the subsequent approval by the*



*Okanagan Senate and effective for admission into the Winter 2016 session and thereafter.*

Dr Sparks advised that the proposed policy was intended to increase flexibility by allowing UBC faculties the ability to admit former youth in care who meet University requirements but not necessarily the competitive average required in a given year.

Approved

#### **2016-2017 ENROLMENT TARGETS**

Robert Sparks	}	<i>That Senate approve and forward to the Board of Governors for approval the 2016 Enrolment Targets as set out in the attached document.</i>
Ken Baimbridge		

Dr Sparks noted that the targets are set through a lengthy process with the Deans' offices, Provost's office, Planning & Institutional Research (PAIR) and the Registrar.

Senator Anstee noted that he voted against the targets at SAC. SAC had been discussing capacity issues for some time and wanted enrolment targets set mindful of our capacity to teach. It is unfortunate that departments are not consulted, only faculties, as problems at the department level are not being addressed. Math, for instance, has been teaching beyond its capacity for some years. Dr Anstee noted that when we started teaching at UBC the 2<sup>nd</sup> year class size was 60. In 2002 it was 100. Now, 200 is the maximum class size seen by math. Dr Anstee described this as not sustainable. As a result, he viewed the enrolment targets as not reasonable and thus he could not support the motion.

Dean Peacock replied. He noted that a substantial amount of new and recurring funds are needed each year to cover salary increases. Science has given Math money above and beyond the funds required for salary increases. BC went through a number of tough years with mandated pay increases with no new funds and we are now moving forwards.

Senator Abaki asked for a more detailed report in the future, especially if international enrolment grew.

Dr Ratner set out the consultative processes used to develop the enrolment targets.

*Richard Anstee noted as opposed.*

Approved

#### **Agenda Committee**

The Acting Committee Chair, Dr Paul Harrison, presented.

## REQUEST FOR DELEGATED AUTHORITY FOR SENATE ADMISSIONS COMMITTEE

Paul Harrison  
Philip Loewen

}

*That Rule 29 (a) of the Rules and Procedures of Senate be amended with the addition of the bolded statement below "Admissions Committee (...to hear final appeals on applications for admission and re--admission to programs, **and to approve non-substantive or editorial changes to existing admission requirements**).*

*NB: Requires 2/3<sup>rd</sup>s approval*

Dr Harrison noted that this was a correction to an oversight made 3 years ago; Senate approved the delegation but did not amend its *Rules* to reflect the approval.

Approved

## Awards Committee

Dr Claudia Ruitenbergh presented on behalf of the Senate Awards Committee

### NEW AND REVISED AWARDS

*See Appendix B: Awards Report*

Claudia Ruitenbergh  
Lance Rucker

}

*That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.*

Approved

## Curriculum Committee

The Vice-Chair of the Senate Curriculum Committee, Mrs Carol Jaeger, presented

### CURRICULUM PROPOSALS FROM THE FACULTIES OF APPLIED SCIENCE, ARTS, GRADUATE & POSTDOCTORAL STUDIES, AND SCIENCE

*See Appendix C: Curriculum Report*

Carol Jaeger  
Richard Tees

}

*"That the new courses, revised courses, new course code, new program options, and revised program options brought forward by the faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Commerce and Business Administration,*

*Education, and Science), and Science be approved.*

Approved

## **Nominating Committee**

The Chair of the Senate Nominating Committee, Dr Richard Tees, presented.

### **APPOINTMENT TO COUNCIL BUDGET COMMITTEE**

Richard Tees	}	<i>That Dr William Dunford be appointed to the</i>
Jenna Omassi		<i>Council of Senates Budget Committee until 31 August</i>
		<i>2017 and thereafter until replaced, to fill a vacancy.</i>

Approved

## **Report from the Librarian**

The University Librarian, Dr Ingrid Parent, presented the 100<sup>th</sup> annual report of the University Librarian to the Senate. UBC still has the 2<sup>nd</sup> largest collection in Canada with 7.8m volumes, an increase on 5.4% over last year. We are at 78% electronic to 22% print, which may represent a plateau. In 2002 we were the reverse.

The Librarian noted that cIRcle, our digital repository, was ranked first in Canada with 2.7m views and 8m downloads.

The Librarian advised that the currency exchange rate issue was the largest challenge facing the library with most of its collections budget being spent in US Dollars and the Canadian dollar being on a 13 year low. The Librarian noted that Universities were absorbing costs for publishing but that academics were producing the work being sold for little or no compensation.

The librarian noted that CARL and Compute Canada had signed an agreement to develop the Portage project.

The librarian then updated senate on the library's physical space. Of particular note was the transformation of the 4<sup>th</sup> floor of Koerner library to study space, and the 5<sup>th</sup> floor to be a meeting space for digital scholarship.

Senator Abaki thanked the librarian for her report. He noted that students could provide feedback for courses and asked how the library could receive feedback. Secondly, he asked if there was an ability to have 24/7 library space.

The Librarian replied that Koerner was open 24/7 during exams, but not past 1am otherwise. It is a question of demand and cost. The Library anticipates and monitors its services every 2 years through Libqual. As a part of that we do survey users across campus. Last time, the top demand was for more study space. Finally, she noted that last year the Library staff did decrease but management staff did increase. A lot of that is due to digital work that requires professional staff.

President Piper commented that at the last meeting of the Senate we heard about having a healthy environment and asked if we really wanted our students pulling all-nighters.

Senator Abaki acknowledged that but noted that safe space should be provided.

## Adjournment

There being no further business, the meeting was adjourned at 8:12 pm.

## Appendix A: Policy J-54

*Please see the Secretary for the formal version of Policy J-54. The following is an excerpt of the key text:*

1. UBC may consider applicants to *direct-entry undergraduate programs* under this policy who meet the University's [general admission requirements](#), but who do not meet the competitive admission cut-off set by the individual faculties and schools.
2. Applicants who wish to be considered under this admission category must indicate their eligibility upon application for admission to the University. Applicants will be considered on an individual basis by the applicable faculty or school. A number of factors indicative of personal readiness to succeed at UBC will be considered.
3. In order to be considered under this policy, applicants must fall within one or more of the following categories:
  - a. The applicant is or was in the continuing custody of a *director* or a *designated representative* in British Columbia for at least one year between the date the applicant turned 12 years of age and the date the applicant turned 19 years of age.
  - b. The applicant was in the *guardianship* of a *director* in British Columbia for at least one year between the date the applicant turned 12 years of age and the date the applicant turned 19 years of age.
  - c. The applicant was subject to a *youth agreement* in British Columbia on the day prior to the date that the applicant turned 19 years of age.
  - d. The applicant was subject to a *temporary custody order* in British Columbia for a period of three years or longer between the date the applicant turned 12 years of age and the date the applicant turned 19 years of age.

## **Appendix B: Awards Report**

### *New Awards:*

**Robert CATHRO Memorial Bursary in Geological Sciences** - A \$1,350 bursary has been made available through an endowment established by the friends and family of the late Robert (Bob) Cathro who graduated from UBC in Geological Engineering in 1959 and went on to a distinguished career in the mining industry. He and fellow geologist Al Archer founded the consulting firm Archer, Cathro and Associates Ltd, which specializes in Yukon mineral exploration; a company that has launched the careers of hundreds of students over the past half century. A careful researcher and “data” miner, Bob played a leading role in developing the most comprehensive file on mineral exploration history of the Yukon. He was also a prolific technical writer and editor, publishing over 50 articles in various mining periodicals. Over his career, Bob received many awards including the Distinguished Service Award from the Geological Association of Canada. Bob was also integral to the formation of Geoscience BC. The award is made to a student in geological sciences who is in financial need. Adjudication is made by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

**CENTENNIAL Leaders Entrance Award** – The University of British Columbia offers renewable entrance awards ranging in value up to the full cost of the student’s program and living costs to outstanding students entering university directly from secondary school or transferring from another post-secondary institution to an undergraduate program of study. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs or contribution to community service, recognized achievement in fields of endeavor such as performing arts, athletics, debating or creative writing, and achievement in math or science competitions or examinations. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. The value of each award will depend on the applicant's financial circumstances. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Award winners will have their situations reviewed annually regarding both academic progress and financial need. Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

**CHONGQING International Experience Award** – Awards valued up to \$5,000 each have been made available by the University and the Ministry of Advanced Education of British Columbia for exchange students attending a partner university in the Chongqing Municipality of China. The awards are intended to support student mobility between the University and its partner universities in the Chongqing Municipality. All students participating in the exchange program with Chongqing partner universities will be eligible to receive the award. The awards are made on the recommendation of Go Global. (First Award Available in the 2015/2016 Winter Session)

**CLEAR Ocean Seafood Ltd. Award in Business Operations** – Two awards of \$1,000 each are offered annually by Clear Ocean Seafood Ltd. for students in their third or fourth year of the

Bachelor of Commerce program at the Sauder School of Business. Applicants need to be fluent in Mandarin and have a thorough understanding of Chinese culture and can be Canadian, permanent resident or international students. Preference will be given to students specializing in operations, logistics or related fields. The award is based on a combination of academic achievement, community involvement and interest in pursuing a career in operations or logistics. Clear Ocean Seafood Ltd. is a Richmond based scallop manufacturer & supplier. A global expert in importing, processing and exporting scallops, Clear Ocean Seafood Ltd. utilizes leading technology and research in its operations. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

**DENTAL Corp. Canada Outstanding Student Leadership Award** – Two awards of \$5,000 each are offered annually by Dental Corp Canada to a third year DMD student and a fourth year DMD graduating student who have demonstrated exceptional professionalism, collaboration and leadership within their class. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2015/2016 Winter Session)

**Dr. Wendy KO Scholarship in Pharmaceutical Sciences** – A \$3,500 scholarship has been made available through an endowment established by Dr. Ronald Ko in honour of his wife Dr. Wendy Ko, B.Sc. Pharmacy 1966 and M.Sc. Pharmacy 1968. The scholarship is awarded to a student graduating from the undergraduate program in Pharmaceutical Sciences with high academic standing, demonstrated excellence in the medicinal chemistry content of the program, and active involvement in community pharmacy and/or community affairs. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2015/2016 Winter Session)

**KOFFMAN Kalef LLP Prize in Business Law** – A \$1,000 prize has been made available through an endowment established by Koffman Kalef LLP in memory of Morley Koffman, QC, as a tribute to his many contributions to the legal community in the area of business law. Morley Koffman was well respected and admired by all those who knew him and a true leader in the legal profession. The prize is offered to the J.D. student who has the highest cumulative grade point average in the Taxation, Trusts, and Secured Transactions courses within the Business Law Concentration at the Peter A. Allard School of Law. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

**MASTER of Public Policy and Global Affairs Tuition Bursary** - Bursaries are offered annually by the Faculty of Arts to graduate students in the Master of Public Policy and Global Affairs program who demonstrate financial need. Funding is determined based on the number of students enrolled in the program. Adjudication is made by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

**Norman and Gwendelyne MOYSA Memorial Award** – Awards totalling \$3,500 have been made available through an endowment established with a bequest from Norman and Gwendelyne Moysa. The awards are offered to students enrolled in Mechanical Engineering and will be awarded to students who have demonstrated both merit and financial need. Preference will be given to groups underrepresented in engineering. Both Mr. and Mrs. Moysa left gifts in their Wills to support the Department of Mechanical Engineering. Mr. Moysa graduated from UBC in 1953 with a Bachelor of Applied Science. The awards are made on the recommendation of the Department of Mechanical Engineering and, in the case of graduate students, in consultation

with the Faculty of Graduate and Postdoctoral Students. (First Award Available in the 2016/2017 Winter Session)

**John OADES Bursary in Electrical Engineering** – A \$2,000 bursary is offered annually by John Oades (B.A.Sc. 1963 – Electrical Engineering) to provide financial aid to a deserving undergraduate student enrolled in the Faculty of Applied Science, B.A.Sc. Electrical Engineering program. This award is in fond memory of Walter Gage's Introductory Calculus class. Adjudication is made by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

**SAUDER School of Business UBC Swimming Award** – Awards totalling \$7,000 are offered annually to students enrolled at the Sauder School of Business in any year of study who are also members of the Varsity Thunderbird Swimming team. This award may be renewable for up to four years provided the award-winning student maintains award standing and participation in the swimming team. The award is made on the recommendation of the Sauder School of Business in consultation with UBC Swimming. (First Award Available in the 2015/2016 Winter Session)

**STEWART Family Forestry Award** – Awards totalling \$3,500 have been made available through an endowment established by the Stewart Family for a third year undergraduate student in the Faculty of Forestry who is in good academic standing. Preference is given to students with demonstrated financial need. Mr. D. G. (Chick) and Mrs. Marilyn Stewart, along with partner Mr. Victor Rempel, founded S&R Sawmills, a custom-cutting sawmilling company, on the banks of the Fraser River at Port Kells, BC, in 1963. In 1986, Chick and Marilyn became the sole owners of the company and second- and third-generation Stewart's joined the thriving business. The Stewart family believes strongly in giving back to the community. The award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2016/2017 Winter Session)

**Zoltan TALLAN Award for Medical Residents in Physical Medicine and Rehabilitation** Awards totalling \$7,800 are offered annually by the Tallan Foundation for UBC medical residents enrolled in UBC's Division of Physical Medicine and Rehabilitation. Dr. Zoltan Tallan (MD University of Budapest 1941) was a physiatrist who practiced for much of his career in Victoria. The awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2015/2016 Winter Session)

**VANCOUVER Dental Education Centre Study Group Award** – Two awards of \$1,000 each are offered annually by Dr. Wilson Kwong for fourth year DMD students who demonstrate leadership, passion for community service and a commitment to advancing education. Award winners will also receive a complimentary membership to the Vancouver Dental Education Centre Study Group. Awards are made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2015/2016 Winter Session)

**Alexander WON CUMYOW and Gordon Won Cumyow Memorial Bursary in Law** – A \$1,000 bursary is offered annually by Pamela Won Cumyow Smith and Brian Smith in honour of Alexander Won Cumyow and Gordon Won Cumyow for a J.D. student at the Peter A. Allard School of Law who is in need of financial assistance to complete their education. The award is adjudicated by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

*Previously-Approved Awards with Changes in Terms or Funding Source:*

**#577 Earl Kinney Memorial Award** - A \$1,000 award is offered annually by Unifor, Local 780G, to students entering the second or higher year of a full academic program of studies at any University, College or other post-secondary institution in the provinces of British Columbia or Alberta. To be eligible, an applicant must be a member, legal ward or the son/grandson, daughter/granddaughter of a member in good standing and must enclose a letter from the Union attesting to their eligibility. The award will be made to the most accomplished applicant as determined by the University.

*Rationale for Proposed Changes – Type of Action: this is an old affiliated scholarship that needs a revision because the Union has merged with its Alberta branch and is now called Unifor Local 780G; and because Enrolment Services has not been able to assign it as a ‘scholarship’ classification. In collaboration with the donor and Enrolment Services we have changed award classification, and broadened the award criteria.*

**#3270 Patricia A. Baird Prize** - A \$225 prize has been made available through an endowment established by friends and colleagues to honour Dr. Patricia A. Baird who served as Head of the Department of Medical Genetics from 1978 to 1989. The award, which includes a certificate, is made on the recommendation of the Department of Medical Genetics in consultation with a faculty committee to reward research excellence in Medical Genetics trainees. Eligible recipients include any student (undergraduate or graduate) or resident taking courses in Medical Genetics.

*Rationale for Proposed Changes – Type of Action: because the department does not currently have enough meaningful interaction with medical undergraduates, this prize has not been awarded consistently for many years, and has been awarded only twice in the past nine years. Upon request by the Department of Medical Genetics, in consultation with the donors’ representative, and in collaboration with the Office of the University Counsel, we are proposing a change that is meant to encompass all trainees in Medical Genetics, which is consistent with the original intention of the Prize.*

**#415 Francis Reif Scholarship** – A \$2,800 scholarship has been made available through an endowment established for a graduate student in the Department of Anthropology. Preference is given to a student who intends to pursue graduate work in the study of Northwest Coast Indian art. The award is made on the recommendation of the Department of Anthropology in consultation with the Faculty of Graduate and Postdoctoral Studies.

