

# THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



## OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

University Centre · UNC 322  
3333 University Way  
Kelowna, BC · V1V 1V7  
Tel: (250) 807-9259 · Fax: (250) 807-8007  
<http://www.senate.ubc.ca>

## THE OKANAGAN SENATE

### AGENDA

Wednesday 27 January 2010

3:30 pm to 5:30 pm

SCI 333 | UBC OKANAGAN CAMPUS

#### 1. Senate Membership – Mr. James Ridge

Declarations of Vacancy (information)

One (1) convocation representative to replace Mr. Gary August. Appointed by the Senate on the recommendation of the Alumni Association.

One (1) faculty representative of the Faculty of Education to replace resigning Senator Dr. Carol Scarff. A bi-election will be conducted by the Registrar at the earliest opportunity.

#### 2. Minutes of the Previous Meeting, 17 December 2009 (approval) (circulated – Item 2) – Dr. Doug Owram

#### 3. Business Arising from the Minutes – Dr. Doug Owram

#### 4. President's Remarks and Related Questions – Professor Stephen Toope

#### 5. Deputy Vice-Chancellor's Remarks – Dr. Doug Owram

#### 6. Academic Policy Committee – Dr. Jan Cioe

- a. UBC Policy 69: Student Safety Abroad (approval) (circulated – Item 6a)

**7. Admissions and Awards Committee - Dr. Sharon McCoubrey**

- a. New and Revised Awards (approval) (circulated - Item 7a)
- b. Admissions Proposal: Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum - School of Nursing, Faculty of Health and Social Development (approval) (circulated - Item 7b)
- c. Affiliation Agreement: The University of British Columbia (UBC) and The Maple Leaf Educational Systems (MLES) (approval) (circulated - Item 7c)

**8. Agenda Committee - Ms. Rachael L'Orsa**

- a. Leave of Absence Request (approval) (circulated - Item 8a)
- b. 2009/2010 Okanagan Senate Meeting Schedule (approval) (circulated - Item 8b)

**9. Curriculum Committee - Dean Robert Campbell**

Curriculum proposals from by the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, and Health and Social Development. (approval) (circulated - Item 9)

**10. Report from the Associate Vice-President, Enrolment Services and Registrar - Mr. James Ridge**

- a. UBC Annual Report on Enrolment 2009 (with guest presenters Mr. Andrew Arida, Associate Director, Enrolment and Mr. Ashley Lambert-Maberly, Senior Planning Analyst (information) (circulated - Item 10a)
- b. 2009/2010 Academic Year, Draft Term Dates to 2016/2017 (information) (circulated - Item 10b)

**11. Other Business**

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**Regrets: Nathalie Hager (250) 807-9259 or email [nathalie.hager@ubc.ca](mailto:nathalie.hager@ubc.ca)  
UBC Senates and Council of Senates website [www.senate.ubc.ca](http://www.senate.ubc.ca)**

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## THE OKANAGAN SENATE

### MINUTES - **Draft**

Thursday 17 December 2009

3:30 pm to 5:30 pm

LIB 317 | UBC OKANAGAN CAMPUS

#### Attendance

**Present:** Dr. D. Owram (Vice-Chair), Mr. J. Ridge, (Associate Vice-President, Enrolment Services & Registrar), Dr. A. Abd-El-Aziz (Provost), Ms. L. Amantea, Dr. P. Arthur, Dean R. Belton, Ms. S. Bertrand, Ms. M. Burton, Mr. N. Cadger, Dean R. Campbell, Dr. J. Cioe, Ms. C. Cody, Dr. F. de Scally, Dr. M. Duran-Cogan, Mr. A. Hu, Mr. S. Joseph, Dr. A. Joy, Dr. D. Keyes, Ms. C. Kuhn, Dr. R. Lalonde, Ms. R. L'Orsa, Dr. S. McCoubrey, Acting Dean D. Muzyka, Dr. G. Pandher, Ms. L. Patterson, Dr. C. Robinson, Acting Dean K. Rush, Mr. D. Vineberg, Ms. J. Walker, Dr. S. Yannacopoulos, Ms. G. Zilm

**By Video-Conference:** Prof. S. Toope (President)

**Guests:** Ms. L. Collins, Mr. C. Eaton, Ms. M. Kruiswyk, Mr. F. Vogt

**Regrets:** Dean T. Aboulnasr, Mr. G. August, Dr. J. Castricano, Dr. J. Cheng, Ms. L. Driscoll, Dr. C. Hodge, Dr. J. Holzman, Ms. C. Hopkins, Dr. J. Johnson, Mr. J. Kent, Dean M. Krank, Dr. G. Lovegrove, Acting Dean C. Mathieson, Ms. S. Morgan-Silvester (Chancellor), Dr. H. Najjaran, Dr. B. Nilson, Dr. B. O'Connor, Dr. M. Rheault, Ms. W. Rotzien, Dr. C. Scarff, Dr. B. Schulz-Cruz

**Recording Secretary:** Ms. N. Hager

## **Call to Order**

Vice-Chair Dr. Owram called to order the fourth regular meeting of the Senate for the 2009/2010 academic year.

## **Minutes of the Previous Meeting, 25 November 2009**

*Moved:* Ms. L'Orsa

*Seconded:* Ms. Zilm

*That the minutes of the Okanagan Senate Meeting of 25 November 2009 be adopted as presented.*

*The motion was put and carried.*

## **President's Remarks and Related Questions**

### ***Place and Promise***

The President announced approval by the Board of Governors and both Senates of *Place and Promise: The UBC Plan*. He described the document as the basis for planning for the University, and noted for Senators the need to fully integrate the emerging Okanagan academic strategic plan.

### ***Trip to Asia***

The President noted a recent visit with Dr. Owram to Hong Kong and Seoul, Korea. Alumni organizations in both cities were described as vibrant and interested in further engagement, and holding much promise for future fundraising.

### ***Library and Athletic Facilities Expansions***

The President was pleased to announce the recently approved first phase of planning for a library expansion at UBC Okanagan. He noted that funding details were still to be determined.

Dr. Cioe inquired after timing, and expressed some concern over a loss of teaching spaces were construction to be undertaken during the academic year. Ms. Zilm explained that plans did not include Library 317 and other in-demand teaching spaces, but rather focused on the expansion of services.

Dr. Owram stressed the challenge of securing funding, but also expressed some optimism for the potential to move forward reasonably quickly. He acknowledged that current enrolment placed a strain on the existing space and services designed to accommodate some 3,000 students. He added that

discussions continued with potential donors with regards to the expansion of the campus' athletic facilities.

### **Deputy Vice-Chancellor's Remarks**

Dr. Owram echoed President Toope's comments with regards to their recent trip to Asia and observed that many alumni, attracted by the wine industry, had in turn visited the Okanagan.

### **From the Board of Governors**

The Senate received for information confirmation that the following items approved by the Okanagan Senate had been subsequently approved by the Board of Governors as required under the *University Act*.

#### **Senate Meeting of 23 September 2009**

Curriculum Proposals from the Faculty of Applied Science

New Awards

#### **Senate meeting of 21 October 2009**

Curriculum Proposals from the Faculty of Arts and Sciences

New Award

### **Academic Policy Committee**

Committee Chair Dr. Cioe presented the report.

#### ***Referral from the Okanagan Senate: Faculty of Commerce & Business Administration, Master of Management (Early Career Masters Program)***

Dr. Cioe summarized the Committee's recent discussions, and the Committee's understanding from the Provost that a full partnership would be pursued between UBC Vancouver's Faculty of Commerce & Business Administration and UBC Okanagan's Faculty of Management. He commented on process, and anticipated that program proposals would be coming forward for approval through the appropriate Okanagan Senate committees.

Dr. Owram confirmed that the proposal for a full partnership would be presented for Senate's approval, and observed that the proposed direction was largely based on the Senate's discussion at the November meeting. He proposed that the Academic Policy Committee's motion to Senate be set aside. By consent the assembly agreed.

Acting Dean Muzyka described the Master of Management (Early Career Masters Program) as a successful program launched several years ago by the Vancouver Faculty of Commerce & Business Administration and designed as a route to graduate studies for non-management undergraduates. The Faculty would rework the existing program package for approval by the Okanagan Senate and its committees sometime in the New Year. Dr. Muzyka assured Senators that faculty within the Faculty of Management would be offered the option of teaching in the program.

### **Admissions and Awards Committee**

Committee Chair Dr. McCoubrey presented the report.

#### ***New Awards***

*See also, 'Appendix A: New Awards.'*

*Moved: Dr. McCoubrey*

*Seconded: Dr. de Scally*

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

#### **Discussion**

In response to an inquiry on the funding for the two athletic awards, Dr. McCoubrey noted that the annual Athletics Scholarship Breakfast fundraiser acted as the primary source.

*The motion was put and carried.*

### **Admission Proposals**

#### ***Applicants Following the BC/Yukon High School Curriculum - Admission Requirements***

A proposal had been received to amend the list of approved Grade 12 courses that may be included in an admission average for 2011 admission and beyond.

*Moved: Dr. McCoubrey*

*Seconded: Dr. Cioe*

*That Senate approve the proposed changes to Applicants Following the BC/Yukon High School Curriculum - Admission Requirements.*

*The motion was put and carried.*

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

One proposal from the Faculty of Arts and Sciences and one proposal from the Faculty of Applied Science had been received to modify UBC's general admission criteria based on new BC high school mathematics curriculum.

*Moved: Dr. McCoubrey*

*Seconded: Dr. de Scally*

*That Senate approve the proposed changes to the Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum from the Faculty of Arts and Sciences, and from the Faculty of Applied Science.*

Discussion

Dr. Keyes inquired if the Faculty of Creative and Critical Studies had been consulted on the Arts and Sciences' proposal; Dean Belton remarked that the Faculty had no interest. Ms. Collins noted for the Senate that the proposal did not include the Bachelor of Arts degree but Pre-Pharmacy and Science only, two degree programs offered under the exclusive jurisdiction of the Faculty of Arts and Sciences.

*The motion was put and carried.*

***Bachelor of Science in Nursing Program, LPN Access***

A proposal had been received to remove the seven-year time limit on prerequisite courses to the Bachelor of Science in Nursing Program, LPN Access.

*Moved: Dr. McCoubrey*

*Seconded: Ms. L'Orsa*

*That Senate approve the proposed changes to the Bachelor of Science in Nursing Program, LPN Access.*

Discussion

Dr. Cioe inquired if the School of Nursing had adequately considered the rapid advances in science and technology. Dr. Robinson referenced the proposal's rationale, that the Biology program supported the School of Nursing's removal of the time limit.

*The motion was put and carried.*

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

Dr. McCoubrey presented a policy designed to provide a clear mechanism for the approval and modification of grade adjustments for applicants from all educational jurisdictions not following the BC/Yukon Secondary School Curriculum for the purposes of undergraduate direct-entry admission to the University.

*Moved: Dr. McCoubrey*

*Seconded: Ms. Cody*

*That Senate approve Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University.*

Discussion

Dr. Owram wondered if the proposed policy implied that all jurisdictions were not equal in academic rigor; in response Mr. Ridge described the issue as of one variation in grading schemes by jurisdiction. Dr. McCoubrey explained that the Committee had initially considered grade adjustments for the province of Alberta, for which data was available. In response to an inquiry, Ms. Collins noted that grade adjustments for smaller jurisdictions would be based on the best available published data.

*The motion was put and carried.*

***Criteria for Including Secondary School Courses in UBC Admissions Averages***

Dr. McCoubrey presented a set of criteria for the inclusion of a course in the calculation of an admission average.

*Moved: Dr. McCoubrey*

*Seconded: Dr. Cioe*

*That Senate approve the Criteria for Including Secondary School Courses in UBC Admission Averages;*

*and*

*That Senate delegate to the Admissions and Awards Committee the authority to grant final approval of courses to be used in the calculation of an admission average and published in the Calendar, with the proviso that all courses so approved meet the criteria specified by Senate.*



The criteria listed in the report were as follows:

1. Offered by a recognized institution. Recognized institutions, for the purpose of UBC admission, include those that are approved by:
  - a. the Ministry of Education (or equivalent) in the relevant educational jurisdiction. Ministry-approved schools may offer both Ministry-developed courses and locally developed courses. Locally developed courses that are approved to satisfy graduation requirements may be included in admission averages if they meet the other criteria below, or
  - b. a UBC-recognized accrediting body, or
  - c. the Senate Admissions Committee, or
  - d. a Senate-approved designate (e.g. Dean's in cases of admission from non-accredited institutions on Dean's Discretion).
  