*Rationale for Proposed Changes – Type of Action: historically, this award has been assigned to graduate students. Recently, however, the interpretation of the language “graduating student” has been more challenging. The Development team in the Faculty of Arts has connected with the donor and confirmed that this award is for current graduate students.*



## **Appendix C: Curriculum Report**

### **FACULTY OF APPLIED SCIENCE**

#### *New courses and revised program options*

APSC 366 (3) The Art of the Possible: An Introduction to Engineering for Non-Engineers;  
CPEN 291 (6) Computer Engineering Design Studio I; Applied Science>Bachelor of Applied  
Science>Pre-Med Alternative Path

### **FACULTY OF ARTS**

#### *New courses and revised program options*

ASIA 395 (3) Folk Cultures in the Asian Diaspora; CSIS 200 (3) Critical Engagements in  
Sexuality Studies; CSIS 301 (3) Introduction to Trans\* Studies; GRSJ 200 (3) Gender and  
Environmental Justice; FNIS 453 (3) Indigenous Legal Traditions; GEOG 315 (3) Human and  
Environmental Geography Field Course; HIST 414 (3) Constitutions in Canadian History: From  
Pre-contact to the Charter of Rights; MUSC 419 (3-6)d Interactive Performance Systems;  
Arts>First Nations and Indigenous Studies Program>[Major] & [Minor] in First Nations and  
Indigenous Studies

### **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

#### *New and revised courses; new course code; and new and revised program options*

#### **Commerce and Business Administration**

BAEN 506 (3) Technology Entrepreneurship; BAEN 507 (1.5) Entrepreneurship  
Technology and Non-Technology Streams II

#### **Education**

EDST 545 (3) Indigenous Inquiry and Research; EDST 546 (3) Indigenous Methodology  
and Epistemology

#### **Science**

CHEM 560 (3) Organic Chemistry: Building Molecules and Understanding Reactivity;  
Science>Institutes & Centres>Institute for Resources, Environment and  
Sustainability>Resources, Environment and Sustainability; RES (Resources,  
Environment and Sustainability) Course Code; Graduate and Postdoctoral  
Studies>Degree Programs>Resources, Environment and Sustainability

### **FACULTY OF SCIENCE**

#### *New and revised courses; new program options*

BIOL 112 (3) Biology of the Cell; BIOL 338 (4) Introduction to Genomics; CHEM 304 (3)  
Fundamentals of Thermodynamics and Statistical Mechanics; CHEM 404 (3) Computational  
Chemistry; CHEM 410 (3) Properties of Materials; CHEM 434 (3) Principles of Chemical  
Separation; CHEM 460 (3) Organic Synthesis: A Mechanistic Approach; CHEM 473 (3)

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Structure Determination and Reaction Analysis; Science>Bachelor of  
Science>Biochemistry>Combined Major Biochemistry and Chemistry; Science>Bachelor of  
Science>Oceanography>Combined Major Oceanography and Chemistry



4 March 2016

To: Vancouver Senate

From: Admissions Committee

Re: Transfer Credit – Faculty of Graduate and Postdoctoral Studies (approval)(circulated)

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**Transfer Credit – Faculty of Graduate and Postdoctoral Studies (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval proposed Calendar revisions on Transfer Credit for students in the Faculty of Graduate and Postdoctoral Studies. In addition to minor editorial changes, the revised language clarifies that courses taken to satisfy the requirements of a UBC graduate certificate may be used towards the completion of an affiliated master's program and reiterates that a maximum of six (6) credits of undergraduate course work may be used towards the completion of a graduate program.

***Motion:*** *That Senate approve the revised Faculty of Graduate and Postdoctoral Studies Calendar entry on Transfer Credit, effective for the 2016 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks  
Chair, Senate Admissions Committee



## UBC Calendar Change Proposal Form

<p><b>Faculty:</b> Graduate and Postdoctoral Studies</p> <p><b>Department:</b> N/A</p> <p><b>Faculty Approval Date:</b> 11 February 2016</p> <p><b>Effective Session (W or S):</b> W</p> <p><b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> 11 February 2016</p> <p><b>Contact Person:</b> Larry Walker (Associate Dean)</p> <p><b>Phone:</b> 7-5546</p> <p><b>Email:</b> lawrence.walker@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><i>Transfer Credit</i></b></p> <p>1. Graduate students who have earned credits outside their current master's program (e.g., from a different university, in a different UBC master's program, as an undergraduate, or as an unclassified <b>or Access Studies</b> student) may transfer up to 12 credits or up to 40% of the total number of credits needed for completion of their current program (whichever is more), provided that:</p> <ul style="list-style-type: none"> <li><b>a)</b> the courses were not used to satisfy the requirements of another credential;</li> <li><b>b)</b> the courses were not used as a basis for admission to the graduate degree program;</li> <li><b>c)</b> at least a B standing (UBC 74%) was obtained in courses considered for transfer;</li> <li><b>d)</b> the courses considered for transfer credit have been taken within five years of commencement of the current degree program.</li> </ul> <p>2. The 12-credit (40%) restriction applies</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,1529">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,1529</a></p> <p><b>Present Calendar Entry:</b></p> <p><b><i>Transfer Credit</i></b></p> <p>1. Graduate students who have earned credits outside their current master's program (e.g., from a different university, in a different UBC master's program, as an undergraduate, or as an unclassified student) may transfer up to 12 credits or up to 40% of the total number of credits needed for completion of their current program (whichever is more), provided that:</p> <ul style="list-style-type: none"> <li>• the courses were not used to satisfy the requirements of another credential;</li> <li>• the courses were not used as a basis for admission to the graduate degree program;</li> <li>• at least a B standing (UBC 74%) was obtained in courses considered for transfer;</li> <li>• the courses considered for transfer credit have been taken within five years of commencement of the current degree program.</li> </ul> <p>2. The 12-credit (40%) restriction applies to students in UBC-approved Exchange Agreements established by the UBC Go</p>



to students in UBC-approved Exchange Agreements established by the UBC Go Global Office.

**3. An exemption to Provision 1a above may apply where UBC graduate certificate programs ladder into a specifically affiliated UBC master's degree. In such cases, courses taken to satisfy the requirements of a UBC graduate certificate may be fully transferable to the affiliated master's program, even if the certificate has been or will be awarded, provided that:**

- a) The graduate certificate admission criteria are the same as the master's degree admission criteria. Note that students in a graduate certificate program will need to apply and be accepted to the master's program.**
- b) The graduate certificate offers the same courses that comprise part of the master's course requirements.**
- c) The passing grade for the graduate certificate program is the same as for the master's program.**
- d) The courses that comprise the graduate certificate program are 500-level courses that have been approved by the UBC Senate.**

**4. No more than 6 credits of transfer credit may be at the undergraduate level (300-/400-level).**

**5.** Requests for transfer credit must be accompanied by a **memorandum** from the home graduate program addressed to the Dean of the Faculty of Graduate and Postdoctoral Studies. The

Global Office.

3. Requests for transfer credit must be accompanied by a **letter** from the home graduate program addressed to the Dean of the Faculty of Graduate and Postdoctoral Studies. The **letter** must provide an academic justification for allowing the transfer credit on a course by course basis.

#### **Type of Action:**

Amend entry:

- Add "Access Studies".
- Clarify that courses taken to satisfy the requirements of a UBC graduate certificate may be fully transferable to the affiliated master's program, even if the certificate has been or will be awarded, what is known as "laddering of credentials."
- Add reminder regarding the maximum number of undergraduate credits at the 300-/400-level (6) that can be counted towards a graduate program, and limit transfer of such credits to six.
- Change "letter" to "memorandum".

#### **Rationale for Proposed Changes:**

We have proposed removal of the Transfer Credit for Access Studies page:

<http://www.calendar.ubc.ca/vancouver/?tree=12,204,340,1424> as the requirements

for transfer credit for Access Studies' students are the same as the transfer credit requirements for all students set out here. We therefore propose to add "Access Studies" to this policy to make it clear that they are included.

There are several graduate certificate



**memorandum** must provide an academic justification for allowing the transfer credit on a course by course basis.

programs that enable students to ladder into graduate degree programs. Students can transfer up to 12 credits (in some cases, specified at the certificate curriculum approval stage, 15 credits) into the graduate degree program and still be awarded the graduate certificate. We would like to amend the transfer credit policy to clarify and accommodate this.

Point 4 is added for clarification, as no more than 6 credits of undergraduate-level credits (300-/400-level) may count towards a master's degree. See: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,614> ("A maximum of 6 credits at the undergraduate level in courses numbered 300 to 499 may be counted toward the requirements of a master's degree."). This reminder was included in the information regarding Transfer Credit for Access Studies, and we would like to include it here as a reminder.

In addition, we would like to change "letter" to "memorandum" to avoid confusion with a mailed paper document.



1 March 2016

To: Vancouver Senate  
From: Admissions Committee  
Re: **UBC Vantage College Admissions**

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The Vancouver Senate Admissions Committee has reviewed and recommends to Senate for approval the proposed revisions to the requirements for admission to UBC Vantage College. The proposed revisions incorporate Vantage College admission information into the Admissions section of the Calendar and operationalize, in part, changes to the admissions standards for Vantage College previously approved by the Senate Admissions Committee.

The revised standards remove the requirement that English 12 be included in the calculation of the competitive admission average of applicants following the BC/Yukon Curriculum. English 12 would remain a required course for admission to Vantage College and applicants would continue to be required to demonstrate English proficiency prior to admission.

The proposed Calendar revisions apply only to the Vantage College Arts and Science streams. Comparable revisions applicable to the Management and Engineering streams, which are cross-campus programs, have been considered, but not yet approved, by the UBC Okanagan Senate Admissions and Awards Committee. The Senate Admissions Committee recommends that the revisions to the Arts and Science streams be approved at this time as Vantage College continues to work with the Okanagan Admissions and Awards Committee regarding the Management and Engineering streams.

The proposed revision also renames the “International Program” student classification of students as “Vantage Program”. The name “Vantage” had not been settled upon at the time that Senate approved establishment of the program. This proposal updates the name of the classification.

Therefore, the Admissions Committee recommends the following;

***Motion:*** *That Senate approve the revised Calendar language for Vantage as circulated.*

Respectfully submitted,

Dr. Robert Sparks, Chair  
Senate Admissions Committee



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 2

<b>Faculty:</b> Vantage College <b>Department:</b> <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2016	<b>Date:</b> February 23, 2016 <b>Contact Person:</b> Joanne Fox <b>Phone:</b> 604-827-0339 <b>Email:</b> <a href="mailto:joanne.fox@ubc.ca">joanne.fox@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>Admissions</b>  <b>Contents</b>  Notice Regarding Admissions Undergraduate Admission Procedure Graduate Admission Procedure  ...  International Applicants <b>Applicants to Vantage College</b> Mature Applicants Canadian Aboriginal Applicants Students with Disabilities Deferred Admission  ...  Registration Appeals	<b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0</a>  <b>Present Calendar Entry:</b>  <b>Admissions</b>  <b>Contents</b>  Notice Regarding Admissions Undergraduate Admission Procedure Graduate Admission Procedure  ...  International Applicants Mature Applicants Canadian Aboriginal Applicants Students with Disabilities Deferred Admission  ...  Registration Appeals





## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Vantage College <b>Department:</b> <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2016	<b>Date:</b> February 23, 2016 <b>Contact Person:</b> Joanne Fox <b>Phone:</b> 604-827-0339 <b>Email:</b> <a href="mailto:joanne.fox@ubc.ca">joanne.fox@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  Admission  Applicants apply to UBC Vantage College via an online application form. The fundamental principles governing admission to UBC Vantage College are the mandate to diversify the international student population and the capacity of the student to matriculate into a UBC degree program.  Academic Admission requirements are specified in <a href="#">Admissions</a> .	<b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,307,939,0#20423">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,307,939,0#20423</a>  <b>Present Calendar Entry:</b>  Admission  Applicants apply to UBC Vantage College via an online application form. The fundamental principles governing admission to UBC Vantage College are the mandate to diversify the international student population and the capacity of the student to matriculate into a UBC degree program.  <del>All applicants to UBC Vantage College must demonstrate:</del> <ul style="list-style-type: none"> <li>• <del>a minimum level of English proficiency as indicated in the <u>English Language</u> requirement section.</del></li> <li>• <del>a suitable level of academic proficiency in the senior level of secondary school study in their domestic curriculum equivalent to having at least a 70% average in the BC/Yukon Secondary School curriculum.</del></li> </ul>



Further, students applying to the Engineering stream in the International Program must have completed:

- senior-level Mathematics (Pre-Calculus)
- senior-level Chemistry
- senior-level Physics

Further, students applying to the Management stream in the International Program must have completed:

- senior-level Mathematics (Pre-Calculus)

Further, students applying to the Science stream in the International Program must have completed:

- senior-level Mathematics (Pre-Calculus), with a minimum grade of 68% (or nearest equivalent on other grading scales)
- Grade 11 Chemistry and Physics or equivalents to BC/Yukon school curriculum

Due to receipt of more qualified applicants than there are spaces available, a higher admission average may be required. Applicants will be assessed for admission based on the following criteria:

- academic performance in secondary school
- secondary school curriculum and coursework
- level of English language preparation

The UBC Vantage College



admissions committee may seek additional information relevant to the applicant's background such as, for example, an applicant's personal statement of academic experience and aspirations.

The Principal of UBC Vantage College has the right to make case-by-case admission decisions on behalf of the College. The College reserves the right to determine whether or not a student is eligible for admission.

Many students will be admitted on the basis of interim grades to ensure that offers of admission meet the needs of both the applicant and the university for timely decision-making. Students who are admitted on interim grades and whose final grades drop below the final competitive admission average may be contacted by the College and required to participate in support programs to facilitate academic success or have their offers of admission withdrawn at the discretion of the College.

### **English Language Requirements**

The language of instruction in the UBC Vantage College International Program is English. Before being granted admission into the College, applicants must demonstrate a suitable level of English proficiency.

-	<b>English Language Qualif</b>
CAE	Certificate in Advanced Er
CAEL	Canadian Academic Englis Assessment
	With the speaking sub-test



CEL	UBC Certificate in English Language	400
CELP IP	Canadian English Language Proficiency Index Program	
	CELPIT-A (Academic Reading and Writing)	3L
	CELL (Listening)	3L
	CELTOP (Speaking)	3L
CPE	Certificate of Proficiency in English	N/A
IELTS	International English Language Testing System (Academic)	5.5 overall
MELAB	Michigan English Language Assessment Battery	70 final score
PTE	Pearson Test of English (Academic)	Overall Score: 48
TOEFL	Test of English as a Foreign Language	
	Either the Paper-based test	50
	With the TWE (Test of Written English)	3.0
	Or the Internet-based test	Overall Score: 70
ELS EAP	ELS Educational Services—English for Academic Purposes	EAP Level 112

### Academic Requirements

Applicants to the UBC Vantage College International Program must be graduates of a secondary school system that comprises 12 years of primary and secondary study or the equivalent. Where the school system comprises 11 years of study, curricula will be reviewed and students may be eligible at the discretion of UBC Vantage College. The admission average is calculated



on academic courses and/or exams completed at the senior level of study. These courses and/or exams are selected by the UBC Vantage College admissions office.

### **Transfer Credit**

Transfer credit is not applicable towards the College program.

### **Appeals on Admission Decisions**

Applications are screened carefully by College in accordance with College's program admission policies. Applicants who believe that they have been unjustly denied admission to the program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with the College immediately upon receipt of their final admission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to the College for review. **Appeals against admission decisions will be considered on applications for the current year only and must be submitted within four weeks of the date of issue on the admission decision letter, or by the 15th of the month prior to the start of classes, whichever is earlier.** The letter of appeal should include (a) the decision against which the applicant is appealing, (b) a statement of the grounds for the appeal, (c) a detailed account of the circumstances relating to the appeal, and (d) copies of any relevant documents.

Applicants who are unsuccessful in their appeal for admission to the College may submit a written appeal



to Enrolment Services for review by the Senate Admissions Committee. The Senate Admissions Committee examines and rules on applications for admission that are not clearly resolvable under the regulations governing admission; and reviews and rules on appeals related to admission. **Appeals to the Senate Admissions Committee must be submitted to Enrolment Services no later than the 15th of the month prior to the start of the program.**

Upon receipt of the appeal, Enrolment Services will send a copy of the statement of appeal to the Principal, and ask the College to provide a written response. Enrolment Services will then forward copies of the student's appeal and the College's response to the Senate Admissions Committee for its consideration.

The decision of the Committee will be communicated in writing to the student and to the College Principal within ten days of the hearing of the appeal. The Committee's decision is final.

#### **Rationale:**

The Vancouver Senate Admissions Committee has recently passed a motion changing them manner in which the admission average of applicants to the UBC Vantage College Arts and Science is calculated for applicants from the BC/Yukon Secondary School Curriculum. ENGL 12 remains a required course, but it is no longer



mandatory that it be included in the calculation of the admission average. The proposed change is part of the relocation of all Vantage College admission information to the Admissions section of the Calendar.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 2

<b>Faculty:</b> Vantage College <b>Department:</b> <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> <b>Effective Academic Year:</b>	<b>Date:</b> <b>Contact Person:</b> <b>Phone:</b> <b>Email:</b>
<b>Proposed Calendar Entry:</b>  <b>SEE BELOW</b>	<b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0</a> (link to new entry on this page)  <b>Present Calendar Entry:</b>  <b>NONE</b>  <b>Rationale:</b>  The Vancouver Senate Admissions Committee has recently passed a motion changing them manner in which the admission average of applicants to the UBC Vantage College Arts and Science is calculated for applicants from the BC/Yukon Secondary School Curriculum. ENGL 12 remains a required course, but it is no longer mandatory that it be included in the calculation of the admission average. The proposed change operationalizes this change in the Calendar and relocates existing Vantage admission information from the Vantage college section of the Calendar to the admissions section.





## Admission to UBC Vantage College

Applicants apply to UBC Vantage College via an online application form. The fundamental principles governing admission to UBC Vantage College are the mandate to diversify the international student population and the capacity of the student to matriculate into a UBC degree program.

All applicants to UBC Vantage College must demonstrate:

- a minimum level of English proficiency as indicated in the English Language requirement section.
- a suitable level of academic proficiency in the senior level of secondary school study in their domestic curriculum equivalent to having at least a 70% average in the BC/Yukon Secondary School curriculum.

Further, students applying to the Engineering stream in the **International Vantage** Program must have completed:

- senior-level Mathematics (Pre-Calculus)
- senior-level Chemistry
- senior-level Physics

Further, students applying to the Management stream in the **International Vantage** Program must have completed:

- senior-level Mathematics (Pre-Calculus)

Further, students applying to the Science stream in the **International Vantage** Program must have completed:

- senior-level Mathematics (Pre-Calculus), with a minimum grade of 68% (or nearest equivalent on other grading scales)
- Grade 11 Chemistry and Physics or equivalents to BC/Yukon school curriculum

Due to receipt of more qualified applicants than there are spaces available, a higher admission average may be required. Applicants will be assessed for admission based on the following criteria:

- academic performance in secondary school
- secondary school curriculum and coursework
- level of English language preparation

The UBC Vantage College admissions committee may seek additional information relevant to the applicant's background such as, for example, an applicant's personal statement of academic experience and aspirations.

The Principal of UBC Vantage College has the right to make case-by-case admission decisions on behalf of the College. The College reserves the right to determine whether or not a student is eligible for admission.

Many students will be admitted on the basis of interim grades to ensure that offers of admission meet the needs of both the applicant and the university for timely decision-making. Students who are admitted on interim grades and whose final grades drop below the final competitive admission



average may be contacted by the College and required to participate in support programs to facilitate academic success or have their offers of admission withdrawn at the discretion of the College.

## English Language Requirements

The language of instruction in the UBC Vantage College International Program is English. Before being granted admission into the College, applicants must demonstrate a suitable level of English proficiency.

	English Language Qualification	Entry Requirements
CAE	Certificate in Advanced English	CEFR Level B2
CAEL	Canadian Academic English Language Assessment	Overall 50
	With the speaking sub-test	40
CEL	UBC Certificate in English Language	400
CELP	Canadian English Language Proficiency Index Program	
	CELPIT-A (Academic Reading and Writing)	3L
	CELL (Listening)	3L
	CELTOP (Speaking)	3L
CPE	Certificate of Proficiency in English	N/A
IELTS	International English Language Testing System (Academic)	5.5 overall
		Minimum 5.0 Speaking and Listening
		Minimum 5.5 in Reading and Writing
MELAB	Michigan English Language Assessment Battery	70 final score
PTE	Pearson Test of English (Academic)	Overall Score: 48
		Reading: 43
		Listening: 43
		Writing: 43
		Speaking: 43
TOEFL	Test of English as a Foreign Language	
	Either the Paper-based test	50
	With the TWE (Test of Written English)	3.0
	Or the Internet-based test	Overall Score: 70
		Reading: 16
		Listening: 16
		Writing: 16



ELS  
EAP

ELS Educational Services - English for  
Academic Purposes

Speaking: 16

EAP Level 112

## Academic Requirements

Applicants to the UBC Vantage College **International** Program must be graduates of a secondary school system that comprises 12 years of primary and secondary study or the equivalent. Where the school system comprises 11 years of study, curricula will be reviewed and students may be eligible at the discretion of UBC Vantage College. The admission average is calculated on academic courses and/or exams completed at the senior level of study. These courses and/or exams are selected by the UBC Vantage College admissions office.

### Calculation of Admission Average for Applicants to UBC Vantage College from BC/Yukon Secondary School Curriculum

#### Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

Below are the required courses used in the calculation of the admission average for specific UBC Vantage College program streams for applicants from the BC/Yukon Secondary School Curriculum, as well as courses that are required but are not necessarily used in the calculation of the admission average:

Faculty/School	Average Calculated on the Following Required Courses or IB/AP Equivalents	Courses Required but not included in the Calculation of the Average
Vantage College – Arts Stream	Four approved examinable Grade 12 courses	English 12 English 11 Language 11 One of Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12 Science 11 Social Studies 11
Vantage College – Management Stream	English 12 One of Principles of Mathematics 12 or Pre-Calculus 12 Three other approved examinable Grade 12 courses	English 12 English 11 Language 11 One of Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12 Science 11 Social Studies 11
Vantage College – Engineering Stream	English 12 Chemistry 12 Principles of Mathematics 12 or Pre-Calculus 12 Physics 12 <sup>1</sup> One other approved	English 12 English 11 Language 11 Chemistry 11 One of Principles of Mathematics 11, Pre-Calculus 11, or



	examinable Grade 12 course	Foundations of Mathematics 12 Physics 11 Social Studies 11
Vantage College – Science Stream	One of Principles of Mathematics 12 or Pre-Calculus 12 (minimum 67% grade) Three other approved examinable Grade 12 courses, including at least one of Biology 12, Chemistry 12, Geology 12 or Physics 12	English 12 English 11 Language 11 Chemistry and Physics 11 One of Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12 Social Studies 11

## Transfer Credit

Transfer credit is not applicable towards the **Vantage** College program.

## Appeals on Admissions Decisions

Please refer to the Admission Appeals information

here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,16,0,0>

Applications are screened carefully by College in accordance with College's program admission policies. Applicants who believe that they have been unjustly denied admission to the program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with the College immediately upon receipt of their final admission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to the College for review. **Appeals against admission decisions will be considered on applications for the current year only and must be submitted within four weeks of the date of issue on the admission decision letter, or by the 15th of the month prior to the start of classes, whichever is earlier.** The letter of appeal should include (a) the decision against which the applicant is appealing, (b) a statement of the grounds for the appeal, (c) a detailed account of the circumstances relating to the appeal, and (d) copies of any relevant documents.

Applicants who are unsuccessful in their appeal for admission to the College may submit a written appeal to Enrolment Services for review by the Senate Admissions Committee. The Senate Admissions Committee examines and rules on applications for admission that are not clearly resolvable under the regulations governing admission; and reviews and rules on appeals related to admission. **Appeals to the Senate Admissions Committee must be submitted to Enrolment Services no later than the 15th of the month prior to the start of the program.**

Upon receipt of the appeal, Enrolment Services will send a copy of the statement of appeal to the Principal, and ask the College to provide a written response. Enrolment Services will then forward copies of the student's appeal and the College's response to the Senate Admissions Committee for its consideration.



THE UNIVERSITY OF BRITISH COLUMBIA

~~The decision of the Committee will be communicated in writing to the student and to the College Principal within ten days of the hearing of the appeal. The Committee's decision is final.~~



## UBC Admissions Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Vantage College <b>Department:</b> <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2016	<b>Date:</b> February 23, 2016 <b>Contact Person:</b> Joanne Fox <b>Phone:</b> 604-827-0339 <b>Email:</b> <a href="mailto:joanne.fox@ubc.ca">joanne.fox@ubc.ca</a>
<b>Present Calendar Entry:</b>  <b>Classification of Students</b>  1. Access Studies....  4. <b>Vantage Program.</b> A student enrolled in credit courses as part of the <b>Vantage</b> Program (VP). Admission to the <b>Vantage</b> Program generally limits enrolment to those courses that are part of the Program and registration under this status is limited to no more than 16 months and no more than <b>55</b> credits of study. Students registered as <b>Vantage</b> Program students may not be concurrently registered under another classification and may, with permission of the Program take up to six (6) credits of elective coursework at UBC outside of the <b>Vantage</b> Program.  5. ....	<b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,32,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,32,0,0</a>  <b>Present Calendar Entry:</b>  <b>Classification of Students</b>  1. Access Studies....  4. <b>International Program.</b> A student enrolled in credit courses as part of the <del>International</del> Program (IP). Admission to the <del>International</del> Program generally limits enrolment to those courses that are part of the Program and registration under this status is limited to no more than 16 months and no more than <del>32</del> -credits of study. Students registered as <del>International</del> Program students may not be concurrently registered under another classification and may, with permission of the Program take up to six (6) credits of elective coursework at UBC outside of the <del>International</del> Program.  5. ....  <b>Type of action:</b> Update Vantage College student classification.  <b>Rationale:</b> At the time of the Senate's formal establishment of Vantage College in March 2013, the name "vantage" had not yet been settled



	<p>upon. Therefore, at that time the new classification of students approved for students in the vantage first-year streams was listed as “international program”. This proposal brings the name of the classification up to date and corrects the maximum number of credits for Vantage students.</p>
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16 March 2016

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Master of Business Analytics (approval)

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The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Commerce and Business Administration and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

**Motion:** *“That the new Master of Business Analytics (M.B.An.) degree program, to be administered by the Faculty of Commerce and Business Administration, and its associated new and revised courses be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair, Senate Curriculum Committee  
Dr. Robert Sparks, Chair, Senate Admissions Committee



**FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION**

*New program, and new and revised courses.*

Commerce and Business Administration>Professional Master's Degrees>Master of Business Analytics; BABS 506 (1.5) Analyzing and Modeling Uncertainty; BABS 507 (1.5) Descriptive and Predictive Business Analysis; BABS 508 (1.5) Advanced Predictive Business Analytics; BAIT 507 (1.5) Data Management for Business Analytics; BAIT 508 (1.5) Business Analytics Programming; BAIT 509 (1.5) Business Applications of Machine Learning; BAMA 509 (1.5) Marketing Analytics; BAMA 511 (1.5) Pricing Analytics; BAMA 516 (1.5) Customer Relationship Management; BAMA 517 (1.5) Data Driven Marketing; BA 509 (6) Analytics Consulting Internship; BABS 502 (1.5) Forecasting and Time Series Prediction; BAMS 503 (1.5) Simulation Modeling I: Data Processing and Monte Carlo Simulation; BAMS 504 (1.5) Simulation Modelling II: Queueing and Discrete Event Simulation; BAMS 506 (1.5) Optimal Decision Making I; BAMS 508 (1.5) Optimal Decision Making II; BAMS 517 (1.5) Decision Analysis under Uncertainty; BAMS 521 (1.5) Consulting Practices and Project Management



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**THE UNIVERSITY OF BRITISH COLUMBIA**

OFFICE OF THE THE PROVOST AND VICE-PRESIDENT ACADEMIC

Walter C. Koerner Library  
651 - 1958 Main Mall  
Vancouver, BC Canada V6T 1Z2

Phone 604 822 1261  
Fax 604 822 3134

November 20, 2015

## MEMORANDUM

To: Senate Academic Policy Committee  
c/o, Lindsay Kovacevic, Academic Governance Officer,  
Senate and Curriculum Services

From: Angela Redish  
Provost and Vice-President Academic *pro tem*

A handwritten signature in blue ink, appearing to read 'Angela Redish'.

Re: Administration of the proposed Master Business Analytics program

I support the Faculty of Commerce/Sauder School of Business handling the administration of the proposed Master of Business Analytics program.

This program will replace the current Master of Management of Operations Management, a program that is currently administered by the Faculty of Commerce/Sauder School of Business.

I have been advised that this matter was discussed by Dr. Kin Lo, the Associate Dean – Students in Sauder and Dr. Susan Porter, the Dean of the Faculty of Graduate and Postdoctoral Studies and they agreed that Sauder would administer this program.

## **Master of Business Analytics (MBAn)**

Faculty of Commerce and Business Administration  
University of British Columbia

### **1. Executive Summary**

#### **1.1. Overview:**

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning.

The Faculty of Commerce and Business Administration ("Faculty" or "Faculty of Commerce") is proposing a new one-year (30-credit) Master of Business Analytics (M.B.An.) degree program. The purpose of the program is to provide graduates with the skills to apply advanced analytical methods to address management challenges in today's "big data" business environment. Students from the program will have the opportunity to take as a 6-credit elective course involving a supervised Analytics Consulting Internship in our partner organizations. This elective will be completed over three months, immediately after the completion of all other courses.

The need to make good data-driven decisions is increasing. Organizations across all sectors are faced with rapidly increasing volumes of transactional and operational data. The focus of the proposed program will be on operations and marketing, two functional areas of business which must interact closely to deliver value, and which face challenges that can be addressed through both traditional and emerging analytical tools. To emphasize this focus, the terms "Marketing and Operations" will be included as a second line in the degree parchment. It is possible that, in the future, to offer variants of the program focusing on other functional areas.

**1.2. Credential:** The proposed credential awarded will be the Master of Business Analytics (M.B.An.).

**1.3. Location:** The program will be offered at UBC's Vancouver Campus.

**1.4. Faculty Offering Program:** The program will be offered and administered by the Faculty of Commerce. The Operations and Logistics division and the Marketing and Behavioural Science division within the Faculty will take the lead in delivering this program, with the help of other divisions within the Faculty. The Centre for Operations Excellence in the Faculty will work with industry partners to manage the Analytics Consulting Internship. Some courses will be offered in collaboration with the Faculty of Science.

**1.5. Program Start Date:** The proposal is to launch the program in September 2017.

**1.6. Description of the proposed program:**

**1.6.1. *Aims, goals and objectives:*** There is a growing need worldwide for highly skilled analytics professionals. A recent study published in the MIT Sloan Management Review notes that by 2018 the US economy will face an expected "shortage of 140,000 to 190,000 people with analytical expertise and a shortfall of another 1.5 million managers and analysts with the skills to

understand and make decisions.”<sup>1</sup> The Globe and Mail reported on a survey of North American and British companies where 96% reported that analytics will become more important to their organization in the next three years and cited a shortage of analytical talent as a stumbling block. The same article also reported increases in both employer and student interest in this area.<sup>2</sup>

Beyond the ability to work with data, organizations are looking for professionals who understand and can apply advanced decision-making tools (e.g. optimization, computer simulations, etc.). These professionals also need to have an understanding of the business context and must have the communication skills that will ensure that analytics are effectively integrated into the decision-making processes. Graduates of this program will have the technical skills as well as the business education to deal with the complex business problems that face all organizations.

The Faculty of Commerce currently offers a program called the Master of Management in Operations Research or MM(Operations Research), which has been offered as a professional Master's program since 2003. (Between 1998 and 2003, it was offered as an M.Sc. in Business Administration.) This program has been highly successful and has attracted many qualified applicants: 109 paid applicants in 2012, 110 in 2013 and 122 in 2014. However, it is a niche program that has produced only about 130 graduates in its 16-year existence (about 8-9 graduates per year) because the program was not designed to be scalable. It has become clear within the Faculty that the MM(Operations Research) program is too narrowly focused to serve the growing demand for business analytics professionals. Recognizing the need for a new program to serve this growing demand, the Faculty proposes the new Master of Business Analytics.

Two approaches were used to assess demand for the Master of Business Analytics program. First, the demand for the current MM(Operations Research) program was considered. Second, a survey of UBC undergraduate students was carried out. The number of applicants has been rising in the last several years: The growing interest in this niche program is an indication that there will be even higher interest in a broader analytics program, offered to a wider set of student backgrounds. In a survey of 207 UBC undergraduates, almost 82% of the students had not heard about any specific masters programs in business analytics, despite national and international trends. The student population survey was mostly business undergraduates (60%), mathematics and statistics (14%) and economics (10%). On being informed about the content of the proposed degree, 59% expressed an interest in supplementing their undergraduate degree with a Master of Business Analytics.

An employer survey was also conducted. We received responses from 10 senior managers who hire business analysts. Many of these employers commented on the difficulty faced in finding qualified candidates to fill analytical roles. In general, the employer comments reinforced the view that well trained analysts will have many employment opportunities. This view is also supported by the success of MM(Operations Research) graduates in finding employment. Very few graduates of this program have left UBC not immediately employed in an appropriate position.