2. Delivered at the Grade 12 level (or equivalent) or approved for substitution into an admission average by the Senate Admissions Committee.
  
3. Subject matter is one of the following:
  - a. Academic in delivery;
  - b. Supportive of broad academic goals and objectives of the university (e.g. the selection of Aboriginal students).
  - c. Relevant to the selection of qualified students by a particular program or faculty. Inclusion of such courses in admission averages is subject to approval of the Senate Admissions Committee on a course-by-course basis.
  
4. Grades based on prior learning assessment and/or challenge exams are to be *excluded* from admission averages but may be used to satisfy program pre-requisites. For example, language course grades based on a challenge exam will not be included in admission averages; however, the same language courses may be used to satisfy the language requirements for a degree program at the University.

### Discussion

By consent the assembly agreed to remove Communications 12 from the list of BC courses proposed for review in 2009/2010.

*The motion was put and carried with the requisite 2/3 majority.*

***Report on Grade 11 Pilot Project: Substitution of Grade 11 Grades for Applicants to Direct Entry Undergraduate Programs***

Dr. McCoubrey presented a proposal to extend the Grade 11 Pilot Project: Substitution of Grade 11 Grades for Applicants to Direct Entry Undergraduate Programs for two years (for the 2009/2010 and 2010/2011 admission cycles for entry to the 2010 and 2011 Winter Sessions respectively) for direct-entry undergraduate admission under the conditions specified in the report entitled *Substitution of Grade 11 Grades for Timely Admission Evaluations*:

1. The applicant is secondary school applicant from outside of British Columbia (a process is already in place to collect verifiable grades for this group in sufficient time to make offers);
2. The applicant has all of the required courses either in progress or completed;
3. One or more of the approved or required Grade 12 courses does not yet have a grade; and
4. A grade in a comparable Grade 11 course (on the same subject area) is available to substitute into the calculation of the admission average).

*Moved:* Dr. McCoubrey  
*Seconded:* Ms. L'Orsa

*That Senate approve the proposed changes in admissions requirements for out-of-province applicants to direct entry undergraduate programs, as specified in the report entitled Substitution of Grade 11 Grades for Timely Admissions Evaluations, effective for entry to the 2010 and 2011 Winter Sessions.*

Discussion

Dr. de Scally sought clarification on the motion before the assembly. Ms. Collins was recognized by the assembly and summarized that the Senate was being asked to approve grade adjustments for direct-entry undergraduate admission to all programs for the 2009/2010 and 2010/2011 admission cycles for entry to the 2010 and 2011 Winter Sessions respectively and according to the four conditions specified in the report.

*The motion was put and carried.*

## Agenda Committee

Committee Chair Ms. L'Orsa presented the report.

### *Leave of Absence Requests*

Ms. L'Orsa presented two requests from Senators for a leave of absence from Senate.

*Moved: Ms. L'Orsa*

*Seconded: Dr. Cioe*

*That Senate approve a retroactive leave of absence for Ms. Whitney Rotzien for November 2009, and for Mr. Gary August for the months of March, April, and May 2009.*

### Discussion

Dr. Duran-Cogan sought clarification on the student request: while absent for the months of September through December 2009, Ms. Rotzien's request to Senate was for a one-month leave only. Mr. Eaton was recognized by the assembly. He explained that by granting Ms. Rotzien a retroactive leave for the month of November 2009, Senate was effectively re-setting the clock. He referenced Section 3, Part 12 of the *Rules* and noted that Student Senators may miss two consecutive ordinary meetings of Senate before their seat was declared vacant.

Mr. Eaton confirmed that Ms. Rotzien's teaching assistantship was considered employment and therefore a non-academic obligation. Dr. Cioe challenged this, and likened Ms. Rotzien's obligation as a teaching assistant to that of faculty. He noted that faculty senators would not normally be assigned teaching duties during Senate meetings, and that the same latitude should be granted for teaching assistants. Dr. Ogram expressed his opinion that students should be aware of their obligations when letting their name stand for Senate.

Ms. Cody spoke in favour of granting Ms. Rotzien's leave of absence request, noting that the burden upon students was much higher than for other senators. It was noted that Ms. Rotzien faithfully attended Senate committee meetings, and that she accepted her teaching assistantship after being elected to serve on Senate.

Dr. de Scally expressed some concern over setting a precedent by granting retroactive leaves.

The assembly divided the motion to consider the leave of absence requests separately.

*The motion to approve Ms. Rotzien's leave of absence request was put and carried.*

*The motion to approve Mr. August's leave of absence request was put and failed, with one in favour.*

**Report from the Associate Vice-President, Enrolment Services and Registrar**

***Status on Report on Enrolment for 2009/2010 Academic Year***

Mr. Ridge requested that any immediate enrolment inquiries be forwarded to his office, and committed to providing a final enrolment report to Senate in January 2010.

**Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled for Wednesday 27 January 2010 at 3:30pm to 5:30pm in Science 333.

## **Appendix A: New Awards**

### **UBC Okanagan Men's Golf Award**

One or more awards, which may range in value from \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Men's Golf Team in any year of study. Awards are made on the recommendation of the Athletics & Recreation Department at The University of British Columbia Okanagan to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2009/10 Winter Session)

### **UBC Okanagan Women's Golf Award**

One or more awards, which may range in value from \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Women's Golf Team in any year of study. Awards are made on the recommendation of the Athletics & Recreation Department at The University of British Columbia Okanagan to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2009/10 Winter Session)

### **Workplace-Family Wellness Bursary**

Bursaries totalling \$11,000 are offered by the IEAFA Corporation of Canada to students in the Master of Social Work Program in the Faculty of Health and Social Development at The University of British Columbia Okanagan. (First awards available for the 2009/10 Winter Session)

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27 January 2010

**To:** Okanagan Senate  
**From:** Academic Policy Committee  
**Subject:** UBC Policy 69: Student Safety Abroad (approval)

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In late 2009, both the Okanagan and the Vancouver Senate Academic Policy Committees received for a first reading *UBC Policy 69: Student Safety Abroad*. In parallel process Policy 69 was considered for information by the Board of Governors and posted for public comment. Feedback from all sources was incorporated into a final policy draft. The Okanagan Academic Policy Committee approved Policy 69 on 13 January 2009.


Because some sections of Policy 69 have academic implications for students, these sections require the approval of both Senates; the policy overall is approved by the Board of Governors. The Vancouver Senate will consider the academic sections of Policy 69 in early March 2010, and the Board of Governors will consider Policy 69 in February 2010.

The Academic Policy Committee recommends the following to Senate:

*Motion:* That Senate approve the following sections of UBC Policy 69: Student Safety Abroad:

- *Article 1 of the Policy – Definitions;*
- *The following articles in the Procedures:*
  - *Article 4 Travel to Level 1 “Exercise Normal Security Precautions” or Level 2 “Exercise High Degree of Caution” Travel Advisory Destinations;*
  - *Article 5 Authorization for Travel to Level 3 “Avoid non-essential travel” or Level 4 “Avoid all travel” Travel Advisory Destinations;*
  - *Article 6 Revocation of Authorization; and*
  - *Article 8 Unauthorized Travel.*



 <p>The University of British Columbia</p>	<p><b>Policy No.:</b>  <b>69</b></p>	<p><b>Approval Date:</b> DRAFT</p>
	<p><b>Responsible Executives:</b>  Vice President, Students  Provost and Vice President Academic (UBC Vancouver)  Deputy Vice Chancellor and Principal (UBC Okanagan)</p>	
<p><b>Title:</b>  <b>Student Safety Abroad</b></p>		
<p><b>Background &amp; Purpose:</b></p> <p><b>Background</b>  UBC is a global university with internationalization as one of the core elements of its mission, and an increasing number of students undertake international travel for the purpose of study, research, work, volunteer and service learning as part of the UBC experience. Such activities can expose students to certain health and safety risks.</p> <p><b>Purpose</b>  The purpose of this Policy is to set standards to enable safer student experiences abroad. This will be done by providing a process for approving student international travel for University Activities; by providing tools to enable the assessment of any risks associated with individual locations students may travel to for a University Activity; to enable the University to better respond to emergency situations; and by establishing risk management resources to enable student travelers to be informed of and manage the risks associated with travelling abroad.</p>		

**1. Definitions**

- 1.1. “**Activity Sponsor**” means with respect to a University Activity the UBC faculty or staff member who has actively organized or coordinated a University Activity, or if there is no such person, the Head of Unit.
- 1.2. “**Head of Unit**” is the head of the academic unit or the administrative unit that approves the University Activity, sponsors the University Activity or gives academic credit for the University Activity. Particular instances include:
  - 1.2.1. In the case of travel sponsored by the Go Global Office, the Director of Go Global.
  - 1.2.2. In the case of a Graduate Student enrolled in the Faculty of Graduate Studies (Vancouver Campus) or the College of Graduate Studies (Okanagan Campus):
    - 1.2.2.1. when the University Activity is related to a particular University course the Head of Unit is the Department Head of the Department offering the course, or the Dean of the Faculty offering the course if the Faculty does not have Departments.
    - 1.2.2.2. when the University Activity is non-course related the Head of Unit is the Dean of the Faculty of Graduate Studies (Vancouver Campus) or Dean of the College of Graduate Studies (Okanagan Campus).
  - 1.2.3. In the case of a student enrolled in a Continuing Studies course the Head of Unit is the Executive Director, Continuing Studies.



- 1.3. “**Student**” means individuals enrolled in a program of study or registered in credit or non-credit courses at the University.
- 1.4. “**University Activity**” means any activity:
  - 1.4.1. undertaken by a student to fulfill a requirement for academic progress at the University; or
  - 1.4.2. officially organized by the University; or
  - 1.4.3. paid for in whole or in part from University funds, including without limitation, third party research or other funds administered by the University.

University Activities do not include:

- 1.4.3.1 activities sponsored or organized by student clubs or associations affiliated with the Alma Mater Society of UBC Vancouver, the Graduate Students Society or the Students’ Union of the University of British Columbia Okanagan; or
- 1.4.3.2 activities organized solely by a student or group of students;  
unless they otherwise meet the definition of University Activities.

## **2. Scope**

- 2.1 This policy applies to any Student travel outside of Canada in connection with a University Activity.
- 2.2 Faculty and staff are frequently approached by individual Students or groups of Students for advice regarding planned international travel. Faculty or staff providing advice to such Students should clarify with the Students at the outset whether or not such travel is for a University Activity and if so, inform the Students of their obligations pursuant to this Policy.
- 2.3 If any person is uncertain whether or not contemplated travel is considered to be for a University Activity pursuant to this Policy, they should consult with the Go Global Office for a determination.
- 2.4 All Students planning to travel abroad for a purpose other than a University Activity do so as private citizens. Such Students are solely responsible for making their own travel arrangements and making their own decisions regarding personal safety. While they are not required to comply with this Policy, such Students are nonetheless permitted and encouraged to voluntarily contact Go Global for advice, support and/or registration of their travel arrangements with the Student Safety Abroad Registry.

## **3. Travel Planning and Responsibilities**

- 3.1. The University provides resources and support services aimed at facilitating safe travel experiences for Student travelers. The University maintains the Go Global Office to, among other functions, educate Student travelers about health and safety issues, facilitate Student travel in a safe manner, and act as a resource for Student travelers, Activity Sponsors and Heads of Units. However, the University cannot ensure that Student travel will be problem free or account for all the potential health and safety risks that Students might experience while out of country.
- 3.2. All Student travelers have the primary responsibility to prepare themselves in advance of international travel, to research and be aware of the risks involved in their planned trip, to ensure that they are physically and mentally prepared for the travel, to ensure they have appropriate medical and other insurance for the travel, to conduct themselves in a safe manner while travelling, and to bring any concerns they may have to the attention of the senior University official at the place of travel (if any) as well as the Go Global Office as soon as possible after the concern arises.
- 3.3. Prior to participating in University Activities outside of Canada Students must register their travel plans with the University through the Go Global Office and obtain any authorizations to travel that are required in the Procedures to this Policy.

- 3.4. Any Student planning to travel for a University Activity who has concerns about their personal safety during the upcoming travel should identify their concerns with the Activity Sponsor and/or their Head of Unit as well as the Go Global Office who will work with the student to address the issue.
- 3.5. Where required by the Procedures, Activity Sponsors must consult with the Go Global Office regarding University Activities outside of Canada and must comply with the directions of the Go Global Office.
- 3.6. Each Head of Unit must consider applications for authorization to travel for Students participating in University Activities in accordance with this Policy and any accompanying Procedures.
- 3.7. The University has no control over international events, and will not be responsible to refund any costs or losses, including the loss of timely academic progress, associated with Student travel or the cancellation of Student travel. This will be the case whether:
  - 3.7.1. the Student travel is not authorized pursuant to this Policy; or
  - 3.7.2. authorization for travel is revoked pursuant to this Policy; or
  - 3.7.3. the Student doesn't travel because of concerns for personal safety.