We expect to enroll approximately 30 students in the first cohort of the program. The desired steady state size of the program is 60 students, which we hope to reach by the year 2020.

*1.6.2. Contribution to the mandate and strategic plan of UBC:* The M.B.An. will support UBC's core commitments to student learning, research excellence and community engagement. Through rigorous coursework, and professional and career skill development opportunities, students will

acquire the knowledge and tools to be effective practitioners and be able to assist organizations make data-driven and analytical decisions. By interacting with peers and faculty from diverse backgrounds, students will develop their ability to contribute and lead in a global society. Overall, the program will work to support the economic well-being of organizations in British Columbia, Canada, and the world, by developing a strong base of effective business analysts. The program will draw on and leverage existing capacity within the Faculty of Commerce and will also foster a new collaborative teaching agreement between of the Faculties of Commerce and Science at UBC.

*1.6.3. Learning outcomes:* Upon completion of this program, the students will be able to demonstrate:

- a high level of competence in advanced analytical decision making, including an understanding of the theory and the tools required;
- a clear understanding of the business context (operations and marketing) within which they will apply these analytical tools;
- problem solving skills, and the ability to manage complex projects that use analytics to deliver value to organizations;
- project management skills, including the ability to facilitate change within organizations
- team skills, and the ability to work with a diverse set of peers;
- the ability to clearly communicate technical material, and demonstrate the ability to build compelling business use cases for analytics; and
- an understanding of the ethical and social implications of their analytical recommendations and the risks that they may inadvertently pose to others.

*1.6.4. Linkages between the learning outcomes and the curriculum design:* A sequence of courses in data management, data analysis and decision analytics will provide students with the analytical concepts and tools that provide students with a strong foundational skill set. In the proposed program, there will be 3 credits of data management coursework, 7.5 credits of data analysis coursework and 7.5 credits of decision analytics coursework. These courses will not only provide students with advanced analytical decision making skills, but the format and delivery of the courses will also emphasize communication skills and team skills, by giving students several opportunities to present their results to the class and by working in teams.

In addition, 12 credits of the M.B.An. (over one third of the program) will focus specifically on the business context. Students will take courses in marketing and operations, and will also learn the professional skills (project management and consulting practices, and career development) required to operate as leaders in business analytics.

Finally, students will have the option of an Analytics Consulting Internship. The purpose of this option is to provide an experiential learning opportunity in which students will apply all the skills developed in the program.

*1.6.5. Delivery methods:* The 30-credit program will be delivered in 20 1.5-credit modules. All students will take the same set of 20 modules. The modules are delivered face-to-face in 6-week periods, with five weeks of classes and one exam week.

*1.6.6. Program strengths:* The M.B.An. will build on many of the features that made the MM(Operations Research) a success, but its revised structure, and redesigned and new courses will provide a leading edge program not otherwise available in BC. The collaboration between the

Faculty of Commerce and the Faculty of Science will ensure that the M.B.An. and the Faculty of Science's proposed Master of Data Science program will complement each other. The Centre of Operations Excellence (COE) will continue to work with students in this way as part of the new Master of Business Analytics, offering a 6-credit Analytics Consulting Internship to selected students. Students who express an interest in this opportunity and have the appropriate background will be offered the opportunity, subject to internship availability. Making the Analytics Consulting Internship an option, instead of a degree requirement, will allow the program to attract a wider set of students. This optional internship is similar to a co-op option available in other programs, but has more supervision and support from the Faculty of Commerce (specifically from the COE).

*1.6.7. Support and recognition from other post-secondary institutions or professional bodies:*

The M.B.An. is a stand-alone program that is not directly connected to any existing undergraduate programs, and therefore does not require explicit support or recognition from other post-secondary institutions within or outside of BC.

In April 2015, the Institute for Operations Research and the Management Sciences (INFORMS) awarded the UPS George D. Smith Prize to the COE. The prestigious award is given to "an academic department or program for effective and innovative preparation of students to be good practitioners of operations research, management science, or analytics" and was awarded to the Centre in recognition of its success in securing and delivering 'industry projects' for MMOR students. Past winners (in the four years since the award's inception) are the University of Michigan, the Naval Postgraduate School, and the Massachusetts Institute of Technology. This award recognizes that UBC's Faculty of Commerce has built a strong reputation in delivering high-quality analytical education in business.

*1.6.8. Relationship to other programs:*

*Within the Faculty of Commerce*

The proposed new program will build on and replace the existing MMOR. (Note that the general Master of Management program is not affected by this proposal; only the Operations Research specialization of the MM program will be replaced.) It will differ significantly in objective, structure and student constituency from the MMOR, and fill a significant gap in our current program offerings that is not meeting the market demand for analytics professionals. The following table summarizes these differences.

	MM(Operations Research)	Master of Business Analytics (M.B.An.)
Length	16 months	9 months; (12 months with Internship)
Total credits	36	30
Analytics Consulting Internship	4.5 credit industry project included within the 36 credit total	6 credit option available for selected students (additional to the 30 credit total)
Electives	6 credits	None
Business context courses	3 credits of Operations courses	9 credits (6 credits of Marketing courses plus the 3 credits of Operations courses)
Data handling courses	1.5 credits (taught by Commerce sessional instructors)	3 credits (to be taught by Faculty of Science instructors)
Data analytics courses	6 credits	7.5 credits (some to be taught by Faculty of Science instructors)
Decision analytics	12 credits	7.5 credits
Business skills	3 credits	3 credits

### *Within UBC*

UBC Faculty of Science has proposed a new Master's program in Data Science. The Faculties of Commerce and Science are working collaboratively in developing and positioning the two programs. The two programs differ significantly in goals, objectives, structures, and contents; and they serve two distinct market segments. The M.B.An. will have a greater focus on decision analytics and will provide much more business context. There will be 16.5 credits of coursework dedicated to decision analytics and on the business context, with only 10.5 credits of coursework focused on data skills. By contrast, the Masters of Data Science will be primarily focused on data skills.

### *Within British Columbia*

There has been a rapid increase in analytics programs offered in Canada,<sup>3</sup> but in BC, no institution offers a Master of Business Analytics program. BCIT has launched a new Centre of Excellence in Analytics (a joint initiative between BCIT's School of Business and the School of Computing and Academic Studies), but no graduate degrees are offered. Simon Fraser University's School of Computing Science offers a Professional Master's Program in Big Data that does not have a significant overlap with the business analytics focus of the M.B.An. The University of Victoria offers a 4-month certificate program in business analysis.

1.7. Potential areas of employment for graduates: As noted previously, the demand for workers skilled in the analysis and interpretation of data is high and increasing rapidly. Graduates will help fill the shortage in skilled labour in this area as analysts and managers in a diverse range of organizations, including wholesale distribution, retail, manufacturing, and transportation.

1.8. Institutional Contact: Dr. Kin Lo, Senior Associate Dean—Students, Faculty of Commerce and Business Administration; Tel: (604) 822-8430; Email: kin.lo@sauder.ubc.ca

<sup>1</sup> <http://sloanreview.mit.edu/projects/analytics-talent-dividend/>

<sup>2</sup> <http://www.theglobeandmail.com/report-on-business/careers/business-education/b-schools-dive-into-big-data/article16385723>

<sup>3</sup> Queen's Smith School of Business, the Schulich School of Business at York University, and the Ivey School of Business at Western University have all recently launched Masters-level programs in Business Analytics.

## 2. Program Description and Specifications

### 2.1. Learning Objectives

To achieve the program goals identified in Section 1.3, specific learning objectives will be emphasized in the curriculum. These are presented below.

PROGRAM GOALS	LEARNING OBJECTIVES
Advanced analytical decision making	<ul style="list-style-type: none"> <li>Students will demonstrate understanding of the theoretical foundations of the mathematics and statistics upon which advanced analytical methods are based by both applying such methods and creatively developing, adapting and extending them when necessary.</li> <li>Students will demonstrate statistical and data science skills such as the ability to collect, manage and make sense of large data sets.</li> <li>Students will be able to demonstrate their ability to use statistical, programming and database software.</li> </ul>
Understanding of the business context	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding of the organizational challenges related to operations management, supply chain management and marketing, and be able to identify opportunities where analytical tools can help managers make better decisions.</li> </ul>
Problem solving skills including project management and change management	<ul style="list-style-type: none"> <li>Students will display diagnostic skills sufficient to unravel and attack the, often latent, root causes of problems rather than just the visible symptoms.</li> <li>Students will demonstrate the ability to manage projects (in class) and be able to articulate the challenges in managing projects and implementing change within organizations.</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to communicate effectively by delivering effective oral presentations and written reports.</li> </ul>
Team skills	<ul style="list-style-type: none"> <li>Throughout the program, students will be required to work in teams. They will learn to navigate issues that arise within teams.</li> </ul>
Ethics and social responsibility	<ul style="list-style-type: none"> <li>Students will assess and evaluate the risks that their recommendations might inadvertently pose to others.</li> </ul>

### 2.2. Curriculum

A successful business analyst needs to have several skillsets. On the technical side, the required skills can be divided into three broad categories: data management, data analysis and decision analytics. In the proposed M.B.An., there will be 3 credits of data management coursework, 7.5 credits of data analysis coursework and 7.5 credits of decision analytics coursework.

*Data management* refers to the ability to handle both structured and unstructured data sets. This requires an understanding of the principles of database systems and tools to manage and handle data. Students will also need to develop proficiency in computer programming skills that will allow them to implement computational and algorithmic methods for the analysis of data.



*Data analysis* refers to the ability to use this data to develop insight. This includes skills such as data visualization, data summarization, clustering, hypothesis testing, time-series analysis, etc. The rapid growth in unstructured and text-based data has meant that an analyst needs to be familiar with text analytics and supervised and unsupervised machine-learning algorithms.

*Decision analytics* refers to the use of mathematical models to structure decision problems with the goal of making optimal decisions. This includes topics such as optimization, computer simulation, decision-making under uncertainty, forecasting, and decision making in dynamic (multi-period) settings.

These three categories of skills are sometimes referred to as descriptive, predictive and prescriptive analytics. Data handling and simple data analytics (data visualization and summarization) are sometimes classified as descriptive analytics. More sophisticated statistical analysis (clustering, regression modeling, time-series analysis, etc.) can be classified as predictive analytics. Decision analytics, which prescribes an optimal course of action, is often characterized as prescriptive analytics.

Skillset	Program Goals	Courses
Data Management	Advanced analytical decision making; Communication skills; Team Skills	BAIT 507*: Data Management for Business Analytics BAIT 508*: Business Analytics Programming
Data Analytics		BABS 506*: Analyzing and modeling uncertainty BABS 507*: Descriptive and Predictive Business Analytics BABS 508*: Advanced Predictive Business Analytics BABS 502 <sup>+</sup> : Forecasting and Time Series Prediction BAIT 509*: Business Applications of Machine Learning
Decision Analytics		BAMS 506: Optimal Decision Making I BAMS 508: Optimal Decision Making II BAMS 503 <sup>+</sup> : Simulation Modeling I: Data Processing and Monte Carlo Simulation BAMS 504 <sup>+</sup> : Simulation Modeling II: Queueing and Discrete Event Simulation BAMS 517 <sup>+</sup> : Decision Analysis under uncertainty
Business Context	All of the above; Understanding of the business context; Ethics and social responsibility	BASC 500: Process Fundamentals BASC 523: Supply Chain Management BAMA 509*: Marketing Analytics BAMA 516*: Customer Relationship Management BAMA 511*: Pricing Analytics BAMA 517*: Data Driven Marketing
Business Skills	All of the above; Problem solving skills including project management and change management	BAMS 521 <sup>+</sup> : Consulting Practices and Project Management BA 520: Career Development Programming
Experiential Learning	All of the above	BA 509 <sup>^</sup> : Analytics Consulting Internship
<p>* Courses with an asterisk are new courses; courses with a + are existing courses that have been significantly redesigned for the new program; the rest are existing courses with minor changes.  <sup>^</sup> This is a 6-credit option that will be offered to the students, but students can complete the program without this option.</p>		

In addition to these skills, however, a successful business analyst also needs to have a good understanding of the business context, and the functional areas of business where these tools will be used, and the ability to manage projects effectively. This will allow the analyst to successfully communicate with users, managers and other decision makers, and ensure business objectives are met. Thus 12 credits of the M.B.An. (over one third of the program) will focus on the business context for analytics, in the domains of marketing and operations, and the professional skills required to operate successfully in the business environment.

The successful implementation of analytics projects therefore requires a broad and diverse skill set. The preceding table summarizes the required skill sets and the associated courses. Note that each course is a 1.5-credit module; all professional masters programs at the Faculty of Commerce are delivered using this approach.

Note that the new program comprises 30 credits of coursework to be completed in 9 months. This is consistent with the Faculty's Master of Management (MM) program, which also comprises 30 credits completed over 9 months. Students who enroll in the optional Analytics Consulting Internship will spend an additional 3 months in the program and receive an additional 6 credits. In our survey of students, a one-year program was the preferred option, as opposed to a longer course of study.

The new program allows students to complete 30-credits of coursework in 9-months by scheduling courses in five 6-week periods. All professional masters programs in the Faculty schedule classes in these 6-week periods. Typically, there are two 6-week periods in each semester. For the Master of Business Analytics program, another 6-week period will be inserted in April and May, allowing students to start classes in September and complete 30 credits by May. Students who are completing the Analytics Consulting Internship will work on it from June until the end of August.

The MM(Operations Research) program, which takes 16 months to complete, requires students to take 31.5 credits of courses (and a 4.5 credit industry project). Since its inception, the MM(Operations Research) program has had about 130 graduates. The graduation rate from this program has been 100%, and the employment rate after three months is also 100%. Students complete 25.5 credits over four 6-week periods (from September to April). They then complete the 4.5 credit industry project in the summer, and take 6 credits of elective courses in the fall term. Note that the students have a light load in the last term. The new program, by adding one 6-week period in April-May, allows students to complete the required credits faster.

The new program also shifts the focus away from decision analytics to data handling and data analytics. This is consistent with the idea that the new Master of Business Analytics is broader than the MM(Operations Research). Business analysts increasingly need data handling and analysis skills, and the MM(Operations Research) focused more on decision modeling and analysis. The new program will still provide the necessary decision analysis skills, but data handling and analysis components have been extended and deepened.

Finally, the new program significantly increases the exposure to topics in marketing. There were only 3 required credits of business context courses in the MM(Operations Research) degree, and all focused on the operations function. The new Master of Business Analytics degree will have 9 credits of business context courses, including 6 new credits of marketing courses. This increase in business context courses comes at the expense of 6 elective courses that MM(Operations Research) students were eligible to take. Since we want to provide all students with a strong

grounding in analytical skills, and because the program will be completed within one academic year, it is not desirable to offer elective courses within the new program.

It should be noted that while all MM(Operations Research) students completed a 4.5 credit “industry project” only a subset of Master of Business Analytics students will complete the 6-credit Analytics Consulting Internship in the new program. There are a number of reasons for this. First, the coursework alone is sufficient to provide students with the skills to find employment as a business analyst. (For instance, other Master in Business Analytics programs do not have this option.) Some students (e.g., international students) may not want to spend an additional three months pursuing this option. Making this an option, instead of a requirement, will allow us to attract a wider set of students. A second reason is the proposed increase in cohort size for the new program. As a highly specialized degree, MM(Operations Research) only enrolled a maximum of 15 students per year, while the new Master of Business Analytics is intended to enroll 50-60 students per year once established. The availability of complex and challenging projects for students to work on is limited by the size of the local market, with approximately 15 per year being a realistic number. It is our hope that all students with the appropriate background who express an interest in the Analytics Consulting Internship will be able to participate. Students participating in this option will receive a stipend, as the projects are typically paired with MITACS internships. Students who complete the internship will have this recorded on their transcript.

Note that the Analytics Consulting Internship adapts the current MM(Operations Research) Industry Project to the new program. The MM(Operations Research) industry projects, takes 4 to 4.5 months, to complete. The new Analytics Consulting Internship will be completed in 3 months. This will be accomplished by assigning multiple students to a project. In the past, one MM(Operations Research) student was assigned to each project. This year (2015), we experimented with multiple (2 or 3) MM(Operations Research) students per project teams and the results indicate that this is effective and student teams can accomplish more in a shorter time.

Students will be selected into this option at the point of admission, since this will help attract strong students to the program. Selection criteria for this program are provided in Section 2.6 below. Students admitted into this option will be guaranteed a project as long as they meet minimum academic performance requirements. Students not admitted into this course at point of admission to the program will have an opportunity to transfer into the course based on their performance in the program and on project availability.