## **PROCEDURES**

*Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors and are incorporated in the next publication of the UBC Policy and Procedure Handbook."*

### **1. Definitions**

1.1. "DFAIT" means the Canadian Department of Foreign Affairs and International Trade.

### **2. Travel Support**

2.1. The Go Global Office provides support for the implementation of this Policy by:

- 2.1.1. Maintaining the UBC Student Safety Abroad Registry, including Student emergency contact information;
- 2.1.2. Staying informed of changing conditions as articulated in the DFAIT Travel Advisories and communicating these changes to affected University units and Students traveling abroad provided the Students are registered with Go Global in accordance with this Policy and these Procedures;
- 2.1.3. Working with Activity Sponsors, academic units and other programs to provide advice and assistance, particularly in cases where there is a Level 3 or 4 DFAIT Travel Advisory, and advising University authorities on decisions to restrict Student travel;
- 2.1.4. Working with academic units and other programs to assist when risk ratings change;
- 2.1.5. Offering pre-departure checklists, workshops and resource materials, and advising, to outgoing Student travelers.

### **3. Risk Rating System**

The University relies upon the Risk Rating System established by DFAIT to assess whether or not Students should engage in University Activities in various regions of the world. The table below lists the DFAIT Ratings and the recommendations of DFAIT associated with them as well the level assigned to them when referred to in this Policy. The Risk Rating System is generated and maintained by DFAIT and other outside agencies. The Go Global website (<http://www.students.ubc.ca/global/>) provides a link to the DFAIT Travel Advisories but the University is not responsible for the accuracy and content of the travel information provided by DFAIT.

<b>DFAIT Rating</b>	<b>Definitions</b>	<b>University Equivalent Travel Advisory Risk Level</b>
"Exercise Normal Security Precautions"	There are no significant security concerns. DFAIT advises to exercise normal security precautions in this country or region.	Level 1
"Exercise High Degree of Caution"	There are identifiable security concerns, and travelers should be alert and vigilant to their surroundings. DFAIT advises to exercise a high degree of caution in this country – or in specified regions of this country.	Level 2

<p>“Avoid Non-Essential Travel.”</p>	<p>There is a specific security concern, and travelers should reconsider their need to travel at this time. DFAIT advises against non-essential travel to this country – or specified regions of this country. Travelers without essential reasons to be in this country or specified regions should leave.</p>	<p>Level 3</p>
<p>“Avoid all travel.”</p>	<p>There is an extreme risk to personal safety, and Canadians should not travel at this time. DFAIT advises against all travel to this country - or specified regions of this country. Canadians in this country or specified regions should leave.</p>	<p>Level 4</p>

**4. Travel to Level 1 “Exercise Normal Security Precautions” or Level 2 “Exercise High Degree of Caution” Travel Advisory Destinations**

- 4.1. Students may travel for University Activities to locations with a DFAIT Travel Advisory of Level 1 or Level 2 provided that they comply with the conditions and requirements set out in the Policy and these Procedures (see for example the requirements in Article 10 of the Procedures). Provided they comply with the conditions and requirements set out in this Policy they are not required to seek authorization for such travel pursuant to this Policy.

**5. Authorization for Travel to Level 3 “Avoid non-essential travel” or Level 4 “Avoid all travel” Travel Advisory Destinations**

- 5.1. The University will not authorize Student travel to a country or region of a country with a Level 3 or a Level 4 Travel Advisory to engage in a University Activity unless exceptional circumstances exist. If a Student believes exceptional circumstances exist to justify the University giving the Student a special authorization, he or she may apply for special authorization as outlined in Article 5.2 of these Procedures.
- 5.2. A Student seeking special authorization to travel in a country or region of a country with a DFAIT Level 3 or Level 4 Travel Advisory must apply to their Head of Unit to seek authorization following the process provided by Go Global, within the timeframes stipulated by Go Global. The Go Global website at (<http://www.students.ubc.ca/global/>) outlines the process needed to apply to the Head of Unit, and the timelines for such application.
- 5.3. It is the responsibility of the Head of Unit to determine whether to grant or to decline to grant the authorization requested in Article 5.2 of these Procedures. Such determination must be made using the process outlined on the Go Global website which will include notification to the Student. Before approving this travel the Head of Unit must consult with the Go Global Office, and at a minimum, be satisfied that:
- 5.3.1. The travel has the written support of the Activity Sponsor;
  - 5.3.2. The travel has the written support of the Go Global Office;
  - 5.3.3. For a Student under the age of 19 years, the trip has the written support of the Student’s parents or legal guardians;

- 5.3.4. The travel is academically necessary for the Student and if not carried out at the proposed location and time there will be serious negative consequences for the Student's academic program;
- 5.3.5. The Activity Sponsor or Student has submitted a risk assessment and emergency planning document which has been developed in consultation with the Go Global Office and which is deemed by the Go Global Office as satisfactory;
- 5.3.6. The Activity Sponsor or Student can demonstrate that the Student has taken adequate steps to mitigate risks at the location and will have adequate support and guidance while in the region. In making this assessment the Head of Unit should consider the Student's experience and background in the region, whether a University employee is travelling with the Student and/or whether the Student is travelling with an established local organization with expertise in providing safe travel within the region;
- 5.3.7. If the travel is to a region of a country with a Level 4 Travel Advisory, the travel has written support of the Dean of the Student's Faculty;

Special authorizations of this nature will only be granted in exceptional circumstances. The fact that the conditions listed above have been met does not create any entitlement to a special authorization from the Head of Unit.

## **6. Revocation of Authorization**

- 6.1. Notwithstanding a decision made by the Head of Unit pursuant to Article 5.3 of these Procedures to authorize travel for a particular Student, the Academic Responsible Executive or his or her delegate (with respect to University Activities that that receive academic credit), or the Vice President Students or his or her delegate (for non-credit bearing University Activities), may review a Student's application for authorization and may decide to revoke such authorization for the Student to travel as a result of safety concerns. Such determination must be made in writing and sent to the Head of Unit, the Student and the Go Global Office. For the purposes of this Article the Academic Responsible Executive with respect to Students registered in courses at the University's Vancouver Campus is the Provost and Vice President Academic, and the Academic Responsible Executive with respect to students registered in courses at the University's Okanagan Campus is the Deputy Vice Chancellor and Principal UBC Okanagan.

## **7. Changes to Risk Ratings**

- 7.1. Should the DFAIT Travel Advisory Risk Rating of a country or region of a country be increased while Students are participating in University Activities, Go Global will advise Students registered in the Student Safety Abroad Registry and the appropriate Head of Unit. In this situation Students are required to follow the direction of the University, and leave the region or country if instructed by the University to do so. Students who refuse to follow the instructions of the University will be considered to be on unauthorized travel and will be subject to the provisions of Article 8 of the Procedures.
- 7.2. The Go Global Office may, when it is in receipt of compelling information that a country or region of a country presents a material increased risk to travelers, may determine that a country or region of a country has a higher risk Level for the purposes of this Policy, notwithstanding that DFAIT has not done so. In such cases this Policy will apply as if such country or region of country has such higher risk Level, and Go Global shall take steps to communicate this decision to appropriate persons in the University community. Nothing in this Article 7.2 shall act to create an obligation on the part of the University to independently assess risk levels in other countries in any particular case.

## **8. Unauthorized Travel**

- 8.1. Where the University has not authorized Student travel for a University Activity, or where such authorization has been revoked as a result of safety concerns, then if the Student undertakes the travel, he or she will be considered to be travelling as a private citizen and may not hold himself or herself out as travelling for a University Activity.
- 8.2. No University resources can be used, or University sponsorship provided, in support of unauthorized Student travel for a University Activity. In the event the University becomes aware of such unauthorized travel the Head of Unit may, at his or her discretion, take any of the following measures:
  - 8.2.1. suspend or cancel the University Activity or the Student's participation in the University Activity;
  - 8.2.2. suspend or cancel any funding to the Student from sources controlled by the University;
  - 8.2.3. subject to applicable laws, and with the approval of the University's Access and Privacy Manager,
    - 8.2.3.1 advise third parties of the Student's situation (for example government agencies, or the parents, guardians or next of kin of the Student);
    - 8.2.3.2 advise third parties that the Student is not travelling under the auspices of the University or with the authorization of the University;
  - 8.2.4. if the Head of Unit is the head of an academic unit;
    - 8.2.4.1 with the approval of the Dean of the relevant Faculty, withdraw the Student from registration in, or place the Student on leave from, any course or program related to the travel;
    - 8.2.4.2 with the approval of the Dean of the relevant Faculty, decline to award academic credit for activities undertaken while travelling;
    - 8.2.4.3 determine that any research conducted while traveling may not be used as a means of meeting a degree requirement at the University.
  - 8.2.5. impose such other restrictions as the Head of Unit feels are warranted by the situation.
- 8.3. When making a decision pursuant to Article 8.2, a Head of Unit must consider any information that has been received by the Head of Unit from the Student.
- 8.4. Decisions made pursuant to Article 8.2.4 may be subject to appeal within the Student's Faculty and can be ultimately appealed to the appropriate committee of Senate that has jurisdiction.

## **9. Requirements to Report Problems**

- 9.1. UBC staff and faculty must report significant problems related to the health and safety of Students abroad to the Head of Unit as soon as possible after learning of the problem. The Head of Unit is then required to consult with the Director of Go Global in determining how best to support the Student;
- 9.2. UBC Students should report any concerns or problems related to their own health and safety abroad to the senior University official in the place of travel (if any) and to the Go Global Office as soon as possible during their travel;
- 9.3. The Go Global Office will provide the Student with access to all relevant UBC resources, and where necessary, will coordinate a response to any problem and notify the appropriate University officials.

## **10. General Travel Procedures**

- 10.1. Any Student who travels for a University Activity abroad must register in the Student Safety Abroad Registry maintained by the Go Global Office and comply with any other requirements issued by the Go Global Office.
- 10.2. All Students with Canadian citizenship are required to register in the DFAIT “Registry of Canadians Abroad” system prior to undertaking travel outside of Canada for a University Activity. Students who hold other citizenships can still register in this system, and may also wish to register with the consulate of their home country.
- 10.3. Students traveling outside of Canada for a University Activity to destinations with a Level 1 Travel Advisory are required to complete the online pre-departure health and safety checklist offered through the Go Global Office.
- 10.4. Students traveling outside of Canada for a University Activity to locations with a Level 2 “Exercise High Degree of Caution” Travel Advisory are required to complete the online pre-departure health and safety workshop, offered through the Go Global Office and must sign the Level 2 Student Mobility Agreement.
- 10.5. Students who have been authorized to travel outside of Canada for a University Activity to locations with a DFAIT Level 3 “Avoid Non-Essential Travel” Travel Advisory or a DFAIT Level 4 “Avoid All Travel” Travel Advisory pursuant to this Policy must meet the conditions outlined in Article 5.3 of the Procedures, must work with Go Global to complete a Safety Planning Record and emergency plan, must complete an in-person pre-departure health and safety briefing, and must sign the Level 3 Student Mobility Agreement or Level 4 Student Mobility Agreements, as appropriate.
- 10.6. Go Global will keep a copy of all written authorizations granted by Head of Units, as well as refusals to authorize travel made by Head of Units, as well as the risk assessment and emergency plan developed for each Student traveler.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT

Enrolment Services  
Senate and Curriculum Services

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3333 University Way  
Kelowna, BC · V1V 1V7  
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27 January 2010

**To:** Okanagan Senate  
**From:** Admissions and Awards Committee  
**Subject:** New and Revised Awards (approval)

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

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

**Faculty of Creative and Critical Studies French and Spanish Prize**

A \$500 prize is offered by the Faculty of Creative and Critical Studies to an outstanding student graduating with a French and Spanish Major. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

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

**4634 Outstanding International Student Award**

New proposed

Several entrance merit awards are offered to outstanding international students entering undergraduate programs at the University of British Columbia. These awards may be used in conjunction with President's Entrance Scholarships. The awards are not renewable and are not dependent upon final grades. The awards are made on the recommendation of the International Student Initiative office.

Current existing

Several entrance merit awards are offered to international students and may be used in conjunction with President's Entrance Scholarships. When used with the President's Entrance Scholarship, the total award a student may receive may not exceed \$10,000.



The award is not-renewable and is not dependent upon final grades. Awards will be offered through the International Student Initiative office.

How amended: The award description now specifies that these awards are only open to undergraduate students and are awarded on the recommendation of ISI. Since the international PES has changed to a flat \$500, reference to \$10,000 limit indicated in the original description has been removed.

### **693 International Leader of Tomorrow Award**

#### New proposed

Awards ranging in value up to the full cost of the student's program and living costs are offered to outstanding international students who demonstrate financial need. The value of each award will depend on the applicant's financial circumstances. The awards are made to students entering the University directly from secondary school or from a 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, to recognized achievement in fields of endeavor such as performing arts, athletics, debating or creative writing, and to achievement on external math or science competitions or examinations such as the International Chemistry and Physics Olympiads. Consideration is restricted to students nominated by the educational institution they are attending. The awards will be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient stands in the top quartile of his or her program of study and maintains his/her status on a student authorization to study in Canada. Award winners will have their situations reviewed annually regarding both academic progress and financial need.

#### Current existing

International Leader of Tomorrow Award: Awards ranging in value from \$14,000 to \$34,000 each are offered to outstanding international students who would otherwise be financially unable to pursue post secondary education. The value of each award will depend on the applicant's financial circumstances. The awards are made to students entering the 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, to recognized achievement in fields of endeavor such as performing arts, athletics, debating or creative writing, and to achievement on external math or science competitions or examinations such as the International Chemistry and Physics Olympiads. Consideration is restricted to students nominated by the educational institution they are attending. The range for this award will be reviewed and adjusted annually to reflect any changes in international student tuition and cost of living. The awards will be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient stands in the top quartile of his or her program of study and maintains his/her status on a student authorization to study in Canada. Award winners will have their situations

reviewed annually regarding both academic progress and financial need to determine the amount of the award in subsequent years for which they are eligible.

How amended: The award ranges have been removed from the amended description to allow outstanding students with varying levels of need to be nominated for the ILOT Award.

Allows the award to cover up to the full cost of attending UBC, depending on the student's financial circumstances. Amended description retains reference to award winners having their situations reviewed annually regarding academic progress and financial need, without implying award levels will be adjusted each year.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT  
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Senate and Curriculum Services

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3333 University Way  
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<http://www.senate.ubc.ca>

27 January 2010

**To: Okanagan Senate**  
**From: Admissions and Awards Committee**  
**Subject: Admissions Proposal (approval)**

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

**1. Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum – School of Nursing, Faculty of Health and Social Development**

Modifications to the Bachelor of Science in Nursing admission criteria, based on new BC high school mathematics curriculum.

*Motion: That Senate approve the proposed changes to the Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum to the Bachelor of Science in Nursing in the Faculty of Health and Social Development.*

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





## UBC Okanagan Calendar Change Proposal Form

<p><b>Approval Date: December 8, 2009</b>  <b>Effective Session:</b> Effective for the 2011 admission to UBC.  <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Date:</b> November 4, 2009  <b>Contact Person:</b> Carole Robinson, Acting Director, School of Nursing  Email address: <a href="mailto:carole.robinson@ubc.ca">carole.robinson@ubc.ca</a>  Phone: 250-807-9882</p>
<p><b>Type of Action:</b> Provide information about appropriate BC Secondary Math courses required for entrance for the BSN program as new BC Secondary School math curriculum is implemented.</p> <p><b>Rationale:</b> As the new BC Secondary School math curriculum is implemented, the School of Nursing will retain our current standard and allow entrance with new courses that meet this same standard. This will ensure that nursing students are adequately prepared in mathematics to progress with their program of studies in nursing at UBC Okanagan.</p> <p>This proposal also reflects the new mathematics stream, Pre-Calculus that will be introduced in the BC high schools in 2012. This information is provided in advance of 2012 in the interest of advising prospective nursing students currently studying in the BC secondary school system so that they can select the appropriate stream of studies in math.</p> <p><b>URL from draft Calendar:</b>  <a href="http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=2,22,68,0">http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=2,22,68,0</a></p>	



**Present Calendar Entry:**

[Homepage](#) > [Admission to UBC Okanagan](#) > [Applicants Following the BC/Yukon High School Curriculum](#) > **Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum**

This table shows the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average.

Program	Degree	Faculty/School	Average Calculated on the Following Required Courses or IB/AP Equivalent	Courses Required but Not Included in the Calculation of the Average
<a href="#">Nursing</a>	B.S.N.	<a href="#">Health and Social Development/Nursing</a>	English 12 or English 12 First Peoples; Biology 12; Two other approved examinable Grade 12 courses	Chemistry 11; Principles of Mathematics 11
[...]				

**Proposed Calendar Entry:**

[Homepage](#) > [Admission to UBC Okanagan](#) > [Applicants Following the BC/Yukon High School Curriculum](#) > **Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum**

This table shows the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average.

Program	Degree	Faculty/School	Average Calculated on the Following Required Courses or IB/AP Equivalent	Courses Required but Not Included in the Calculation of the Average
<a href="#">Nursing</a>	B.S.N.	<a href="#">Health and Social Development/Nursing</a>	English 12 or English 12 First Peoples; Biology 12; Two other approved Grade 12 courses	Chemistry 11; <b>one of</b> Principles of Mathematics 11, <b>Pre-calculus 11, or Foundations 12</b>
[...]				

# THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



## OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

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<http://www.senate.ubc.ca>

**27 January 2010**

**To: Okanagan Senate**

**From: Admissions and Awards Committee**

**Subject: Affiliation Agreement: The University of British Columbia (UBC) and  
The Maple Leaf Educational Systems (MLES) (approval)**

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In October 2009, Council of Senates Policy C-2 – *Affiliations with Other Institutions of Learning* was approved by the Executive Committee of the Council of Senates. This new policy was designed to:

- 1) Provide a clear mechanism for the approval, modification, and termination of affiliations between the University and other institutions of learning; and
- 2) Allow for better record keeping and ease of reference to current and historical affiliations.

(See enclosed Council Policy C-2)

The proposed affiliation agreement falls under Council Policy C-2 as it proposes an affiliation between the University and another Institution of Learning to grant special status at UBC (through its Okanagan campus) to students from MLES by allowing MLES graduates to: “meet the English Language Admissions Standard (ELAS) requirement on the basis of having studied for three years in a BC certified school in which the language of instruction is English, which follows the BC high school curriculum, and whose teachers are certified by the BC College of Teachers.”

This agreement requires approval of the Okanagan Senate (S. 37(1)(u) of the *University Act*), the Council of Senates (Ss. 38.2(3) and (4)), and the Board of Governors (Ss. 27(2)(s) and 38(1)). Note: any agreements establishing affiliations are executed by the signing officers appointed under Signing Resolutions of the Board of Governors.

To date, the affiliation agreement as proposed has been forwarded to the Office of the University Counsel for review, and to the Chair of the Executive Committee of the Council of Senates for comment and feedback.

The Admissions and Awards Committee recommends the following to Senate:

*Motion: That Senate approve the terms of The University of British Columbia (UBC) and The Maple Leaf Educational Systems (MLES) affiliation agreement, subject to the incorporation of any changes proposed by the Office of the University Counsel and accepted by the Faculty of Education; and any changes required by the Council of Senates as a condition of final academic approval by that governance body.*



## **AFFILIATION AGREEMENT**

**BETWEEN:           The University of British Columbia (through its Okanagan campus)**

Located in British Columbia, Canada.

Hereafter referred to as UBC.

**AND:                The Maple Leaf Educational Systems**

Located in People's Republic of China, with its Head Office located in Dalian, Liaoning Province, The People's Republic of China.

Hereafter referred to as MLES

### **Purpose**

The purpose of this Affiliation Agreement is to establish and strengthen communication and cooperation between UBC and MLES to facilitate the smooth enrolment and transition of eligible graduates from MLES into programs at UBC Okanagan. Specifically, selected graduates from MLES will complete an undergraduate degree at UBC Okanagan, and then will enter the UBC Okanagan teacher education program. This Affiliation Agreement pertains specifically to the students selected for this Maple Leaf Teacher Education Program (MLTEP).

Whereas,       Both UBC and MLES recognize mutual benefits to be gained from a smooth admission, enrolment and transition process for graduates from MLES into UBC and its programs; and

Whereas       Both UBC and MLES recognize the benefits to universities to be gained by admitting international students that graduate from quality overseas English programs, such as the MLES where students have completed all their high school program (other than foreign languages) in English, taught by British Columbia (Canada) certified teachers at schools that are annually inspected and certified by British Columbia's Ministry of Education. All MLES graduates write all of the same Grade 10, 11, and 12 provincial examinations and graduate with

the same high school transcript and diploma as resident students in British Columbia,

Whereas Both the UBC and the MLES recognize mutual benefits to be gained from communication and cooperation to establish and maintain a smooth transition for high school graduates into university and the importance of mutual visits and on-site meetings;

**NOW THEREFORE,**

The University of British Columbia and Maple Leaf Educational System commit to establishing and strengthening a smooth transition process for MLES graduates into UBC as follows:

1. MLES graduates will apply to UBC Okanagan through the normal UBC admissions process. UBC will make timely admissions decisions and offers of admission to eligible MLES graduates; and
2. The terms of this Affiliation Agreement allow special status for the MLES graduates, thereby allowing them to meet the English Language Admission Standard (ELAS) Requirement on the basis of having studied for three years in a BC Certified school in which the language of instruction is English, which follows the BC high school curriculum, and whose teachers are certified by the BC College of Teachers.
3. Students must meet UBC Okanagan's first-year English requirement.
4. Upon enrolment at UBC Okanagan, the students from MLES will be supported in the following ways:
  - a. A member in the Faculty of Education will be designated to develop and organize events and activities that provide ongoing social and cultural support to MLES graduates during their studies at UBC Okanagan.
  - b. In addition, the Associate Dean in the Faculty of Education will monitor MLES graduates' coursework on a term-by-term basis. Should there be any requirement for additional support for English language skill development, either written or oral, several credited courses, specifically *LLED 200: Introduction to Writing in Academic and Professional Registers* and *LLED 213: Introduction to Intercultural Communication and Socialization in Multicultural Contexts*, will be offered to these students in order to help develop their English competency, and support success in their other courses.

5. UBC Okanagan and the MLES will maintain effective communication, including on-site meetings, to continue to modify and strengthen the Maple Leaf Teacher Education Program.
6. The Maple Leaf Teacher Education Program at UBC Okanagan will be reviewed on an annual basis to monitor its success and effectiveness.

**This Affiliation Agreement takes effect upon the date of signature.**

**It will remain in effect unless amended or terminated by mutual consent.**

**The Agreement can be terminated by either of the Participants upon 90 days notice in writing to the other Participant.**

Signed in the City of \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 2010.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position

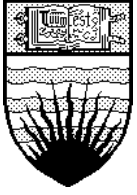
\_\_\_\_\_  
Position

**University of British Columbia  
British Columbia, Canada**

**Maple Leaf Educational System  
Dalian, Liaoning Province,  
People's Republic of China**



THE UNIVERSITY OF BRITISH COLUMBIA



COUNCIL POLICY:  
C-2

COUNCIL OF SENATES  
c/o Enrolment Services  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

**Number & Title:**

C-2: *Affiliations with Other Institutions of Learning*

**Effective Date:**

15 October 2009

**Approval Date:**

14 October 2009

**Review Date:**

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committee*.

**Responsible Committee:**

Executive Committee of the *Council*.

**Authority:**

*University Act:*

27(2)

*“Without limiting subsection (1) or the general powers conferred on the board by this Act, the board has the following powers:*

*(s) to enter into agreements on behalf of the university;”*

S. 37(1)

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

*(u) to set the terms of affiliation with other universities, colleges or other institutions of learning, and to modify or terminate the affiliation;”*

S. 38(1)

*“A certified copy of every resolution or order of the senate or council, providing for any of the matters or things mentioned in section 37 (1) (i), (p) and (u), must be sent to the board within 10 days of the resolution or order being passed.”*

38.2 (3)

*“The council may regulate the conduct of its meetings and proceedings, including the determination of the quorum necessary for the transaction of its business.”*

38.2 (4)

*“Sections 37 (1) (e), (o) and (u) and 43 (1) do not apply to the Vancouver senate or the Okanagan senate and the council may act under those sections as though it was a senate.”*

### **Purpose and Goals:**

This policy is designed to:

- 1) Provide a clear mechanism for the approval, modification, and termination of *affiliations* between the *University* and other *institutions of learning*; and
- 2) Allow for better record keeping and ease of reference to current and historical *affiliations*.