If student interest in these internships is greater than our ability to provide these opportunities, then we will make every effort to try and increase the number of available projects. However, the availability of appropriate projects for all interested students cannot be guaranteed. This option, therefore, should be viewed as something that students compete for and not every interested candidate can be guaranteed a spot.

### 2.3. Program Delivery and Schedule

The 30-credit program will be delivered in 1.5 credit modules. All students will take the same set of 20 modules. The modules are delivered in 6-week periods, with five weeks of classes and one exam week. Each cohort will start classes in September, and finish classes at the end of May. The program timeline is given below.

	Courses
Period 1 Sep-Oct (6 credits)	BAIT 507*: Data Management for Business Analytics BAMS 506: Optimal Decision Making I BABS 506*: Analyzing and modeling uncertainty BAMS 517: Decision Analysis under uncertainty
Period 2 Oct-Nov (6 credits)	BAIT 508*: Business Analytics Programming BABS 507*: Descriptive and Predictive Business Analytics BAMS 508: Optimal Decision Making II BAMA 509*: Marketing Analytics
Period 3 Jan-Feb (6 credits)	BABS 508*: Advanced Predictive Business Analytics BABS 502: Forecasting and Time Series Prediction BASC 500: Process Fundamentals BAMS 503: Simulation Modeling I: Data Processing and Monte Carlo Simulation
Period 4 Feb-Mar (6 credits)	BAIT 509*: Business Applications of Machine Learning BAMS 504: Simulation Modeling II: Queuing and Discrete Event Simulation BASC 523: Supply Chain Management BAMA 516*: Customer Relationship Management
Period 5 Apr-May (6 credits)	BAMA 511*: Pricing Analytics BAMA 517*: Data Driven Marketing BAMS 521: Consulting Practices and Project Management BA 520: Career Development Programming <sup>+</sup>
Experiential Learning May-Aug (6 credits)	BA 509^: Analytics Consulting Internship
<p>* The courses with an asterisk are new courses; the courses with a + are existing courses that have been significantly redesigned for the new program; the rest are existing courses with only minor changes.</p> <p>^ This is a 6-credit option offered to students, but students can complete the program without this option.</p> <p><sup>+</sup> Career Development Programming will be spread throughout the program, but will conclude in Period 5.</p>	

The curriculum for the proposed program is highly structured. It is similar, however, to existing professional masters programs in the Faculty – in particular the Master of Management (MM) program. The *Grade Requirements for Evaluation and Promotion Policy* of the Robert H. Lee Graduate School specifies the procedure to be followed if a particular student is unable to complete (or fails) one of the modules. This Policy is attached as Appendix E to this proposal.

Note that students will complete the program either in May or August, depending on whether the student enrolls in the Analytics Consulting Internship option. In both cases, students will officially graduate in the fall graduation in November.

#### 2.4. Program Resources

The program will be mounted with the existing members in the Faculty of Commerce and Business Administration. No new faculty will be hired specifically for this program. As noted

earlier, several courses will be offered in collaboration with the Faculty of Science. The memorandum of understanding between the two faculties is in Appendix G of this proposal.

The program will be administered by the Faculty of Commerce and Business Administration, which is staffed to manage recruitment, admissions, and delivery of graduate programs for the School. It is likely that, over time, additional staff resources will be required to accommodate growth in student numbers from this program and others in the portfolio. In the short-term, it is anticipated that this program will form part of the portfolios of our existing staff.

The Hari B. Varshney Business Career Centre in the Faculty of Commerce and Business Administration will provide career development training and resources, including credit-bearing programming within the degree. It is likely that one full-time Careers Manager will be hired to support the careers outcomes of the Master of Business Analytics students.

The Centre for Operations Excellence will manage the Analytics Consulting Internship. Students will be selected for this opportunity by the COE. Existing staff at the COE will be sufficient to manage the internships.

## 2.5. Admission Requirements

All applicants must satisfy the minimum admission requirements that are required for all professional masters programs offered by the Faculty of Commerce and Business Administration. Admission requirements include all the minimum admission requirements for the Faculty of Graduate Studies, plus satisfactory GMAT or GRE score. A minimum TOEFL score of 600 (or equivalent) is required for international students. Application to the Robert H. Lee Graduate School is competitive, and successful applicants to the Master of Business Analytics program will have strong quantitative skills, ability to communicate, and an interest in applying analytical tools to business.

## 2.6. Selection of students for Analytics Consulting Internship

For the Analytics Consulting Internship, a subset of students will be selected based on expressed interest, appropriate background, and project availability. Candidates for the Analytics Consulting Internship must, in addition to having a strong academic background, have strong communication skills. The selection of candidates for the Analytics Consulting Internship will work as follows. At the time of application to the M.B.An. program, students will be asked to indicate whether they would like to be considered for the internship. Once students are admitted to the M.B.An. program, all accepted candidates who expressed an interest in the internship will be contacted and interviewed by staff from the Centre for Operations Excellence. The purpose of the interview is to gauge the student's communication skill and fit with the Analytics Consulting Internship. After the interview, a subset of students will be offered a position in the Analytics Consulting Internship. The total number of available spots will depend on the COE's expectations about project availability.

Students accepted to the Analytics Consulting Internship will need to meet minimum academic performance requirements in their coursework in order to retain their place in this optional course. These minimum requirements will be clearly specified. Also, students not admitted into the internship at point of admission to the program will have an opportunity to transfer into the course based on appropriate performance in the program, expressed interest and project availability.

All students accepted into the Analytics Consulting Internship will receive a stipend of \$10,000 for the work they will perform as part of the internship. The funds will come out of the project fees that the COE charges its industry partners. In most but not all cases, the project fees can be paired with a \$7,500 grant from MITACS. (In accordance with its policies, MITACS does not provide matching funds for work carried out with certain partners. For example, work with the health authorities does not qualify for a MITACS grant.) Whenever a MITACS grant is received, these funds go towards the student's stipend. The COE has a long-standing relationship with MITACS and MITACS has supported the COE industry projects since the inception of the COE. We expect that MITACS will continue its support for the COE projects under the new M.B.An. program.

The syllabus for the Analytics Consulting Internship is in Appendix H of this proposal.

## 2.7. Tuition Rationale

Our initial review indicates that a tuition fee in the region of \$38,000 for domestic students and \$48,000 for international students would be appropriate. This places the program in the same set as similar programs offered by comparable Canadian institutions, while taking account of the provincial context. Further work will be undertaken before a final tuition proposal is presented to the University Board.

## 3. *List of Appendices*

[Removed for purposes of Curriculum; may be requested. Calendar statements do follow.]

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## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Commerce and Business Administration</p> <p><b>Faculty Approval Date:</b> Sep. 15, 2015</p> <p><b>Effective Session (W or S):</b> S</p> <p><b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> Oct. 20, 2015</p> <p><b>Contact Person:</b> Kin Lo &amp; Liz Starbuck Greer</p> <p><b>Phone:</b> 2-8430, 2-8405</p> <p><b>Email:</b> kin.lo@sauder.ubc.ca; liz.starbuck.greer@sauder.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Master of Business Analytics</b></p> <p>The Master of Business Analytics (M.B.An.) provides a professional course of study designed to prepare graduates with the skills to apply advanced analytical tools and methods to address management challenges in today's big data business environment. The program includes 30 credits of required courses. Student may apply to complete an optional 6-credit Analytics Consulting Internship following the completion of the required 30 credits.</p> <p>The program is available for full-time study. The program will generally be completed within 12 months of full-time study.</p> <p><b>Admission Requirements</b></p> <p>The Master of Business Analytics provides a professional course of study designed to prepare graduates with the skills to apply advanced analytical tools and methods to address management challenges in today's big data business environment. The program includes a minimum of 30 credits. An optional Analytics Consulting Internship can be completed for an additional 6 credits.</p> <p>The program is available for full-time study. The program will generally be</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,0</a> (new link to new program on this page)</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new program</p> <p><b>Rationale for Proposed Change:</b> The Faculty of Commerce and Business Administration is proposing a new one-year (30-credit) Master of Business Analytics (M.B.An.) degree program, due to the growing need worldwide for highly skilled analytics professionals. The purpose of the program is to provide graduates with the skills to apply advanced analytical tools and methods to address management challenges in today's "big data" business environment.</p> <p>This program will replace the Master of Management in Operations Research.</p> <p>Note: First cohort of students expected for Fall of 2017. Effective session and academic year indicated are in advance of this date to allow time to promote the program and recruit students</p>



completed within 12 months of full-time study.

### Admission Requirements

Applicants must meet the [general admission requirements](#) for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies. In addition to meeting these minimum requirements:

- all applicants must submit their official GMAT or GRE score, and
- applicants from a university outside Canada in which English is not the primary language of instruction must present a minimum score of 100 on the TOEFL iBT (or a score deemed equivalent to this on another English Language Proficiency Test accepted by UBC).

Visit the [Faculty](#) for more information on admissions requirements. Upon accepting an offer of admission to the program, students will be required to pay a non-refundable deposit, which is applied to the first instalment of tuition fees.

### Program Requirements

The program consists of the following 20 required courses of 1.5 credits each:

BA 520	BAMA 516
BABS 502	BAMA 517
BABS 506	BAMS 503
BABS 507	BAMS 504
BABS 508	BAMS 506
BAIT 507	BAMS 508
BAIT 508	BAMS 517
BAIT 509	BAMS 521





<b>BAMA 509</b> <b>BAMA 511</b>	<b>BASC 500</b> <b>BASC 523</b>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BABS 506 (1.5) Analyzing and Modeling Uncertainty</b></p> <p>Probability and models that incorporate uncertainty; working with data and extracting information to provide input for predictive and prescriptive analytic models within the Master of Business Analytics program.</p>	<p><b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program. Students will learn how to apply their descriptive analytics skills to predictive analytics by using single/multiple regression, logistic regression, Poisson regression and Discrete Choice Models. The methods learned in this course will be built upon to aid prediction.</p> <p>There are no comparable courses that achieve the Master of Business Analytics program objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BABS 507 (1.5) Descriptive and Predictive Business Analysis</b></p> <p>Descriptive data analysis and extraction of useful information; predictive analytics and other clustering techniques; use of appropriate software.</p>	<p><b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program. Students will develop a wide range of skills for analyzing and describing data.</p> <p>They will learn how to apply those skills towards predictive analytics including parametric methods selecting topics from single and multiple regression and clustering techniques. Comprehensive software such as R and SAS will be used for data analysis.</p> <p>There are no comparable courses that achieve the Master of Business Analytics program objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BABS 508 (1.5) Advanced Predictive Business Analytics</b></p> <p>Application of descriptive analytic skills to predictive analytics; using single/multiple regression, logistic</p>	<p><b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program. Students will learn how to apply their descriptive analytics skills to predictive analytics by</p>



<p>regression and Poisson regression use of Discrete Choice Model.</p>	<p>using single/multiple regression, logistic regression, Poisson regression and Discrete Choice Models. The methods learned in this course will be built upon to aid prediction.</p> <p>There are currently no comparable courses that achieve the Master of Business Analytics program objectives</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAIT 507 (1.5) Data Management for Business Analytics</b></p> <p>Databases and data management, data designs for business analytics; data access using structured query language; design interfaces facilitating user-centric access and queries.</p>	<p><b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program.</p> <p>This course will introduce databases and data management. Students will learn to describe how data is captured, organized and managed using a data management system. Students will be able to design a database using data modeling techniques; be able to query database systems using SQL; describe effective user interfaces and explain the importance of internal controls for information systems. Students will gain an understanding of common data structures and their use for data analysis; particularly for very large datasets (i.e.: Big Data).</p> <p>There are currently no comparable courses that achieve the Master of Business Analytics program objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAIT 508 (1.5) Business Analytics Programming</b></p> <p>Programming for business analytics; problem definition, software design, program design, and system implementation; development of systems to implement common business applications.</p>	<p><b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program.</p> <p>This course introduces students to programming with an emphasis on the concepts and techniques relevant to business analytics, particularly the analysis of large datasets. Students will</p>



	<p>understand the process of designing and implementing computer programs for data analysis; develop, write, test and debug code; understand data types, expressions, and operators, and basic programming structures.</p> <p>There are currently no comparable courses that achieve the Master of Business Analytics program objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAIT 509 (1.5) Business Applications of Machine Learning</b></p> <p><b>Supervised and unsupervised machine learning algorithms, support vector machines, and ensemble methods for text mining projects. Applications in descriptive and predictive analytics.</b></p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program. Machine learning concepts will be introduced and will be applied to carry out descriptive and predictive analytics, particularly for text mining projects. Students will understand and use supervised and unsupervised machine learning algorithms such as the Naïve Bayes algorithm, the k-Nearest Neighbors algorithm, support vector machines, ensemble methods and other algorithms. Teaching methodology will be problem based with usage of R and Python.</p> <p>There are currently no comparable courses that achieve the Master of Business Analytics program objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAMA 509 (1.5) Marketing Analytics</b></p> <p><b>Nature and scope of marketing research problems; methods used to solve those problems, including interview, focus groups, surveys, experiments, and web-tracking paradigms.</b></p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program. Students will creatively develop and analytically critique marketing strategies, marketing research designs, and the statistical methods used to provide marketing intelligence. Analyzing business problems through statistically-based thinking and using research information from a variety of sources to investigate business</p>



	<p>opportunities and strategies.</p> <p>There are no comparable courses that achieve the Master of Business Analytics program objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAMA 511 (1.5) Pricing Analytics</b></p> <p>Proven concepts, techniques, and frameworks for assessing and formulating pricing strategies. Understanding the process of making pricing decisions and exploring innovative approaches for setting prices. State-of-the-art frameworks for analyzing pricing decisions; strategies for revenue model migration and increasing profitability.</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program. This course exposes students to the economic and behavioral foundations of pricing. Students will learn current pricing practices in manufacturing and service industries, state-of-the-art frameworks for analyzing pricing decisions, and master strategies for revenue model migration and increasing profitability.</p> <p>There are no comparable courses that achieve the Master of Business Analytics objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAMA 516 (1.5) Customer Relationship Management</b></p> <p>Concepts of customer relationship management; metrics for customer loyalty satisfaction; RFM (recency, frequency, monetary) analysis in direct marketing, economics of customer relationship and customer loyalty program designs; exposure to trending topics; managerial understanding; practical analytical experience on real customer databases.</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new Master of Business Analytics program. This course exposes students to the economic and behavioral foundations of pricing. Students will learn current pricing practices in manufacturing and service industries, state-of-the-art frameworks for analyzing pricing decisions, and master strategies for revenue model migration and increasing profitability.</p> <p>There are no comparable courses that achieve the Master of Business Analytics objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAMA 517 (1.5) Data Driven Marketing</b></p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is a required ('core') course for the new</p>



<p><b>Statistical models of customer behaviour and past marketing actions, and applications to determining elements of the marketing mix.</b></p>	<p>Master of Business Analytics program.</p> <p>Students will be introduced to several data sources with detailed data of customer behavior and marketing actions, including sales, price and promotion measures in retail stores, advertising measures, purchases on the internet, and customer response to direct mailings. They will learn how these data can be exploited to implement various elements of the marketing mix.</p> <p>There are no comparable courses that achieve the Master of Business Analytics objectives.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BA 509 (6) Analytics Consulting Internship</b></p> <p><b>Experiential learning through analytics projects with industry partners. Restricted to students in the Master of Business Analytics Program. Pass/Fail.</b></p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This is an optional course that students can apply to take after the completion of the 30 credits required in the new Master of Business Analytics program. Students who express an interest in this opportunity and have the appropriate background will be offered the opportunity, subject to internship availability. Providing the Analytics Consulting Internship as an option, instead of a requirement, will allow the Program to attract a wider set of students, some of whom do not wish to spend the additional time on the internship. This optional internship is similar to a co-op option available in other programs, but has more supervision and support from the Faculty of Commerce (specifically from the Centre for Operations Excellence).</p> <p><input checked="" type="checkbox"/> <b>Pass/Fail</b> or <input type="checkbox"/> <b>Honours/Pass/Fail</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>BABS 502 (1.5) Forecasting <b>and Time Series Prediction</b></p> <p><b>Time series forecasting including</b></p>	<p><b>Present Calendar Entry:</b></p> <p>BABS 502 (1.5) Forecasting <del>for</del> <b>Management</b></p> <p><i>Prerequisite:</i> One of BABS 500, COMM</p>



<p>common smoothing methods and autocorrelation methods; students will work with publicly available data.</p> <p><i>Prerequisite:</i> One of BABS 500, <b>BABS 507, or</b> COMM 581.</p>	<p>581.</p> <p><b>Type of Action:</b> Change course name, add course description, and add prerequisite</p> <p><b>Rationale for Proposed Change:</b> The proposed name change clarifies the core content of the course. Students will understand and use time series for prediction with simple smoothing methods and ARIMA models of low order. Course content is not changing.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>BAMS 503 (1.5) Simulation <b>Modeling I: Data Processing and Monte Carlo Simulation</b></p> <p><b>Computer simulation concepts such as Monte Carlo simulation and its benefits; developing simulation models; fitting probability distributions to available data in Excel; analyzing and processing available data for use in simulation models.</b></p>	<p><b>Present Calendar Entry:</b></p> <p>BAMS 503 (1.5) Simulation <del>for Decision-Making</del></p> <p><b>Type of Action:</b> Change course title and add course description.</p> <p><b>Rationale for Proposed Change:</b> This course is an introduction to concepts of computer simulation, and is the first in a two-course sequence on Simulation Modeling (BAMS 503 and BAMS 504). The current version of this course focuses only on discrete-event simulation, and does not expose the students to Monte-Carlo simulation techniques, an important tool with many applications to business settings. The structure of the two course series has now been redesigned to allow BAMS 503 to focus on Monte-Carlo techniques and BAMS 504 to focus on discrete-event simulation. The revised description clarifies and emphasizes the approach to the content.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>BAMS 504 (1.5) Simulation <b>Modeling II: Queuing and Discrete Event Simulation</b></p> <p><b>Simulation concepts such as Discrete Event Simulation and its benefits;</b></p>	<p><b>Present Calendar Entry:</b></p> <p>BAMS 504 (1.5) <del>Advanced Simulation for Decision-Making</del></p> <p><del>Prerequisite: BAMS-503.</del></p> <p><b>Type of Action:</b> Change course title and</p>



<p>queuing processes and theory; performing simulation optimization; discerning appropriateness of steady-state simulation models and conducting them; analyzing simulation outcomes and making comparisons.</p>	<p>add course description.</p> <p><b>Rationale for Proposed Change:</b> This course is an introduction to concepts of computer simulation, and is the second in a two-course sequence on Simulation Modeling (BAMS 503 and BAMS 504). The structure of the two course series has now been redesigned to allow BAMS 503 to focus on Monte-Carlo techniques and BAMS 504 to focus on discrete-event simulation. The course description clarifies and emphasizes the approach to the content.</p>
<p><b>Proposed Calendar Entry</b></p> <p>BAMS 506 (1.5) <b>Optimal Decision Making I</b></p> <p>Models and methods in continuous optimization; linear and nonlinear programming; applications to functional business areas and related fields. Students will learn to formulate an optimization model, solve it, interpret results, and derive insight relevant to intended application.</p>	<p><b>Present Calendar Entry:</b></p> <p>BAMS 506 (1.5) <del>Optimization Model</del></p> <p><b>Type of Action:</b> Change course name and add course description.</p> <p><b>Rationale for Proposed Change:</b> The proposed name change clarifies the core content of the course, and clearly identifies that it is the first in a two-course series (BAMS 506 and BAMS 508). This course will introduce basic concepts and models of discrete optimization for business applications.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>BAMS 508 (1.5) <b>Optimal Decision Making II</b></p> <p>Models and methods in discrete optimization; emphasis on useful modeling methodologies and their applications. Students will learn to formulate an optimization model, solve it, interpret results, and derive insight relevant to intended application.</p>	<p><b>Present Calendar Entry:</b></p> <p>BAMS 508 (1.5) <del>Applications of Discrete Optimization</del></p> <p><b>Type of Action:</b> Change course name, add course description.</p> <p><b>Rationale for Proposed Change:</b> The proposed name change clarifies the core content of the course, and clearly identifies that it is the second in a two-course series (BAMS 506 and BAMS 508). This course will introduce basic concepts and models of discrete optimization for business applications.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>Present Calendar Entry:</b></p>





<p>BAMS 517 (1.5) Decision Analysis <b>under Uncertainty</b></p> <p><b>Decision making under uncertainty; using decision trees; the value of information; utility and risk preferences; behavioral aspects of decision making under uncertainty.</b></p>	<p>BAMS 517 (1.5) Decision Analysis</p> <p><b>Type of Action:</b> Change course title and add course description.</p> <p><b>Rationale for Proposed Change:</b> This course introduces basic concepts of making decisions under uncertainty by using decision trees to compare options. The course description change reflects the inclusion of various behavioral aspects of decision making under uncertainty. This new content will be accommodated by condensing the presentation of some of the other content. The revised description clarifies and emphasizes the approach to the content.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>BAMS 521 (1.5) Consulting Practices <b>and Project Management</b></p> <p><b>Non-technical skills and practices for consulting; project management and problem solving for business consulting projects in analytics.</b></p>	<p><b>Present Calendar Entry:</b></p> <p>BAMS 521 (1.5) Consulting Practices †</p> <p><b>Type of Action:</b> Change course title and add course description.</p> <p><b>Rationale for Proposed Change:</b> This course introduces students to non-technical skills and practices for successful external and internal consulting engagements. The revised course description will consolidate material previously contained in two modules (BAMS 521 and BAMS 522) and remove elements specifically relating to the industry project that was previously supported by these modules. The revised course will provide students with an introduction to project management and consulting practices that can be applied more broadly.</p>



4 December 2015

From: Senate Awards Committee

To: Senate

**Re: New Awards and Changes to Existing Awards (November 2015)**

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The Awards Committee recommends:

*“That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.”*

**New Awards:**

**ABORIGINAL Award in Medicine** – Awards totalling \$1,500 are offered annually to Canadian Aboriginal medical students with demonstrated interest in improving the health of Aboriginal people. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health. (First Award Available in the 2015/2016 Winter Session)

**ALLARD Scholar Graduate Fellowship** – One or more fellowships, valued up to \$20,000 per student, are offered annually through an endowment established by Peter A. Allard, Q.C. to assist a student(s) in the graduate program in the Peter A. Allard School of Law. Preference will be given to students who demonstrate an interest in one or more of the following themes: transparency, accountability, the Rule of Law, anti-corruption and human rights. The awards are made on the recommendation of the Peter A. Allard School of Law in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**ALLARD Scholar Renewable Entrance Scholarship** – One or more scholarships, valued at the cost of domestic tuition plus \$2,000 are offered annually through an endowment established by Peter A. Allard, Q.C. The awards are offered to students entering the full-time J.D. program who demonstrate exceptional aptitude and academic excellence. The awards are renewable in the recipients' second and third years of study, provided that the student recipient(s) maintain high academic achievement each year. The awards are made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2016/2017 Winter Session)

**ALLARD Scholar Bursary** – Bursaries totalling \$16,815 are offered annually through an endowment established by Peter A. Allard, Q.C. These bursaries are for Peter A. Allard School of Law students in any year of study who have demonstrated financial need and are in satisfactory academic standing. The awards are adjudicated by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

**BULL Housser Prize in Labour Law** – A \$1,250 prize is offered annually by Bull, Housser & Tupper LLP in memory of Howard Ehrlich to the JD student who has the highest grade in the Labour Law course. The prize is established as a tribute to Howard Ehrlich's significant role within the legal community. Howard was a highly regarded labour lawyer with a big heart. His contributions to the Labour bar and to those he mentored are immeasurable and not forgotten. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

**CLEAR Ocean Seafood Graduate Scholarship in Food Science** – A \$1,000 scholarship is offered annually by Clear Ocean Seafood to an outstanding graduate student pursuing a M.Sc. or a M.FS. Program in Food Science. Preference is given to students who are fluent in Mandarin and have an understanding of Chinese culture. Clear Ocean Seafood Ltd. is a Richmond-based scallop manufacturer and supplier. A global expert in importing, processing and exporting scallops, Clear Ocean Seafood Ltd. utilizes leading technology and research in its operations. The award is made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**GERVIN Prize in Advocacy and Criminal Law Reform** – A \$1,000 prize is offered annually by Mark Gervin to recognize a student in the J.D. program with the highest academic achievement in the UBC Innocence Project at the Allard School of Law. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

**Elizabeth and Leslie GOULD Entrance Scholarship for Engineering** – Up to 5 scholarships valued at \$2,500 each are offered annually to outstanding domestic or international students entering their first year of the Bachelor of Applied Science program in Engineering. The awards are based primarily on the student's scholarly achievement; however co-curricular activities and leadership potential will be considered. Subject to continued scholarship standing, the scholarships may be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2016/2017 Winter Session)

**Dr. Rosamund HARRISON Bursary in Graduate Pediatric Dentistry** – A \$1,000 bursary is offered annually by UBC Dentistry in honour of Professor Dr. Rosamund Harrison. During her tenure, Dr. Harrison served as Head of the Department of Oral Health Sciences and developed the new graduate specialty training program in Pediatric Dentistry. The bursary is offered to a domestic student in the Faculty of Dentistry enrolled in the first year in the Graduate Pediatric Dentistry program. In the case that there is no one student eligible for the full \$1,000 award, it may be given out as two or more bursaries of lesser value. Adjudication is made by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

**IMPACTBC Scholarship in Health Care Research and Development** – Scholarships totalling \$5,550 have been made available through an endowment established by ImpactBC for outstanding student(s) enrolled in a UBC Health program who have completed a research or development project focusing on patient/client involvement in health care decision making or in health professional education. ImpactBC was instrumental in advancing health care improvement and patient engagement in B.C. from 2000 – 2015. The awards are made on the recommendation of the Office of the Vice-Provost Health, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**Philip A. JONES Fellowship** – Fellowships totalling \$10,500 have been made available through an endowment established with a bequest from the Estate of Dr. Philip A. Jones (1924-2015). The fellowships are available to graduate students pursuing research in entomology and/or botany as it relates to agriculture. Dr. Jones was a member of the Royal Canadian Navy Volunteer Reserve during the Second World War and graduated from UBC in 1949 with a Bachelor of Science in Agriculture with a major in Horticulture. He went on to earn a PhD in Entomology with a minor in Plant Ecology from the University of Wisconsin in 1963. Dr. Jones worked as a scientist for Environment Canada from 1977 until his retirement in 1993. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**KAZLAW Course Prize in Personal Injury Law** – A \$2,500 prize is offered annually by KazLaw Injury Law to recognize the top student with the highest academic achievement in Topics in Tort Law: Personal Injury Law and a demonstrated interest in practicing personal injury law. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

**Dr. Alan A. LOWE Award in Orthodontics** – A \$1,000 award is offered annually to a fourth year DMD student in the Faculty of Dentistry who demonstrates excellence in undergraduate orthodontics. The award is in recognition of Dr. Lowe's 40-year academic career as a full-time faculty member at UBC and his long standing commitment to orthodontic research and education. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2015/2016 Winter Session)

**Dr. John and Barbara PETKAU Scholarship** – Two scholarships totalling \$3,500 have been made available through an endowment established by Dr. John and Barbara Petkau for third (\$1,500) and fourth year (\$2,000) undergraduate students in the Department of Statistics in the Faculty of Science. Dr. Petkau began his career at UBC in 1976 and has made invaluable contributions to the Statistics Department over the past 40 years. These scholarships recognize the academic merit of the next generation of statisticians and the impact they will have in solving

world problems. The awards are made on the recommendation of the Department of Statistics. (First Award Available in the 2016/2017 Winter Session)

**SYLVAN Learning Bursary** – A \$1,000 bursary is offered annually by Sylvan Learning to support students with financial need in the B.Ed. and eligible M.Ed. programs in the Faculty of Education, with preference given to students residing in Vancouver or Richmond. Sylvan Learning consists of over 600 franchised supplemental learning centres which provide personalized instruction in study skills, writing, reading, mathematics, homework support, and test preparation for college entrance. In recognition of the importance of one of its core values, “Great Teachers Inspire”, Sylvan is creating this bursary to support the next generation of leaders in education. The award is adjudicated by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

**Dr. Perry H. TRESTER Leadership Award in Dentistry** – A \$1,000 award is offered annually by the spouse and children of Dr. Perry H. Trester to a DMD student in the UBC Faculty of Dentistry who demonstrates leadership, community service and a commitment to advancing education. The award honours Dr. Perry H. Trester, who retired from practice on December 2015 after an illustrious 47-year career in oral surgery. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2016/2017 Winter Session)

**Elizabeth C. WATTERS Research Fellowship** – Fellowships totalling \$17,500 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Medicine engaged in research into the causes, treatment and cure of lymphatic cancer. Elizabeth Watters was the wife of John Imrie Watters. Mr. Watters passed away in 2002. Mrs. Watters passed away in 2004. The awards are made on the recommendation of the Faculty of Medicine, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**John I. WATTERS Research Fellowship** – Fellowships totalling \$17,500 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Science engaged in the study of cosmology. Mr. Watters passed away in 2002. The awards are made on the recommendation of the Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**Laurel L. Watters Research Fellowship** – Fellowships totalling \$17,500 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Medicine engaged in research into the causes, treatment and cure of breast cancer. Mr. Watters passed away in 2002. The awards are made on the recommendation of the Faculty of Medicine, and in the case of graduate students, in

consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**YOUTH Futures Education Fund Bursary for Youth In Care** – Bursaries totaling \$18,000 are offered annually by the Youth Futures Education Fund held at Vancouver Foundation to provide assistance to students who are currently receiving UBC's Youth Aging Out of Care Tuition Waiver. This includes assistance with living costs, costs associated with educational programs, and/or assistance to meet financial emergencies. Bursaries are awarded, based on need, on the recommendation of Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

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**Previously-Approved Awards with Changes in Terms or Funding Source:**

**#1834**

**Present Award Title and Description: Chrysalis Dental Centre - Vancouver Prize** – A \$2,500 prize is offered by Chrysalis Dental Centre - Vancouver to a third year DMD student who demonstrates a special interest and excellence in the field of implantology. The award is made on the recommendation of the Faculty of Dentistry.

**Proposed Award Title and Description: Chrysalis Dental Centre - Vancouver Award** – A \$2,500 award is offered annually by Chrysalis Dental Centre - Vancouver to a third year DMD student who demonstrates a special interest and excellence in the field of implantology. The award is made on the recommendation of the Faculty of Dentistry.

**Rationale for Proposed Changes – Type of Action:** In collaboration with the Development team in the Faculty of Dentistry and with the donor's approval, we are changing the type of award to better fit the criteria listed in the calendar description.

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**#3732**

**Present Award Title and Description: Finlay A. Morrison Scholarship in Pharmaceutical Sciences** – A scholarship of \$700 has been endowed by James Eng Wing (BSc(Pharm) 54), to honour Dr. Finlay A. Morrison's many years of service to the Faculty and to the profession of Pharmacy, and to mark his continuing interest in Pharmaceutics and Pharmacy Administration. The award is made to the student entering fourth year in the Faculty of Pharmaceutical Sciences and obtaining the highest standing in Pharmaceutics and/or Pharmacy Administration in the preceding 3 years of the program.

**Proposed Award Title and Description: Finlay A. Morrison Scholarship in Pharmaceutical Sciences** – A \$700 scholarship has been made available through an endowment established by James Eng Wing (BSc (Pharm) 1954), to honour Dr. Finlay A. Morrison's many years of

service to the Faculty and to the profession of Pharmacy, and to mark his continuing interest in Pharmaceutics and Pharmacy Administration. The award is made to the student entering fourth year in the Faculty of Pharmaceutical Sciences and obtaining the highest standing in Pharmaceutics and/or Pharmacy **Management** in the preceding 3 years of the program.

**Rationale for Proposed Changes – Type of Action:** in collaboration with the Faculty of Pharmaceutical Sciences, changed course name to better fit the new E2P PharmD program.

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#### #8342

**Present Award Title and Description:** Gurminder Singh Tatra Bursary – ~~A-\$1,000-bursary~~ ~~is~~ offered annually by Dr. Gurminder S. Tatra to an undergraduate student in the first year of the D.M.D. program. Dr. Tatra was a Dental Officer in the Canadian Forces who completed his dental school education at UBC under the "Dental Officer Training Program". The bursary was created to help support dental students who are in financial need. The adjudication is made by Enrolment Services.

**Proposed Award Title and Description:** Gurminder Singh Tatra Bursary – **Four bursaries of \$1,000 each are** offered annually by Dr. Gurminder S. Tatra to an undergraduate student in the first, **second, third and fourth** year of the DMD program. Dr. Tatra was a Dental Officer in the Canadian Forces who completed his dental school education at UBC under the "Dental Officer Training Program". The bursary was created to help support dental students who are in financial need. The adjudication is made by Enrolment Services.

**Rationale for Proposed Changes – Type of Action:** the donor has increased funding available and requested that the number of bursaries available is increased accordingly. The donor has also requested that the additional bursaries are made available to a student in each year of the DMD program.