### **Applicability:**

This policy is applicable to all *affiliations* between the *University* (including any of its constituent parts) and any other *Institution of Learning*.

### **Exclusions:**

None.

### **Definitions:**

For the purposes of this policy and in all other policies in which the following terms are not otherwise defined:

*Affiliation* shall mean any sort of relationship – regardless of label - between the *University* (including any of its constituent parts) and any *Institution of Learning* (including both teaching and research institutions) under which the *University*:

- a) grants special status at the *University* to students from such institutions;
- b) affords special recognition to credentials issued by such institutions;
- c) undertakes a joint academic program with such institutions; or
- d) undertakes any other activity that falls within the academic governance jurisdiction of one or both of the *Senates*.

*Individual Joint Doctoral Program* shall mean a single Doctor of Philosophy, Doctor of Education, or Doctor of Musical Arts degree program offered by the *University* and another *Institution of Learning* in which a student is granted one degree jointly by both institutions on a case-by-case basis.

*Institution of Learning* shall mean any university or any post-secondary institute, academy, college, school or other organization of a similar nature.

*Joint Academic Program* shall mean a single program of studies leading to a single academic credential or linked academic credentials offered by the *University* and another *Institution of Learning* that does not fall under the definition of an Individual Joint Doctoral Program.

*Student Mobility Agreement* shall mean an agreement between the *University* and another *Institution of Learning* that allows current *students* to complete studies at that institution for credit towards their UBC program. Such agreements may or may not be reciprocal.

**Policy:**

- 1) The approval, modification, or termination of *affiliations* and their terms requires the consent of the *Council* and the *Board* under the *University Act*.
- 2) The approval of an *affiliation* does not imply the academic approval of any aspects of that affiliation that require the consent of a faculty or *Senate*.
- 3) For routine affiliations with other *institutions of learning*, the *responsible committee* shall create and maintain templates as procedures to this policy for the following types of affiliations:
  - a. Student Mobility Agreements
  - b. Joint Academic Programs
  - c. Individual Joint Doctoral Programs
- 4) Provided that a template established under Section 3 (a) is followed, the *Vancouver Senate's* Admissions Committee may approve the terms of *Student Mobility Agreements* for students going to or coming from UBC Vancouver programs, and the *Okanagan Senate's* Admissions & Awards Committee may approve the terms of *Student Mobility Agreements* for students going to or coming from UBC Okanagan programs on behalf of the *Council*. Prior to consideration by either committee, the Go Global office shall be consulted on the proposal.
- 5) Provided a template established under Section 3 (b) is followed, either *Senate* may approve *Joint Academic Programs* on behalf of the *Council* for their respective campuses under such procedures deemed as necessary by that *Senate*.
- 6) Provided a template established under Section 3 (c) is followed, that all requirements for a UBC degree in that discipline are met (and that such a degree is already conferred by the *University*), and with the consent of the relevant *Senate*, for such

- 7) The *Council* shall generally consider *affiliations* under the provisions of its email approval mechanisms and may recommend that the *Board* do the same.
- 8) At least annually or as otherwise requested, a summary of all affiliations under the templates established under Section 3 shall be provided to the *Council* by the *Secretary to the Council*.
- 9) At least two (2) weeks prior to consideration by the *Council of Senates*, a *Senate*, or a committee thereof, a proposed *affiliation* or changes to the terms of an existing *affiliation* that do not comply with template established under this policy shall be submitted to the Office of the University Counsel for review.
- 10) The *responsible committee* shall consult with the Office of the University Counsel and such other bodies as the *responsible committee* deems necessary in the creation and maintenance of any templates for *affiliations* established under this policy.
- 11) Any agreements establishing *Affiliations* shall be executed by the signing officers appointed under Signing Resolutions of the *Board*.

**Calendar Statement:**

There are no calendar statements under this policy. Offices responsible for doctoral programs may propose their own language via their *Senates* in enactment of Section 3 (c) for inclusion in their campus's Calendar.

**Consultations:**

The following groups have been consulted during the development of this policy:

Academic Vice-Presidents  
University Counsel  
Go Global

**History:**

This is the second version of this policy. The first version of June 2007 was incongruent with the email approval mechanism adopted by the *Council* as well as the policy template.

**Related Policies:**

Board of Governor's Signing Resolution #1: *General Contracts & Agreements*  
[http://www.bog.ubc.ca/signing/resolution\\_01\\_contracts\\_general.pdf](http://www.bog.ubc.ca/signing/resolution_01_contracts_general.pdf)



**Appendix:**

There is no appendix to this policy.

**Procedures:**

The templates to be established under this policy are still under development.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT  
Enrolment Services  
Senate and Curriculum Services

University Centre · UNC 322  
3333 University Way  
Kelowna, BC · V1V 1V7  
Tel: (250) 807-9259 · Fax: (250) 807-8007  
<http://www.senate.ubc.ca>

27 January 2010

**To:** Okanagan Senate  
**From:** Agenda Committee  
**Subject:** Leave of Absence Request (approval)

---

Part 2, Section 12 of the *Rules and Procedures of the Okanagan Senate* states:

“Any elected member may be granted a leave of absence for up to five consecutive ordinary meetings of Senate, except in the case of a student senator who may be granted a leave of absence for up to two consecutive ordinary meetings of Senate. Any absence without leave for more than five consecutive ordinary meetings, or two in the case of a student senator, shall result in a declaration of vacancy by the Secretary of Senate.”

One Senator has requested a leave of absence from Senate:

1. Dr. Carl Hodge (Joint Faculties Representative) is on sabbatical leave until 30 June 2010 and is requesting a leave from the Okanagan Senate for the months of January, February, March, April, and May 2010. Dr. Hodge has expressed his interest in resuming his Senate duties upon his return to complete his term ending 31 August 2011.

*Motion:* That the Agenda Committee recommend to Senate that it grant a leave of absence for Dr. Carl Hodge for the months of January, February, March, April, and May 2010.

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27 January 2010

**To:** Okanagan Senate  
**From:** Agenda Committee  
**Subject:** 2010/2011 Okanagan Senate Meeting Dates (approval)

---

The 2010/2011 Okanagan Senate meeting dates are proposed as follows (3:30pm to 5:30pm in a location to be determined):

Wednesday 22 September 2010  
Wednesday 27 October 2010  
Wednesday 24 November 2010  
Thursday 16 December 2010  
Wednesday 26 January 2011  
Wednesday 2 March 2011  
Wednesday 30 March 2011  
Wednesday 27 April 2011  
Thursday 19 May 2011

Part 4, Section 16 of the *Rules and Procedures of the Okanagan Senate* states:

“The Senate shall schedule nine regular meetings each academic year, normally on either the first or the second Wednesday of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.”

As the meeting dates proposed above are in exception to the *Rules*, Senate approval is required.

*Motion:* That the Agenda Committee recommend to Senate that the 2010/2011 Okanagan Senate meeting dates as proposed above be approved.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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27 January 2010

**To:** Okanagan Senate

**From:** Senate Curriculum Committee

**Subject:** January Curriculum Proposals (approval)

---

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

As such, the following is recommended to Senate:

**Motion:** *That Senate approve the new programs and courses brought forward by the Faculties of Applied Science, Arts and Sciences, Creative and Critical Studies, Education, and Health and Social Development as set out in the attached proposals.*

Respectfully submitted,  
Dr. Robert Campbell  
Chair, Curriculum Committee



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**27 January 2010**

**To: Okanagan Senate**  
**From: Senate Curriculum Committee**  
**Subject: January Curriculum Proposals (approval)**

---

Attached please find the following for your consideration:

**Faculty of Applied Science**

1. The following change to an existing credential:
  - a. “Co-operative Education Program” on B.A.Sc. Degree Parchment
2. The following new courses:
  - b. ENGR 452 (3) Electronic Materials and Devices
  - c. ENGR 459 (3) Advanced Electromagnetics
  - d. ENGR 502 (3) Technical Communication for Engineering Research
  - e. ENGR 505 (3) Social Cost-Benefit Analysis in Engineering Projects
  - f. ENGR 522 (3) Advanced Design of Steel Structures
  - g. ENGR 523 (3) Seismic Design of Buildings
  - h. ENGR 552 (3) Electronic Materials and Devices
  - i. ENGR 555 (3) Advanced Electronic Materials and Devices
  - j. ENGR 559 (3) Advanced Electromagnetics
  - k. ENGR 561 (3) Noise: Theory and Modelling
  - l. VURS 499 (0) Visiting Undergraduate Research Students

**Faculty of Arts and Sciences**

3. The following new and revised programs:
  - a. Biochemistry Major
  - b. Philosophy, Politics, and Economics (PPE) Law Option
4. The following new courses:
  - c. BIOC 408 (3) Enology II
  - d. PHIL 235 (3) Contemporary Moral Issues

### **From the Faculty of Creative and Critical Studies**

5. The following new course:
  - a. VISA 090 Safety Training

### **From the Faculty of Education**

6. The following new programs and related courses:
  - a. Early Learning Post-Baccalaureate Program
  - b. ECED 405 (3) Foundations of Early Childhood Education
  - c. ECED 416 (3) Kindergarten Curriculum
  - d. ECED 420 (3) History of Early Childhood Education
  - e. ECED 421 (3) Supporting Young Children through Home, School, and Community Relationships
  - f. ECED 438 (3) Observation and Recording
  - g. ECED 440 (3) Play and Early Childhood Education
  - h. ECED 441 (3) Language Nests in Early Learning
  - i. ECED 443 (3) Theories of Early Learning
  - j. ECED 444 (3) Early Numeracy
  - k. ECED 445 (3) Poverty, Child Development, and Early Learning
  - l. ECED 463 (3) Early Language and Literacy Development
  - m. ECED 480 (3/6) d Special Topics in Early Childhood Education
  - n. Language and Literacy Post-Baccalaureate Program
  - o. LLED 441 (3) Introduction to Teaching Children's Literature
  - p. LLED 449 (3) Teaching Adolescents' Literature
  - q. LLED 450 (3) Teaching and Learning Language and Literacy: Kindergarten and Primary Grades
  - r. LLED 451 (3) Teaching and Learning Language and Literacy: Intermediate and Middle Grades
  - s. LLED 452 (3) Literacy in the Content Areas: Intermediate and Secondary
  - t. LLED 460 (3) Theoretical Foundations and Research in English Language Arts Education
  - u. LLED 461 (3) Assessment of Literacy and Learning
  - v. LLED 463 (3) Early Language and Literacy Development
  - w. LLED 464 (3) Literacy for Diverse Learners in the Elementary Grades
  - x. LLED 465 (3) Literacy for Diverse Learners in Middle and Secondary Grades
  - y. LLED 466 (3) ESL and Literacy Education
  - z. LLED 467 (3) Drama in English Language Arts Education
  - aa. LLED 468 (3) Language, Literacy, and Numeracy
  - bb. LLED 481 (3) Digital Media in English Language Arts Education
  - cc. LLED 490 (3/6) d Special Topics in Language and Literacy Education

**From the Faculty of Health and Social Development**

7. The following new courses:
  - a. NRSG 320 (3) Health and Healing VI: Global Health Issues
  - b. NRSG 322 (3) Professional Practice IV: Nursing Inquiry



**27 January 2010**

**To: Senate Curriculum Committee**

**From: Faculty of Applied Science – School of Engineering**

**Re: Change to UBC Bachelor of Applied Science degree parchment for students in the Faculty of Applied Science**

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The Faculty of Applied Science recommends to the Senate Curriculum Committee followed by Senate the approval of a proposal from the Faculty of Applied Science to add a third line on the Bachelor of Applied Science degree parchment for Co-operative students the following words “Co-operative Education Program”. Please see the attached proposal for more information.

Respectfully submitted,  
Dwayne Tannant, Ph.D., P.Eng.  
Chair, School of Engineering Curriculum Committee





## BACKGROUND & RATIONALE

Currently the parchment for the B.A.Sc. degree uses only two lines (of the three lines available) to describe the degree and states only “Bachelor of Applied Science in (the appropriate field of study - e.g., Mechanical Engineering)”. Students in Applied Science have expressed, through the Engineering Co-op Student Advisory Council, their desire to see participation in the Engineering Co-op Program identified on their parchments. The area of study now pursued would go beyond the level of detail envisioned by Senate when it set out provisions for modifying the parchment in 1997. *Therefore*, whereas Senate has allowed for faculty that wish 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), *and whereas* Senate similarly allowed for “information in addition to the degree name and field of study” to appear on the third line of the parchment, such as “Co-operative Education Program” (recommendation #9 of the report on Degree Names and Parchments, approved by the Senate on October 15, 1997), the Faculty of Applied Science is requesting the addition of “Co-operative Education Program” on the parchment for the Okanagan degree as it will then be in line with the Vancouver degree.