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#### #8514

**Present Award Title and Description:** Colin & Lois Pritchard Foundation Bursary – Four bursaries totalling \$7,800 have been ~~endowed~~ by The Colin and Lois Pritchard Foundation to support students in the Southern Medical Program in financial need who demonstrate a commitment to community service and to the practice of medicine. Students must be Canadian citizens. ~~Preference is given~~ to first or second year students who have attended or graduated from a high school located in the Thompson / Okanagan / Kootenay region of BC. Bursaries are adjudicated by Enrolment Services.

**Proposed Award Title and Description:** Colin & Lois Pritchard Foundation Bursary – Four bursaries **of equal value** totalling \$7,800 have been **made available through an endowment established** by The Colin and Lois Pritchard Foundation to support students in the Southern

Medical Program in financial need who demonstrate a commitment to community service and to the practice of medicine. Students must be Canadian citizens **with the bursaries going** to first or second year students who have attended or graduated from a high school located in the Thompson / Okanagan / Kootenay region of BC. The bursaries are adjudicated by Enrolment Services.

**Rationale for Proposed Changes – Type of Action:** the donor wishes equal values to be distributed amongst the four student recipients. Enrolment Services has confirmed to be able to meet donor's request by looking for eligible students with a need greater than the equal value. Also upon donor's request, we have removed preference language so that only the students from the Thompson/Okanagan/Kootenay region will be considered.

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### **New Centennial Scholar Entrance Awards**

**Peter MARSHALL Centennial Scholar Entrance Award in Forestry** – A \$2,000 renewable entrance award is offered annually by Dr. Peter Marshall to outstanding under-represented students, such as Aboriginal students, students from rural communities, immigrant and refugee students, first generation learners, youth aging out of care, and students of low socio-economic status, entering the Faculty of Forestry's Bachelor of Science in Forestry, Forest Sciences, Natural Resources Conservation, or the Bachelor of Urban Forestry degree programs from secondary schools in Canada, or transfer students from other colleges and universities, or Canadian citizens living abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, and school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

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**ISI Award Amendments:** ISI would like to increase the maximum to allow the university to make larger award offers as tuition increases. (Submitted by International Student Initiative/Enrolment Services)

### **#5893**

**Present Award Description: Faculty of Law International Tuition Award** – Awards in the amount of ~~\$2,000~~ each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the ~~Faculty~~ of Law JD program. The awards are made on the recommendation of the ~~Faculty~~.

**Proposed Award Description: Faculty of Law International Tuition Award** – Awards in the amount of **up to \$10,000** each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the **Peter A. Allard School** of Law JD program. The awards are made on the recommendation of the **Peter A. Allard School of Law**.

#### **#2010**

**Present Award Description: Faculty of Education International Tuition Award** – Awards in the amount of ~~\$7,400~~ each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the 12-Month Option of the Bachelor of Education Program. The awards are made on the recommendation of the Faculty.

**Proposed Award Description: Faculty of Education International Tuition Award** – Awards in the amount of **up to \$10,000** each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the 12-Month Option of the Bachelor of Education Program. The awards are made on the recommendation of the Faculty **of Education**.





16 March 2016

To: Vancouver Senate

From: Senate Curriculum Committee

Re: March Curriculum Proposals (approval)

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

The following is recommended to Senate:

**Motion:** *“That the new courses, new course code, revised programs, new and revised transcript language, and revised parchments brought forward by the faculties of Arts, Graduate and Postdoctoral Studies (Arts and Education,), and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

**FACULTY OF ARTS***New course code and courses*

ACAM (Asian Canadian and Asian Migration Studies) Course Code; ASIA 302 (3) Theravada Buddhism; ASIA 327 (3) Korean Popular Music in Context; ASIA 343 (3) Film in South Asia; FREN 124 (3) Keeping Up Your French; GRSJ 410 (3) Religious Feminism; MUSC 108 (3) Introduction to Contemporary Art Music

**FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES***Revised program, new courses, and revised parchments***Arts**

Graduate and Postdoctoral Studies>Degree Programs>Music>Program Overview; Transcript language for Master of Music emphasizes of study; Graduate and Postdoctoral Studies>Degree Programs>Music>Master of Music; MUSC 544 (4-8)d Seminar in Conducting and Repertoire I; MUSC 545 (4-8)d Seminar in Conducting and Repertoire II

**Education**

Master of Education In Adult Learning and Global Change Parchment; Doctor of Philosophy In Educational Studies Parchment

**FACULTY OF SCIENCE***Revised program*

Science>Bachelor of Science>Geographical Sciences>GEOB Geographical Sciences Major



## UBC Curriculum Proposal Form

### Change to Course or Program

**Category: 2**

<b>Faculty:</b> Arts <b>Department:</b> n/a <b>Faculty Approval Date:</b> Jan 21, 2016 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2016	<b>Date:</b> November 17, 2015 <b>Contact Person:</b> Lois Nightingale <b>Phone:</b> 2-0048 <b>Email:</b> <a href="mailto:arts.curriculum@ubc.ca">arts.curriculum@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>ACAM Asian Canadian and Asian Migration Studies</b>	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course code  <b>Rationale for Proposed Change:</b> This subject code is crucial to build a dynamic and sustainable curriculum for the Asian Canadian and Asian Migration Studies Program (ACAM). The creation of this subject code will allow the program to offer courses on critical issues and methodologies specific to the field of Asian Canadian and Asian Migration studies; it will also enable the program to design and develop courses to equip students with the knowledge and skillsets needed to undertake community-based research and learning. This new subject code will also support ACAM students who wish to undertake independent projects by offering a directed studies option.
<b>Faculty:</b> Arts <b>Department:</b> Asian Studies <b>Faculty Approval Date:</b> Jan 21, 2016 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2016	<b>Date:</b> November 17, 2015 <b>Contact Person:</b> Lois Nightingale <b>Phone:</b> 2-0048 <b>Email:</b> <a href="mailto:arts.curriculum@ubc.ca">arts.curriculum@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>ASIA 302 (3) Theravada Buddhism</b>  <b>History, story, and culture of the major form of Buddhism primarily focused on the regions of Sri Lanka, and mainland Southeast Asia, including southern Vietnam, parts of southern China, spread to Nepal, and modern global diffusion.</b>	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> The Department of Asian Studies does not currently offer this kind of course and we are creating it to fulfill demand. The Department will also be receiving funding from the Sheng Yen Foundation Postdoctoral Fellowship in East Asian Buddhism over the next several years that



	<p>would be involved in the sponsorship of a Postdoctoral student for the teaching of new courses on Buddhism. This is one of those courses. Currently, the Department only offers an introductory course on Buddhism and its schools in a general sense. The creation of three new courses, to which ASIA 302 is one of, will allow the Department to meet student demand for courses focused on different schools of Buddhism (Theravada, Mahayana, Esoteric). This will allow a more in-depth study of its history, story, and culture in relation to geographical areas.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> Jan 21, 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> January 2016 (revised)  <b>Contact Person:</b> Lois Nightingale  <b>Phone:</b> 2-0048  <b>Email:</b> <a href="mailto:arts.curriculum@ubc.ca">arts.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ASIA 327 (3) Korean Popular Music in Context</b></p> <p><b>History, contexts, and the genres of Korean popular music. Students will analyze specific artists and songs using a range of approaches. While an understanding of basic concepts of music will be helpful, no previous exposure to ethnomusicology or music performance is required.</b></p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> There are no undergraduate or graduate courses focused on modern and contemporary Korean popular music in Arts (there are courses on traditional Korean music in the School of Music). As the South Korean popular music industry (K-pop) is still a relatively understudied subject despite its prominence and growing popularity on a global scale, this course would provide the opportunity to study this phenomenon as it is one of the most globally successful cultural products to emerge from modern Asia in recent decades. (If enrollments warrant, the Department would be able to provide a TA for the course.)</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> Jan 21, 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> November 18, 2015 (online)  <b>Contact Person:</b> Lois Nightingale  <b>Phone:</b> 2-0048  <b>Email:</b> <a href="mailto:arts.curriculum@ubc.ca">arts.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>Present Calendar Entry:</b> N/A</p>



<p><b>ASIA 343 (3) Film in South Asia</b></p> <p><b>Social and cultural history of South Asian film.</b></p>	<p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> The Department of Asian Studies currently offers two consistently taught courses on South Asian film, both of which are linguistically specific: one focuses on Hindi-language film and the other on Punjabi-language film. The cultural history of both of these linguistically-defined cinemas, however, is intertwined with a broader history of film in South Asia that crosses linguistic and regional lines. This course will explore this broader history, allowing students to understand the broad patterns of film development in South Asia and the complex interconnections among the different linguistic film industries in the region, with a focus on art cinema and its negotiation with, and eventual partial merging with, popular cinema. The class will also analyze cinematic perspectives on the cultural and political history of modern India.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> French, Hispanic and Italian Studies  <b>Faculty Approval Date:</b> Jan 21, 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2016-17</p>	<p><b>Date:</b> November 2, 2015  <b>Contact Person:</b> Lois Nightingale  <b>Phone:</b> 2-0048  <b>Email:</b> <a href="mailto:arts.curriculum@ubc.ca">arts.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FREN 124 (3) Keeping up your French</b></p> <p><b>Task-based entry-level course for non-specialists. Credits from this course may not count towards a Major or Minor in French, nor as prerequisite to subsequent core courses in French. Prerequisites:</b> French 12, FREN 112 or equivalent.</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This post-secondary entry level course is aimed at students who have completed French 12 in high-school and want to “keep up their French” without going into the specialized training necessary to major in French, which is currently the only option they have (FR 122-123, our first-year core language course). As made clear by numerous and recurring Arts Advising requests, there is a demand for such a course from students in</p>



	<p>and outside the Faculty of Arts, including students from Commerce and International Relations who have additional language requirements to fulfil.</p> <p>The innovative and hands-on task-based approach will suit the course objective, which is to improve communicative skills and achieve functional proficiency in oral and written French.</p> <p>The 2-term format is key to achieve language proficiency and promote the level of engagement necessary to a task-based approach. Making it a 3-credit course is beneficial to students, who have a limited amount of 1st-year credits, and from the administrative point of view, it makes the course less costly in terms of teaching resources.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Institute for Gender, Race, Sexuality and Social Justice (GRSJ)  <b>Faculty Approval Date:</b> Jan 21, 2016  <b>Effective Session (W or S):</b> Winter  <b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> Jan 12, 2016 (revised)  <b>Contact:</b>          Lois Nightingale, Curriculum Manager  <a href="mailto:Arts.curriculum@ubc.ca">Arts.curriculum@ubc.ca</a>          604-822-0048</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>GRSJ 410 (3) Religious Feminism</b></p> <p>Examines religious feminism from three Abrahamic traditions. An in-depth study of challenges various doctrinal discourses and practices pose for feminist projects.</p> <p><b>Prerequisites:</b> GRSJ 101 and GRSJ 102</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b>          Religious Feminisms has been offered as a special topics course in the past. It addresses a gap in our current undergraduate curriculum.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Music  <b>Faculty Approval Date:</b> Jan 21, 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> November 18, 2015 (online)  <b>Contact Person:</b> Lois Nightingale  <b>Phone:</b> 2-0048  <b>Email:</b> <a href="mailto:arts.curriculum@ubc.ca">arts.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>MUSC 108 (3) Introduction to Contemporary Art Music</b></p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p>



**Contemporary music repertoire, emphasizing music from the past fifty years. Required of undergraduate Composition majors; open to other Bachelor of Music students by permission of instructor.**

**Rationale for Proposed Change:** A large number of undergraduate music composition majors enter the degree program with a deficit of knowledge of contemporary music, particularly art music of the past fifty years. The proposed repertoire course will provide students with essential knowledge and an understanding of 20th and 21st century musical styles and techniques, significant contemporary composers, and seminal works. The proposed course is currently being offered under the generic course code MUSC 403G, Selected Topics in Music. The pilot version ran as MUSC 403, the only variable-topics MUSC course at the undergraduate level, and it was open to students at all levels. Moving forward, the course will be taken mainly by 1<sup>st</sup>-year students, and the level of difficulty will be reduced relative to the pilot version. It would be preferable to use a 100-level course number in the future, in order to reflect the level of the course content accurately. This course will be required of all first-year composition majors so that they gain exposure to contemporary repertoire early on in their degree studies.

**X Not available for Cr/D/F grading**

**Rationale for not being available for Cr/D/F:** For the majority of students, this will be a required course.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Arts <b>Department:</b> School of Music <b>Faculty Approval Date:</b> Nov 24, 2015 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2016	<b>Contact Person:</b> Alexander Fisher/Alan Dodson <b>Phone:</b> 2-3524/25287 <b>Email:</b> <a href="mailto:fisher@mail.ubc.ca">fisher@mail.ubc.ca</a> / <a href="mailto:alan.dodson@ubc.ca">alan.dodson@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>Music</b> ... <b>Program Overview</b>  The School of Music offers graduate programs and degrees in three broad fields of specialization: performance, composition, and music scholarship. The Master of Music (M.Mus.) is offered in composition, <b>conducting (emphases in choral, orchestral, or wind), guitar, harpsichord, opera, organ, orchestral instruments, piano, or voice</b> . The Doctor of Musical Arts (D.M.A.) is offered in composition and performance concentration in piano, voice, or orchestral instruments. The Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) in Music are offered with emphases on theory, historical musicology, and ethnomusicology. ...	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1202">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1202</a>  <b>Present Calendar Entry:</b>  <b>Music</b> ... <b>Program Overview</b>  The School of Music offers graduate programs and degrees in three broad fields of specialization: performance, composition, and music scholarship. The Master of Music (M.Mus.) is offered in composition <del>and performance</del> <del>concentration in piano, organ, harpsichord, guitar, orchestral instruments, voice, choral conducting, or opera</del> . The Doctor of Musical Arts (D.M.A.) is offered in composition and performance concentration in piano, voice, or orchestral instruments. The Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) in Music are offered with emphases on theory, historical musicology, and ethnomusicology. ...  <b>Type of Action:</b> Change “Choral Conducting” program name and introduce emphases within the program.  <b>Rationale for Proposed Change:</b> Advanced training in conducting is a core component in the curriculum of a comprehensive school of music. Graduate programs in conducting are offered at most





peer and competitor institutions, as well as universities that are smaller than UBC in size, scope, and mission. Many Canadian universities already offer graduate degrees in conducting, typically in multiple areas of emphasis, including the University of Toronto, McGill University, the University of Victoria, the University of Alberta, the University of Calgary, the University of Montréal, Western University, the University of Manitoba, Memorial University, and many others.

UBC has established a tradition of excellence in its Master of Music programme in Choral Conducting. The degree has been in high demand, attracting students of consistent quality and preparing them for success in professional choral settings or for further graduate study. New faculty resources (not in place historically) now enable the School of Music to offer three distinct parallel streams under the umbrella program Master of Music in Conducting: Choral Conducting, Orchestral Conducting, and Wind Conducting. Each area of emphasis will be led by a faculty member with a doctoral degree in the specific field. Given faculty expertise and exceptional ensembles to train conductors at the highest level, we seek to seize the opportunity for UBC to become a leading institution in Canada and North America for graduate study in conducting in all three areas of emphasis.

The three conducting faculty are in philosophical agreement about the purpose, structure, and general curriculum of the graduate program in conducting, and share a common pedagogical orientation. There is already much collaboration in the delivery of the undergraduate conducting curriculum, as well as the supervision of current graduate students in the M.Mus. Choral Conducting program. We see



numerous benefits of offering three streams of emphasis under a single M.Mus. in Conducting degree with a unified structure. While each conducting stream will require some degree of specialization in its discipline, the only necessary split in the curricula of the three areas of emphasis will be in the study of music literature for each field, requiring separate seminars in Choral, Orchestral, and Wind Repertoire (please see the separate proposals for the new courses MUSC 544 and MUSC 545).

The reorientation of the current M.Mus. conducting program into three areas of emphasis will generate a modest increase in the total number of graduate students in the School of Music, with a maximum of two students per year expected to enter the Orchestral and Wind streams. The School has the capacity to accommodate these additional students without undue pressure on our scholarships budget or other resources. There is already significant demand for the expanded program, with numerous annual inquiries by prospective students throughout Canada and internationally. While adding students in instrumental conducting will result in a marginal increase in the pressure on the graduate scholarship budget, graduate Teaching Assistantships are already in place for the large ensembles and conducting courses, and will serve as additional support for the graduate conducting students in the Orchestral and Wind areas, who are better suited to serve these roles than the current orchestral instrument majors to which they are typically assigned.