## PROPOSAL

**The Faculty of Applied Science respectfully requests approval to use all three available lines on the parchment, as follows:**

- **Line 1: Bachelor of Applied Science (unchanged)**
- **Line 2: Field of Study, as described above (unchanged)**
- **Line 3: Other information, specifically “Co-operative Education Program” as described below and proposed to the Senate Curriculum Committee.**

## EXPLANATION

### ***Line 3: Other Information***

“Co-operative Education Program” should appear on the parchment to acknowledge a significant component of a graduate’s educational experience which amounts from four (16 months) to five (20 months) terms without contributing to the academic credits required for the B.A.Sc. degree. The office of Engineering Co-op determines when the requirements for the designation have been met; a minimum of four terms, of which one will be in each of the winter, summer, and fall terms, whereby students have achieved a passing grade will entitle the students to graduate with co-op standing and have “Co-operative Education Program” added to the third line of the parchment.

Line three, therefore, may be blank, or if a student graduates with co-op standing may include “Co-operative Education Program” on the parchment as appropriate.



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> dwayne.tannant@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 452 (3) Electronic Materials and Devices</u></b>  <u>Review of elementary materials science concepts; electrical and thermal conduction in solids; elementary quantum physics; modern theory of solids; semiconductors; semiconductor devices. Credit will not be granted for both ENGR 452 and ENGR 552. [3-0-1]</u>  <u>Prerequisite: ENGR 353.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course is added to support the fourth-year curriculum for the Bachelor of Applied Science program in Electrical Engineering.</p> <p>Note: this course will be cross-listed with ENGR 552.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 459 (3) Advanced Electromagnetics</u></b>  <u>Electromagnetic waves; Maxwell equations; plane-wave propagation in homogeneous media; reflection, transmission, guidance, and resonance; radiation; scattering; and special relativity. Credit will not be granted for both ENGR 459 and ENGR 559. [3-0-0]</u>  <u>Prerequisite: ENGR 365.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course is added to support the fourth-year curriculum for the Bachelor of Applied Science programs in Electrical Engineering.</p> <p>Note: this course will be cross-listed with ENGR 559.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 502 (3) Technical Communication for Engineering Research</u></b>  <u>Strategies for clear, effective, and ethical technical communication (both written and oral). Tools and formatting for graphics, technical reports, proposals, journal papers, theses. Pass/Fail.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course is being added to support the M.Eng., M.A.Sc., and Ph.D. programs in the School of Engineering within the Faculty of Applied Science. It will be an optional course available to all graduate students.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

**Category: 1**

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2009W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 505 (3) Social Cost-Benefit Analysis in Engineering Projects</u></b>  <u>Advanced topics in engineering economics, with emphasis on sustainability and social cost-benefit analyses.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> The creation of a new graduate course will strengthen and diversify the course selection available for graduate students in the School of Engineering, Faculty of Applied Science.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2009W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 522 (3) Advanced Design of Steel Structures</u></b>  <u>Behaviour and design of steel structures, members, and cross sections in accordance with limit states principles. Behaviour and design of braced frames and moment resisting frames. Second-order analysis of frames. Load path concepts for detailing connections.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> The creation of a new graduate course will strengthen and diversify the course selection available for M.A.Sc., M. Eng., and Ph. D. students in Civil Engineering.</p>



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Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2009W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 523 (3) Seismic Design of Buildings</u></b>  <u>Review on structural dynamics and response spectra; seismic design of steel and masonry buildings; seismic design of reinforced concrete structures; design using simplified code procedures and computer tools.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> Creation of a new graduate course will strengthen and diversify the course selection available for graduate students. This course is also required for civil engineering students wishing to obtain a Structural Engineering designation under APEGBC.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 26, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> November 26, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 552 (3) Electronic Materials and Devices</u></b>  <u>Review of elementary materials science concepts; electrical and thermal conduction in solids; elementary quantum physics; modern theory of solids; semiconductors; semiconductor devices. Credit will not be granted for both ENGR 552 and ENGR 452.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course is being added to support the M.Eng., M.A.Sc., and Ph.D. programs in Electrical Engineering at the School of Engineering within the Faculty of Applied Science.</p> <p>Note: this course will be cross-listed with ENGR 452.</p>





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Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 26, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> November 26, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 555 (3) Advanced Electronic Materials and Devices</u></b>  <b><u>Dielectric materials and insulators; magnetic properties of materials and superconductivity; optical properties of materials; frontiers in electronic materials research.</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course is being added to support the M.Eng., M.A.Sc., and Ph.D. programs in Electrical Engineering at the School of Engineering within the Faculty of Applied Science.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 559 (3) Advanced Electromagnetics</u></b>  <u>Electromagnetic waves; Maxwell equations; plane-wave propagation in homogeneous media; reflection, transmission, guidance, and resonance; radiation; scattering; modern applications of electromagnetic theory in photonic devices such as lasers, electro-optics, and advanced materials. Credit will not be granted for both ENGR 559 and ENGR 459.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course is added to support the M.Eng., M.A.Sc., and Ph.D. programs in the School of Engineering, Faculty of Applied Science.</p> <p>Note: this course will be cross-listed with ENGR 459.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2009W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 561 (3) Noise: Theory and Modelling</u></b>  <u>Theory and modelling of noise and</u>  <u>interference in a broad range of</u>  <u>applications including</u>  <u>communication systems, electronic</u>  <u>devices, electronic circuits,</u>  <u>quantization in analog to digital</u>  <u>conversion, and gas/plasma</u>  <u>sources.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course is being added to support the M.Eng., M.A.Sc., and Ph.D. programs in Electrical Engineering at the School of Engineering within the Faculty of Applied Science.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>School Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 2009W</p>	<p><b>Date:</b> November 3, 2009  <b>Contact Person:</b> Dwayne Tannant  <b>Phone:</b> 250.807.8067  <b>Email:</b> <a href="mailto:dwayne.tannant@ubc.ca">dwayne.tannant@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>VURS 499 (0) Visiting Undergraduate Research Students</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> The UBC Vancouver Calendar has VURS 499 to facilitate participation of visiting undergraduate students for short-term research projects. We are proposing a parallel course to facilitate a similar program at UBC Okanagan.</p> <p>The visiting undergraduate students are classified as non-degree seeking students and are not allowed to register or audit any courses. Therefore, there will be no budgetary impacts.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

**Category:** 1

<p><b>Faculty:</b> Arts and Sciences  <b>Unit/Dept.:</b> Biology and Chemistry  <b>Faculty Approval Date:</b> Nov. 16, 2009  <b>Effective Session:</b> 2009W</p>	<p><b>Date:</b> August 24, 2009  <b>Contact Person:</b> J. Boon/C. Saucier  <b>Phone:</b> 250.807.9545/250.807.8645  <b>Email:</b> <a href="mailto:joyce.boon@ubc.ca">joyce.boon@ubc.ca/</a>  <a href="mailto:cedric.saucier@ubc.ca">cedric.saucier@ubc.ca/</a></p>																																								
<p><b>Proposed Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Schools, and Colleges</a> &gt; <a href="#">Faculty of Arts and Sciences</a> &gt; <a href="#">Bachelor of Science Programs</a> &gt; <a href="#">Biochemistry</a></p> <p><b>[12218] Major in Biochemistry</b></p> <p>[...]</p> <p><b>[12219]</b> The Major is structured to meet the requirements of a major in Science and will <b>normally</b> take four years. <b><u>Completion of the co-op program for the Wine Option requires an additional term.</u></b></p> <p><b>[12220]</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="text-align: center;">First and Second Years</th> <th style="text-align: center;">Credits</th> </tr> </thead> <tbody> <tr><td>BIOL 116, 125</td><td style="text-align: center;">6</td></tr> <tr><td>CHEM 111, 113; or CHEM 121, 123</td><td style="text-align: center;">6</td></tr> <tr><td>MATH 100, 101</td><td style="text-align: center;">6</td></tr> <tr><td>PHYS 112, 122; or PHYS 111, 102</td><td style="text-align: center;">6</td></tr> <tr><td>Two of ENGL 112, 113, 114, 150, 151, 153</td><td style="text-align: center;">6</td></tr> <tr><td>BIOL 200</td><td style="text-align: center;">3</td></tr> <tr><td>BIOL 228</td><td style="text-align: center;">3</td></tr> <tr><td>CHEM 203, 204</td><td style="text-align: center;">6</td></tr> <tr><td>CHEM 201</td><td style="text-align: center;">3</td></tr> </tbody> </table>	First and Second Years	Credits	BIOL 116, 125	6	CHEM 111, 113; or CHEM 121, 123	6	MATH 100, 101	6	PHYS 112, 122; or PHYS 111, 102	6	Two of ENGL 112, 113, 114, 150, 151, 153	6	BIOL 200	3	BIOL 228	3	CHEM 203, 204	6	CHEM 201	3	<p><b>Draft Calendar URL:</b>  <a href="http://okanagan.students.ubc.ca/calendar/prouf/edit/index.cfm?tree=18,282,858,1069">http://okanagan.students.ubc.ca/calendar/prouf/edit/index.cfm?tree=18,282,858,1069</a></p> <p><b>Present Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Schools, and Colleges</a> &gt; <a href="#">Faculty of Arts and Sciences</a> &gt; <a href="#">Bachelor of Science Programs</a> &gt; <a href="#">Biochemistry</a></p> <p><b>[12218] Major in Biochemistry</b></p> <p>[...]</p> <p><b>[12219]</b> The Major is structured to meet the requirements of a major in Science and will take four years.</p> <p><b>[12220]</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="text-align: center;">First and Second Years</th> <th style="text-align: center;">Credits</th> </tr> </thead> <tbody> <tr><td>BIOL 116, 125</td><td style="text-align: center;">6</td></tr> <tr><td>CHEM 111, 113; or CHEM 121, 123</td><td style="text-align: center;">6</td></tr> <tr><td>MATH 100, 101</td><td style="text-align: center;">6</td></tr> <tr><td>PHYS 112, 122; or PHYS 111, 102</td><td style="text-align: center;">6</td></tr> <tr><td>Two of ENGL 112, 113, 114, 150, 151, 153</td><td style="text-align: center;">6</td></tr> <tr><td>BIOL 200</td><td style="text-align: center;">3</td></tr> <tr><td>BIOL 228</td><td style="text-align: center;">3</td></tr> <tr><td>CHEM 203, 204</td><td style="text-align: center;">6</td></tr> <tr><td>CHEM 201</td><td style="text-align: center;">3</td></tr> </tbody> </table>	First and Second Years	Credits	BIOL 116, 125	6	CHEM 111, 113; or CHEM 121, 123	6	MATH 100, 101	6	PHYS 112, 122; or PHYS 111, 102	6	Two of ENGL 112, 113, 114, 150, 151, 153	6	BIOL 200	3	BIOL 228	3	CHEM 203, 204	6	CHEM 201	3
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Arts electives	6	Arts electives	6
		<b>Science electives</b>	<b>6</b>
<b>General Option</b>		<b>General Option</b>	
One of CHEM 211, <b>BIOL 202</b> , STAT 230, MATH 200	3	One of CHEM 211, STAT 230, MATH 200	3
<b>Science electives</b>	<b>6</b>		
<b>Medical Option</b>		<b>Medical Option</b>	
<b>One of CHEM 211, BIOL 202, STAT 230, MATH 200</b>	<b>3</b>		
Science electives	6	Science elective	3
<b>Wine Option</b>		<b>Wine Option</b>	
BIOL 210	3	BIOL 210	3
<b>CHEM 211</b>	<b>3</b>		
<b>Science elective</b>	<b>3</b>		
Total Credits	60	Total Credits	60
<b>Third and Fourth Years</b>		<b>Third and Fourth Years</b>	
BIOC 304, 305	6	BIOC 304, 305	6
BIOL 365, 366	6	BIOL 365, 366	6
BIOC 393	3	BIOC 393	3
		<b>BIOC 402<sup>‡</sup></b>	<b>3</b>
		<b>BIOC 405<sup>‡</sup></b>	<b>3</b>
		<b>BIOC 410<sup>‡</sup></b>	<b>3</b>
		<b>BIOC 493</b>	<b>3</b>
Arts electives	6	Arts electives	6
		<b>Electives<sup>2</sup></b>	<b>12</b>
<b>General Option</b>		<b>General Option</b>	
<b>Four of BIOC 402, 403, 405, 410, 420</b>	<b>12</b>	BIOC 403	3
<b>BIOC 493<sup>1</sup></b>	<b>3</b>		
CHEM 304	3	CHEM 304	3
CHEM 305	3	CHEM 305	3
CHEM 333	3	CHEM 333	3
CHEM 335	3	CHEM 335	3
<b>Electives<sup>2</sup></b>	<b>12</b>		
<b>Medical Option</b>		<b>Medical Option</b>	
BIOC 308, 309	6	BIOC 308, 309	6
<b>Two of BIOC 402, 403, 405, 410</b>	<b>6</b>		
BIOC 407	3	BIOC 407	3
<b>BIOC 493<sup>1</sup></b>	<b>3</b>		



BIOL 314	3	BIOL 314	3
CHEM 304	3	CHEM 304	3
CHEM 305	3	CHEM 305	3
<b><u>Electives<sup>2</sup></u></b>	<b><u>12</u></b>		
<b>Wine Option</b>		<b>Wine Option</b>	
		<b><del>BIOC 306</del></b>	<b><del>3</del></b>
BIOC 307	3	BIOC 307	3
BIOC 310	3	BIOC 310	3
<b><u>Four of BIOC 402, 403, 405, 410, 420</u></b>	<b><u>12</u></b>	<b><del>BIOC 403</del></b>	<b><del>3</del></b>
<b><u>BIOC 408</u></b>	<b><u>3</u></b>		
<b><u>BIOC 493<sup>1</sup></u></b>	<b><u>3</u></b>		
BIOL 380	3	BIOL 380	3
<b><u>Electives<sup>2</sup></u></b>	<b><u>12</u></b>		
<b><u>Wine Option with Co-op<sup>3</sup></u></b>			
<b><u>BIOC 307</u></b>	<b><u>3</u></b>		
<b><u>BIOC 310</u></b>	<b><u>3</u></b>		
<b><u>Four of BIOC 402, 403, 405, 410, 420</u></b>	<b><u>12</u></b>		
<b><u>BIOC 408</u></b>	<b><u>3</u></b>		
<b><u>One of BIOC 448, 493</u></b>	<b><u>3</u></b>		
<b><u>BIOL 380</u></b>	<b><u>3</u></b>		
<b><u>Electives<sup>2</sup></u></b>	<b><u>12</u></b>		
Total Credits	60	Total Credits	60
Minimum credits for degree	120	Minimum credits for degree	120
<b><u><sup>1</sup> BIOC 493 (Biotechnology Laboratory) can be replaced by BIOC 448, a 6-credit lab-based directed studies course, though students may take both. Note: BIOC 393 and 493 are equivalent to BIOL 393 and 493 and credit will not be granted for both.</u></b>		<b><del><sup>1</sup> Students in the Medical Option are required to take two of BIOC 402, 405, 410.</del></b>	
<b><u><sup>2</sup> Recommended electives for students in the Medical Biochemistry Option are BIOL 312 (Virology) and BIOL 318 (Immunology).</u></b>		<b><del><sup>2</sup> Recommended electives for students in the Medical Biochemistry Option are BIOL 312 (Virology) and BIOL 318 (Immunology). Note: BIOC 493 is equivalent to BIOL 493.</del></b>	
<b><u><sup>3</sup>Academic performance and suitability for the work environment will be the selection criteria used for program admission. At least three work terms are required for graduation.</u></b>			
[...]		[...]	



**Type of Action:**

1. Change the wine biochemistry option to remove a third-year course (BIOC 306), and replace it with a fourth-year course (BIOC 408). Adjust program to reflect this.
2. Add the option of a special topics course (BIOC 420)
3. Add a co-op option to the wine biochemistry major.
4. Change the emphasis on the biotech lab (BIOC 493) for wine biochemistry majors who choose to do the co-op option and emphasize a directed studies course (3 or 6 credits).
5. Rearrange the listings to make them more user friendly.

**Rationale:**

1. We have just hired a new wine biochemist who would like to change the major to remove BIOC 306, redevelop BIOC 307 as Enology I and add BIOC 408 as Enology II. (this course is being offered as a CHEM directed topics CHEM 422L in the second semester.)
2. A special topics course should be available in the BIOC major to accommodate development of new courses by incoming faculty.
3. Dr. Saucier has discussed a co-op option with many people in the wine industry and there is wide-spread support for this development, which will give students in the Wine BIOC stream a chance to work in the wineries, and increase their chances of employment after graduation. The co-op option would be organized as follows:
  - First year (Sept to May) at UBCO
  - Second year (Sept to May) at UBCO
  - Summer work term (May to August) (this work term can be delayed)
  - Third year (Sept to May) at UBCO
  - **Summer work term (May to**





	<p><b>August)</b></p> <ul style="list-style-type: none"><li>• <b>Fall work term (Sept to Dec)</b></li><li>• 4<sup>th</sup> year (term one) (Jan to May)</li><li>• Summer work term (May to August) (if not completed earlier)</li><li>• 4<sup>th</sup> year (term 2) (Sept to Dec)</li></ul> <p>5. Students have indicated that they have trouble understanding which courses are required for each of the options in biochemistry. This proposal simplifies the listings.</p>
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## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Arts and Sciences  <b>Dept./Unit:</b> Political Science  <b>Faculty Approval Date:</b> Nov. 16, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> September 14, 2009  <b>Contact Person:</b> Carl C. Hodge  <b>Phone:</b> 250.807.9321  <b>Email:</b> <a href="mailto:carl.hodge@ubc.ca">carl.hodge@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Schools, and Colleges</a> &gt; <a href="#">Faculty of Arts and Sciences</a> &gt; <a href="#">Bachelor of Arts Programs</a> &gt; <a href="#">Philosophy, Politics, and Economics (PPE)</a></p> <p><b>[14640] Major in Philosophy, Politics, and Economics (PPE)</b></p> <p><b>[14638]</b> <i>An interdisciplinary degree program at UBC Okanagan.</i></p> <p><b>[14637] Note:</b> UBC Okanagan offers other interdisciplinary programs - including the <a href="#">Major in International Relations</a>, the <a href="#">Major in Latin American Studies</a>, and the <a href="#">Minor in Gender and Women's Studies</a> - as well as Major programs in <a href="#">Economics</a>, <a href="#">Philosophy</a>, and <a href="#">Political Science</a>.</p> <p><b>[14641]</b> The Major in Philosophy, Politics, and Economics (PPE) is intended to provide a focused education in the economic, political, and philosophical issues facing Canadians. The program, jointly offered by Economics, Political Science, and Philosophy, is based on the PPE degree offered by Oxford University.</p> <p><b>[14642]</b> The PPE Major is recommended for students who wish to pursue a career in business or government, or those who intend to undertake studies in law, business, commerce, journalism, social work, education, or public administration.</p> <p><b>[14643]</b> To be admitted to the PPE program students must:</p> <p><b>[14644]</b></p>	<p><b>Draft Calendar URL:</b>  <a href="http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=18,282,857,1255">http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=18,282,857,1255</a></p> <p><b>Present Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Schools, and Colleges</a> &gt; <a href="#">Faculty of Arts and Sciences</a> &gt; <a href="#">Bachelor of Arts Programs</a> &gt; <a href="#">Philosophy, Politics, and Economics (PPE)</a></p> <p><b>[14640] Major in Philosophy, Politics, and Economics (PPE)</b></p> <p><b>[14638]</b> <i>An interdisciplinary degree program at UBC Okanagan.</i></p> <p><b>[14637] Note:</b> UBC Okanagan offers other interdisciplinary programs - including the <a href="#">Major in International Relations</a>, the <a href="#">Major in Latin American Studies</a>, and the <a href="#">Minor in Gender and Women's Studies</a> - as well as Major programs in <a href="#">Economics</a>, <a href="#">Philosophy</a>, and <a href="#">Political Science</a>.</p> <p><b>[14641]</b> The Major in Philosophy, Politics, and Economics (PPE) is intended to provide a focused education in the economic, political, and philosophical issues facing Canadians. The program, jointly offered by Economics, Political Science, and Philosophy, is based on the PPE degree offered by Oxford University.</p> <p><b>[14642]</b> The PPE Major is recommended for students who wish to pursue a career in business or government, or those who intend to undertake studies in law, business, commerce, journalism, social work, education, or public administration.</p> <p><b>[14643]</b> To be admitted to the PPE program students must:</p> <p><b>[14644]</b></p>



<ul style="list-style-type: none"> <li>complete no <b>fewer</b> than 30 but not more than 90 credits towards a B.A. program with an overall average of at least 65%;</li> <li>satisfy the Faculty of Arts and Sciences English requirement; and</li> <li>receive permission from the coordinator of the PPE program.</li> </ul> <p><b>[14645]</b> Admission is by formal application to the coordinator of the PPE program.</p> <p><b>[14646]</b> Students in the PPE program are required to take a common set of first- and second-year courses. They must also choose one of <b>four</b> options.</p> <p><b>[14647] First and Second Years</b> <b>[14648]</b></p> <ul style="list-style-type: none"> <li>ECON 101, 102;</li> <li>One of ECON 204, 205;</li> <li>One of PHIL 111, 121;</li> <li>One of PHIL 120, 220;</li> <li>PHIL 230;</li> <li>POLI 101, 220, 240;</li> <li>STAT 121.</li> </ul> <p><b>[14649] Third and Fourth Years</b></p> <p><b>[14650]</b> At the third- and fourth-year levels, students must choose to emphasize either Economics (Option A), Political Science (Option B), Philosophy (Option C), <b>or Law (Option D)</b>.</p> <p><b>[14651] Option A: Economics Emphasis</b> <b>[14652]</b></p> <ul style="list-style-type: none"> <li>ECON 497;</li> <li>18 upper-level credits in Economics (in addition to ECON 497);</li> <li>12 upper-level credits in Political Science;</li> <li>12 upper-level credits in Philosophy;</li> <li>3 credits from any upper-level course.</li> </ul> <p><b>[14653] Option B: Political Science Emphasis</b> <b>[14654]</b></p> <ul style="list-style-type: none"> <li>POLI 497;</li> <li>18 upper-level credits in Political</li> </ul>	<ul style="list-style-type: none"> <li>complete no <b>less</b> than 30 but not more than 90 credits towards a B.A. program with an overall average of at least 65%;</li> <li>satisfy the Faculty of Arts and Sciences English requirement; and</li> <li>receive permission from the coordinator of the PPE program.</li> </ul> <p><b>[14645]</b> Admission is by formal application to the coordinator of the PPE program.</p> <p><b>[14646]</b> Students in the PPE program are required to take a common set of first- and second-year courses. They must also choose one of <b>three</b> options, <del>each of which places an emphasis on one of the three core disciplines.</del></p> <p><b>[14647] First and Second Years</b> <b>[14648]</b></p> <ul style="list-style-type: none"> <li>ECON 101, 102;</li> <li>One of ECON 204, 205;</li> <li>One of PHIL 111, 121;</li> <li>One of PHIL 120, 220;</li> <li>PHIL 230;</li> <li>POLI 101, 220, 240;</li> <li>STAT 121.</li> </ul> <p><b>[14649] Third and Fourth Years</b></p> <p><b>[14650]</b> At the third- and fourth-year levels, students must choose to emphasize either Economics (Option A), Political Science (Option B), <del>or</del> Philosophy (Option C).</p> <p><b>[14651] Option A: Economics Emphasis</b> <b>[14652]</b></p> <ul style="list-style-type: none"> <li>ECON 497;</li> <li>18 upper-level credits in Economics (in addition to ECON 497);</li> <li>12 upper-level credits in Political Science;</li> <li>12 upper-level credits in Philosophy;</li> <li>3 credits from any upper-level course.</li> </ul> <p><b>[14653] Option B: Political Science Emphasis</b> <b>[14654]</b></p> <ul style="list-style-type: none"> <li>POLI 497;</li> <li>18 upper-level credits in Political</li> </ul>
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<p>Science (in addition to POLI 497);</p> <ul style="list-style-type: none"> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Philosophy;</li> <li>• 3 credits from any upper-level course.</li> </ul> <p><b>[14655] Option C: Philosophy Emphasis [14656]</b></p> <ul style="list-style-type: none"> <li>• PHIL 497;</li> <li>• 18 upper-level credits in Philosophy (in addition to PHIL 497);</li> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Political Science;</li> <li>• 3 credits from any upper-level course.</li> </ul> <p><b><u>Option D: Law Emphasis</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>One of POLI 497, PHIL 497, ECON 497;</u></b></li> <li>• <b><u>18 upper-level credits in Political Science including POLI 432 and 15 credits from POLI 303, 313, 354, 356, 382, 383, 402, 465;</u></b></li> <li>• <b><u>12 upper-level credits in Economics from ECON 345, 351, 352, 360, 361, 370, 371, 372, 386, 390;</u></b></li> <li>• <b><u>12 upper-level credits in Philosophy from PHIL 331, 338, 373, 425, 435, 436, 437;</u></b></li> <li>• <b><u>3 credits from any upper-level course.</u></b></li> </ul> <p><b>[14657] Graduation Requirements</b></p> <p><b>[14658]</b> To graduate, a student must satisfy all <a href="#">B.A. requirements</a>, including completion of 120 credits, 48 of which must be at the third- and fourth-year levels.</p>	<p>Science (in addition to POLI 497);</p> <ul style="list-style-type: none"> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Philosophy;</li> <li>• 3 credits from any upper-level course.</li> </ul> <p><b>[14655] Option C: Philosophy Emphasis [14656]</b></p> <ul style="list-style-type: none"> <li>• PHIL 497;</li> <li>• 18 upper-level credits in Philosophy (in addition to PHIL 497);</li> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Political Science;</li> <li>• 3 credits from any upper-level course.</li> </ul> <p><b>[14657] Graduation Requirements</b></p> <p><b>[14658]</b> To graduate, a student must satisfy all <a href="#">B.A. requirements</a>, including completion of 120 credits, 48 of which must be at the third- and fourth-year levels.</p> <p><b>Type of Action:</b> Add Option D: Law Emphasis to the PPE Major.</p> <p><b>Rationale:</b> This addition will update the PPE Major in a fashion that acknowledges students' interest in Law.</p>
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**UBC Okanagan Curriculum Proposal Form  
New or Change to Course or Program**