An expanded graduate program in conducting offers many benefits to the School of Music. The new coursework, which will be open not only to conducting majors but also to select students in the



	<p>Master of Music and Doctor of Musical Arts programs, will offer diversified training that addresses the broad demands placed upon today's young performing artists. With strengths in ensemble leadership, graduate students in conducting will have a significant positive impact on the large ensembles and hundreds of students enrolled in these courses by running sectional rehearsals, providing tutorials, and performing logistical duties such as facilitating outreach efforts and assisting with tour planning. The students will also benefit the larger School of Music community through collaborative recitals involving their colleagues in all performance areas and composition. Upon graduation, alumni in all three areas of emphasis will be exceptionally well-positioned to become the leaders of a generation of music-makers, increasing the visibility of the UBC School of Music in their future posts as doctoral students at leading institutions, secondary school music teachers, and conductors of community and professional ensembles, and fulfilling a clear need for talented, well-trained conductors and leaders both regionally and nationally.</p>
<p><b>Proposed Curriculum Changes:</b></p> <p>Change transcript text to:</p> <p>Master of Music In Conducting</p>	<p><b>URL:</b> N/A</p> <p><b>Present Curriculum:</b></p> <p>Transcript text currently states:</p> <p>Master of Music In <del>Choral</del> Conducting</p> <p><b>Type of Action:</b> Change transcript text from "Choral Conducting to "Conducting."</p> <p><b>Rationale for Proposed Change:</b> See above.</p>
<p><b>Proposed Curriculum Changes:</b></p>	<p><b>URL:</b> N/A</p> <p><b>Present Curriculum:</b> N/A</p>



<p>Create the following emphases that can be applied to Master of Music In Conducting:</p> <p>Emphasis Choral Conducting Emphasis Orchestral Conducting Emphasis Wind Conducting</p>	<p><b>Type of Action:</b> Create emphases in MMus in Conducting program to be displayed on students' transcripts.</p> <p><b>Rationale for Proposed Change:</b> See above.</p>
<p><b>Faculty:</b> Arts <b>Department:</b> Music <b>Faculty Approval Date:</b> Nov 24, 2015 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> 3 Feb 2016 <b>Contact Person:</b> Alan Dodson <b>Phone:</b> 2-5287 <b>Email:</b> <a href="mailto:alan.dodson@ubc.ca">alan.dodson@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Music</b> ... <b>Master of Music</b></p> <p>The M.Mus. degree <b>with specializations in composition, conducting, guitar, harpsichord, opera, organ, orchestral instruments, piano, or voice</b> is offered to students who have achieved necessary levels of attainment and productivity at the undergraduate level, and who give reasonable promise of further significant accomplishment. This degree is often a final academic step for the musician who wishes to enter the professional world, although it may prove to be an intermediate step for those wishing to prepare for university teaching.</p> <p>...</p> <p><b>Program Requirements</b> ...</p> <p>Credit requirements for the M.Mus. are: 33-39 credits (including a 6-credit thesis comprised of one or more required recitals, and 18-25 credits of required courses, including private study).</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1202">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1202</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Music</b> ... <b>Master of Music</b></p> <p>The M.Mus. degree in <del>performance and composition</del> is offered to students who have achieved necessary levels of attainment and productivity at the undergraduate level, and who give reasonable promise of further significant accomplishment. This degree is often a final academic step for the musician who wishes to enter the professional world, although it may prove to be an intermediate step for those wishing to prepare for university teaching.</p> <p>..</p> <p><b>Program Requirements</b> ...</p> <p>Credit requirements for the M.Mus. are: 33-39 credits (including a 6-credit thesis comprised of one or more required recitals, and 18-25 credits of required courses, including private study).</p>



### Requirements for the M.Mus. in

#### Conducting include:

MUSC 520	3
MUSC 544 <sup>1</sup>	4
MUSC 545 <sup>1</sup>	4
MUSC 593 <sup>1</sup>	6
MUSC 549 <sup>1</sup>	6
Large ensemble <sup>2</sup>	8
Music electives	6
<b>Total credits</b>	<b>37</b>

<sup>1</sup> MUSC 544, 545, 549 and 593 must be taken in the student's area of emphasis (choral, orchestral, or wind conducting). Students may be required to register in a section of each course that corresponds to their area of emphasis.

<sup>2</sup> For the emphasis on choral conducting, the large ensemble must be MUSC 553. For the emphasis on orchestral or wind conducting, the large ensemble must be MUSC 550.

...

...

#### Type of Action:

1. Update the introductory paragraph on the M.Mus. to include the full list of M.Mus. specializations (including Conducting).
2. Add Calendar language to specify the program requirements for the M.Mus. in Conducting and clarify the differences among the three emphases' requirements.

#### Rationale for Proposed Change:

1. Clarity on the specialization options within the M.Mus. is an important consideration, especially when a specialization's name changes. The current Calendar entry refers vaguely to "the M.Mus. degree in performance and composition." This wording is misleading in two respects:

(a) There is no "M.Mus. in Performance." Instead, there are M.Mus. specializations in seven solo performance fields (Guitar, Harpsichord, Opera, Organ, Orchestral Instruments, Piano, and Voice), as well as Composition and Conducting.

(b) The "and" erroneously implies that a double-major involving Composition and a performance specialization is possible within the M.Mus.

The revised wording is more accurate (i.e., more consistent with the program names as they appear on the transcript).

2. Among the nine M.Mus. specializations, the M.Mus. in Conducting has the most complex curriculum, because three distinct emphases are available within it. In light of this complexity, we propose to include in the Calendar a detailed set of program requirements for the M.Mus. in Conducting. This information is intended to



	<p>give students and advisors clarity on the specific requirements for each emphasis within the M.Mus. in Conducting. These detailed program requirements are consistent with the existing general program requirements for the M.Mus., which remain unchanged.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> School of Music  <b>Faculty Approval Date:</b> Nov 24, 2015  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2016</p>	<p><b>Date:</b> 15 October 2015  <b>Contact Person:</b> Alan Dodson  <b>Phone:</b> 2-5287  <b>Email:</b> <a href="mailto:alan.dodson@ubc.ca">alan.dodson@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>MUSC 544 (4-8) d Seminar in Conducting and Repertoire I</b></p> <p><b>Advanced study of conducting techniques and of representative major compositions and literature (earlier historical periods). Emphasis on knowledge and conducting skills that can communicate a thorough understanding of genre, idiom, form, texture, and style, in rehearsal and performance. <i>This course is not eligible for Credit/D/Fail grading.</i></b></p> <p><b><i>Pre-requisite:</i></b> Restricted to M.Mus. Conducting (Choral, Orchestral, Wind) or permission of the instructor.</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale:</b> Formerly offered under the generic course code MUSC 512C (Directed Individual Studies), this new course will be established as part of a revised curriculum for the Master of Music (M.Mus.) in Conducting.</p> <p>This is a seminar with variable topics. In accordance with enrolments, sections of the course will reflect the respective emphases available in the program: Choral Conducting, Orchestral Conducting, and Wind Conducting.</p> <p>MUSC 544 will cover music and literature of earlier historical periods, while MUSC 545 (see below) will cover music and literature of later periods, leading to the present day. The precise historical range will vary with each section. MUSC 544 and 545 will be offered in alternate years.</p> <p>MUSC 544 will meet in both terms for two hours per week. Instructional formats include lecture, discussion, exercises in score analysis, and group work on advanced conducting techniques.</p> <p>MUSC 544 is a required course for students in the MMUS in Conducting and available</p>



	as an elective (with permission of the instructor) to suitably qualified students in other programs. Enrolment is expected to be 4–8 students per section.
<p><b>Proposed Calendar Entry:</b></p> <p><b>MUSC 545 (4-8) d Seminar in Conducting and Repertoire II</b></p> <p>Advanced study of conducting techniques and of representative major compositions and literature (later historical periods). Emphasis on knowledge and conducting skills that can communicate a thorough understanding of genre, idiom, form, texture, and style, in rehearsal and performance. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Pre-requisite:</b> Restricted to M.Mus. Conducting (Choral, Orchestral, Wind) or permission of the instructor.</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale:</b> Formerly offered under the generic course code MUSC 512C (Directed Individual Studies), this new course will be established as part of a revised curriculum for the Master of Music (M.Mus.) in Conducting.</p> <p>MUSC 545 will cover music and literature of later historical periods than MUSC 544. Otherwise MUSC 545 is structured in the same way as MUSC 544 (see above).</p> <p>MUSC 545 is a required course for students in the MMUS in Conducting and available as an elective (with permission of the instructor) to suitably qualified students in other programs. Enrolment is expected to be 4–8 students per section.</p>

**To:** Senate Curriculum Committee

**From:** Associate Dean Graduate Programs and Research, Faculty of Education

**Date:** October 27, 2015

The following proposal was approved on October 27, 2015 at the meeting of the Graduate Curriculum Advisory Committee (GCAC) of the Faculty of Education

**Re:** Change to UBC degree parchment for M.Ed. students in the Department of Educational Studies (EDST)

### **Background & Rationale**

Currently the parchment for the M.Ed. degree in several specializations in the Department of Educational Studies uses only one of three possible lines to describe the degree and states only “Master of Education.” Some other Department and Faculties, and indeed some of the existing M.Ed. programs, already provide more descriptive information about the program of study on the parchment (e.g., “Master of Education in Educational Administration and Leadership”).

Education is a rich and diverse field of study and practice and students identify with their specialization. Both faculty and students have expressed an interest in seeing more information on their parchments.

*Therefore, whereas* the Senate has allowed for a Faculty that wishes to change what appears on the parchment for an existing degree to make a proposal to the Senate Curriculum Committee for consideration and approval by Senate, *and whereas* Senate has allowed for “inclusion of information about the field of study” on the second line of the parchment (recommendation #8 of the report on Degree Names and Parchments, approved by Senate on October 15, 1997),

### **PROPOSAL**

the Department of Educational Studies in the Faculty of Education respectfully requests approval to use two of the available lines on the parchment, as follows:

- Line 1: “Master of Education” (unchanged)
- Line 2: Field of Study, as described below

### **EXPLANATION**

Line 2: Field of Study

Field of study	Appearance on parchment line 2
Adult Learning and Global Change	In Adult Learning and Global Change



**To:** Senate Curriculum Committee

**From:** Associate Dean Graduate Programs and Research, Faculty of Education

**Date:** October 27, 2015

The following proposal was approved on October 27, 2015 at the meeting of the Graduate Curriculum Advisory Committee (GCAC) of the Faculty of Education

**Re:** Change to UBC degree parchment for Ph.D. students in the Department of Educational Studies (EDST)

### **Background & Rationale**

Currently the parchment for the Ph.D. degree in Educational Studies in the Department of Educational Studies uses only one of three possible lines to describe the degree and states only "Doctor of Philosophy." Some other Faculties already provide more descriptive information about the program of study on the parchment.

There are many different disciplinary and interdisciplinary specializations leading to the Doctorate in Philosophy and some Faculties provide more information about the specialization. Both faculty and students in Educational Studies have expressed an interest in seeing more information on their parchments.

*Therefore, whereas* the Senate has allowed for a Faculty that wishes to change what appears on the parchment for an existing degree to make a proposal to the Senate Curriculum Committee for consideration and approval by Senate, *and whereas* Senate has allowed for "inclusion of information about the field of study" on the second line of the parchment (recommendation #8 of the report on Degree Names and Parchments, approved by Senate on October 15, 1997),

### **PROPOSAL**

the Department of Educational Studies in the Faculty of Education respectfully requests approval to use two of the available lines on the parchment, as follows:

- Line 1: "Doctor of Philosophy" (unchanged)
- Line 2: "In Educational Studies"



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Science <b>Department:</b> Geography <b>Faculty Approval Date:</b> Nov. 5, 2015 <b>Effective Session:</b> S <b>Effective Academic Year:</b> 2016	<b>Date:</b> September 16, 2015 <b>Contact Person:</b> Norman Hutchinson <b>Phone:</b> 604-822-8818 <b>Email:</b> norm@cs.ubc.ca
<b>Proposed Calendar Entry:</b>  Geographical Sciences  The Department of Geography offers opportunities for study leading to bachelor's, master's, and doctoral degrees.  Geographical Sciences: Students who wish to pursue a B.Sc. in Geography should opt for the Geographical Sciences Major. ...  Major (XXXX): Geographical Sciences (GEOB)  To meet Geographical Sciences <b>specialization</b> requirements, students must complete at least 9 credits of GEOB courses during years 1 and 2, and 18 credits of GEOB courses at Upper Level (years 3 and 4). ...  Selections in Geographical Sciences ...  <sup>9</sup> See list of selections in sub-disciplinary areas of Geographical Sciences at the start of the footnotes. ...	<b>URL:</b> <a href="http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,215,410,425">http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,215,410,425</a>  <b>Present Calendar Entry:</b>  Geographical Biogeosciences  The Department of Geography offers opportunities for study leading to bachelor's, master's, and doctoral degrees.  Geographical Biogeosciences: Students who wish to pursue a B.Sc. in Geography should opt for the Geographical Biogeosciences Major. ...  Major (3068): Geographical Biogeosciences (GEOB)  To meet Geographical Biogeosciences <b>specialization</b> requirements, students must complete at least 9 credits of GEOB courses during years 1 and 2, and 18 credits of GEOB courses at Upper Level (years 3 and 4). ...  Selections in Geographical Biogeosciences ...  <sup>9</sup> See list of selections in sub-disciplinary areas of Geographical Biogeosciences at the start of the footnotes. ...



<p><sup>12</sup> To meet Geographical <b>S</b>ciences specialization requirements, students must complete at least 9 credits of GEOB courses during years 1 and 2, and 18 credits of GEOB courses at upper level (years 3 and 4).</p> <p>...</p>	<p><sup>12</sup> To meet Geographical <b>Biogeosciences</b> specialization requirements, students must complete at least 9 credits of GEOB courses during years 1 and 2, and 18 credits of GEOB courses at upper level (years 3 and 4).</p> <p>...</p> <p><b>Action:</b> Rename “Geographical Biogeosciences” as “Geographical Sciences”. Provide new specialization code for Geographical Sciences. Correct spelling error “specialization”.</p> <p><b>Rationale:</b> The specialization name “Geographical Biogeosciences” was originally introduced several years ago in an attempt to better describe the specialization. However, the name has proved confusing to students. The new name better reflects the focus of the specialization. The new title more clearly reflects the breadth of the specialization, and is consistent with language used to describe the discipline in both secondary institutions and international tertiary institutions. As such we believe the new name will better facilitate recruitment. The specialization code (GEOB) will be retained in order to distinguish between Human Geography (Arts) courses and Physical Geography (Science) courses. A new specialization code is required in order to preserve the previous specialization code and specialization title for students that are completing or have previously completed the Major (3068): Geographical Biogeosciences.</p>
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8 March 2016

To: Senate  
From: Nominating Committee  
Re: President's Advisory Committee for the Selection of a Vice-Provost & Associate Vice-President Enrolment and Academic Facilities

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As senators will be aware, with her appointment as Provost and Vice-President Academic *Pro Tem*, Dr Angela Redish temporarily vacated her position as a Vice-Provost, which is presently held by Dr Pamela Ratner as Vice-Provost *Pro Tem*. Dr Redish has now permanently vacated the Vice-Provost position and thus a regular successor needs to be selected under the provisions of Joint Board-Senate Policy 18. Dr Ratner has indicated that she wishes to be considered for an appointment to the Vice-Provost position. Policy 18 calls for the Senate to appoint 4 persons who are either faculty members or students (but not necessarily Senators) to the Committee.

The Senate Nominating Committee would therefore recommend:

*That Dr Perry Adebar (Professor, Civil Engineering), Dr Gage Averill (Professor, Music), Dr Lawrence Walker (Professor, Psychology), and Dr Kin Lo (Professor, Accounting) be appointed to a President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Enrolment and Academic Facilities.*



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THE UNIVERSITY OF BRITISH COLUMBIA

## MEMORANDUM

March 10, 2016

To: Vancouver Senate

A handwritten signature in cursive script, reading 'Angela Redish'.

From: Angela Redish, Provost and Vice-President Academic, *pro tem*

Re: Director of Continuing Education

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The *University Act* requires UBC to have a Director of Continuing Education. That position is currently held by Dr. Judith Plessis who is both Director of Continuing Education and Executive Director of Continuing Studies. Dr. Judith Plessis' term ends on June 30, 2016.

As we expand the University's role in career and personal education, and to strengthen relationships between the Faculties and continuing education, I have asked that the Associate Provost Academic Innovation, Dr. Hugh Brock, take on the role of Director of Continuing Education, while Mr. Peter Moroney takes on the role of Interim Executive Director of Continuing Studies, both effective 1 July 2016.