Category: 1

<p><b>Faculty:</b> Arts and Sciences  <b>Unit/Dept.:</b> Biology and Chemistry  <b>Faculty Approval Date:</b> Nov. 17, 2009  <b>Effective Session:</b> 2009W</p>	<p><b>Date:</b> August 24, 2009  <b>Contact Person:</b> J. Boon/ C. Saucier  <b>Phone:</b> 250.807.9545/250.807-8645  <b>Email:</b> <a href="mailto:joyce.boon@ubc.ca">joyce.boon@ubc.ca</a>  <a href="mailto:cedric.saucier@ubc.ca">cedric.saucier@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>BIOC 408 (3) Enology II</u></b>  <u>Advanced aspects of wine biochemistry and chemistry (enology). Physicochemical stability of wine. Tartaric and protein instabilities and their treatments. Colloidal state and the fining of wine. Physicochemical evolution of wine during aging. [3-0-1]</u>  <u>Prerequisite: BIOC 307.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b><del>BIOC 306 (3) Chemistry of Food and Wine Flavour</del></b>  <del>Chemistry of irritation, pungency, astringency, sweet and bitter tastes, thermal reactions leading to caramel and maple flavors, Maillard reaction, odour active compounds and their thresholds, development of wine aroma from precursor compounds in grapes, fermentation aroma, storage in oak barrels, and conservation of wine. Students will present a seminar. [3-4* 0]</del>  <del>Prerequisite: CHEM 204.</del></p> <p><b>Type of Action:</b> Discontinue BIOC 306 and create BIOC 408.</p> <p><b>Rationale:</b> In a previous iteration, the wine biochemistry program had two courses at the third-year level, and it was difficult for students to advance their knowledge of wine biochemistry. BIOC 307 will be redesigned as Enology I (see accompanying form), an introduction to wine biochemistry. The BIOC 306 course will be discontinued and replaced by this fourth-year course, Enology II. This proposed course will follow on from the third-year course and take the knowledge of the students to a higher level. It will also allow students the possibility of a wine biochemistry co-op option when offered in term two of fourth year. A seminar hour</p>



	<p>has been removed from the third-year course and added to the fourth-year course to allow discussion of papers from current literature and for oral presentations. The labs no longer match the lecture content so they have been removed. It is Cedric's intention to develop a lab course in the future that will be specifically for wine biochemistry majors.</p>
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## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty/School:</b> Arts and Sciences  <b>Dept./Unit:</b> Philosophy  <b>Faculty Approval Date:</b> Nov, 17, 2009  <b>Effective Session:</b> 2010S</p>	<p><b>Date:</b> October 20, 2009  <b>Contact Person:</b> Manuela Ungureanu  <b>Phone:</b> 250.807.9375  <b>Email:</b> <a href="mailto:manuela.ungureanu@ubc.ca">manuela.ungureanu@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>PHIL 235 (3) Contemporary Moral Issues</u></b>  <u>Applied ethical issues from philosophical perspectives. Topics may include abuses of speech (hate speech, propaganda), censorship, concentrating ownership of media outlets and the foundations of civil society, conceptions of citizenship, democratic civic education, life issues, torture, poverty, terrorism, global justice. [3-0-0]</u>  <u>Prerequisite: Second-year standing.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> The course provides a solid training in critical thinking about complex issues, and responds to a need for undergraduate teaching on applied ethics, with focus on the changing relationships between the individual and society, and by extension, on issues relevant to future global citizens. It enriches the course offerings for a wide variety of B.A. and B.Sc. programs at UBCO, including International Relations, Legal Studies (PPE), Gender Studies, English, Cultural Studies, Philosophy, and can be taught both during Winter or Summer sessions.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty:</b> Creative and Critical Studies  <b>Department/Unit:</b> Creative Studies  <b>Faculty Approval Date:</b> Oct. 27, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> October 6, 2009  <b>Contact Person:</b> Nancy Holmes  <b>Phone:</b> 250.807.9369  <b>Email:</b> <a href="mailto:nancy.holmes@ubc.ca">nancy.holmes@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><u><b>VISA 090 Safety Training</b></u>  <u><b>Develops students' competence in using the tools in the woodshop and metalshop. This non-credit course is required in order to work in these facilities. Pass/Fail.</b></u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> A required non-credit safety course for the woodshop and metalshop in the Fine Arts and Health building is needed. Increasingly, students are being required to use these facilities in both Visual Arts and Interdisciplinary Performance programs. The machines include table saws, welding equipment, and other dangerous tools. Faculty in courses such as THTR do not have the skills to demonstrate safe use and faculty in Visual Arts, while they spend some time, are unable to spend enough class time to train students on all the equipment. Currently, students enrolled in first-year VISA classes get some demonstrations from the technicians and from the faculty members on tools that they will need for basic work. Other students in our department (e.g. transfer students, performance students) receive no training or demonstration in the classroom. In order to ensure the safety of all students and to reinforce the concepts introduced to the VISA students, we would like to make it mandatory that any student using the woodshop or the metalshop has to have taken this half-day course.</p>





## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty:</b> Education  <b>Department/Unit:</b> N/A  <b>Faculty Approval Date:</b> Nov. 18, 2009  <b>Effective Session:</b> 2010S</p>	<p><b>Date:</b> December 4, 2009  <b>Contact Person:</b> Dr. Vicki A. Green  <b>Phone:</b> 250.807.8107  <b>Email:</b> <a href="mailto:vicki.green@ubc.ca">vicki.green@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><i>Homepage &gt; Faculties, Schools, and Colleges &gt; Faculty of Education &gt; Post-Baccalaureate Education Programs</i></p> <p><b>[14683] Post-Baccalaureate Certificate and Diploma</b></p> <p>[...]</p> <p><b>[14685] Admission Requirements</b></p> <p>[...]</p> <p><b>[14687] Advanced Standing and Transfer Credit</b></p> <p>[...]</p> <p><b>[14689] Program Structure</b></p> <p>[...]</p> <p><b><u>Early Learning Post-Baccalaureate Certificate and Diploma</u></b></p> <p><b><u>Early childhood is a critically important period for establishing strong foundations for lifelong learning and well-being. The Early Learning program provides teachers with the philosophy, understanding, and skills to create optimal learning environments, assess children appropriately, and design learning experiences to support children's development.</u></b></p> <p><b><u>The Early Learning program will be of academic interest to experienced teachers of young children and to new teachers of kindergarten and primary.</u></b></p>	<p><b>Draft Calendar URL:</b>  <a href="http://okanagan.students.ubc.ca/calendar/pr oof/edit/index.cfm?tree=18,284,1018,0">http://okanagan.students.ubc.ca/calendar/pr oof/edit/index.cfm?tree=18,284,1018,0</a></p> <p><b>Present Draft Calendar Entry:</b></p> <p><i>Homepage &gt; Faculties, Schools, and Colleges &gt; Faculty of Education &gt; Post-Baccalaureate Education Programs</i></p> <p><b>[14683] Post-Baccalaureate Certificate and Diploma</b></p> <p>[...]</p> <p><b>[14685] Admission Requirements</b></p> <p>[...]</p> <p><b>[14687] Advanced Standing and Transfer Credit</b></p> <p>[...]</p> <p><b>[14689] Program Structure</b></p> <p>[...]</p>



<p><b><u>Early Learning Post-Baccalaureate Program Course Options</u></b></p> <p><b><u>ECED 405 Foundations of Early Childhood Education</u></b>  <b><u>ECED 416 Kindergarten Curriculum</u></b>  <b><u>ECED 420 History of Early Childhood Education</u></b>  <b><u>ECED 421 Supporting Young Children through Home, School, and Community Relationships</u></b>  <b><u>ECED 438 Observation and Recording</u></b>  <b><u>ECED 440 Play and Early Childhood Education</u></b>  <b><u>ECED 441 Language Nests in Early Learning</u></b>  <b><u>ECED 443 Theories of Early Learning</u></b>  <b><u>ECED 444 Early Numeracy</u></b>  <b><u>ECED 445 Poverty, Child Development, and Early Learning</u></b>  <b><u>ECED 463 Early Language and Literacy Development</u></b>  <b><u>ECED 480 Special Topics in Early Childhood Education</u></b></p> <p><b>[14692] Inclusive Post-Baccalaureate Certificate and Diploma</b></p> <p>[...]</p>	<p><b>[14692] Inclusive Post-Baccalaureate Certificate and Diploma</b></p> <p>[...]</p> <p><b>Type of Action:</b> New program.</p> <p><b>Rationale:</b> The Ministry of Education has adopted full-day kindergarten in response to research findings on early learning and young children. This program is in response to the research and to the action initiated by the British Columbia Ministry of Education. The program will be of interest to kindergarten and primary teachers and Education students.</p>
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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 405 (3) Foundations of Early Childhood Education</u></b>  <b><u>The philosophical foundational theory of early learning as well as early learning law, and policies are described and analyzed. Current research on early learning programs is discussed and students will assess and evaluate a range of early learning programs. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 416 (3) Kindergarten Curriculum</u></b>  <u>The development of kindergarten programs with reference to recent research, theories of early learning, curriculum trends and practices, and the place of kindergarten in contemporary education. Pass/Fail. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 420 (3) History of Early Childhood Education</u></b>  <b><u>Foundational knowledge of the history of early childhood education in North America, including political, philosophical, social, and cultural factors that influenced movements and trends in early childhood education in North America over the last two hundred years. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 421 (3) Supporting Young Children through Home, School, and Community Relationships</u></b>  <b><u>Philosophy, history, and problems of the parent-teacher partnerships; the development of effective cooperation through individual parent-teacher conferences and parent-group discussions; examination of community services and inter-professional relationships. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 438 (3) Observation and Recording Methods of observing, recording, and interpreting children's behaviour in early childhood settings and in using data for educational guidance following developmentally appropriate practices. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 440 (3) Play and Early Childhood Education</u></b>  <b><u>Examines the key issues, practices, philosophies, and research findings that explore childhood play as it is integrated into formal learning.</u></b>  <b><u>Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>





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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 441 (3) Language Nests in Early Learning</u></b>  <u>Examines research in education, linguistics, anthropology, and cognitive psychology that pertains to children entering school with a primary language other than the dominant language, with particular attention to aboriginal children's language realities. Pass/Fail. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 443 (3) Theories of Early Learning</u></b>  <u>Explores how current knowledge relating to learning theory in early years education is reflected in present-day early years programming and assessment. Also examines how these initiatives might impact teaching practice and parent/teacher communications. Pass/Fail. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 444 (3) Early Numeracy</u></b>  <u>Early learners need mathematical activities that nurture numeracy through children’s literature, songs, poetry, play, and games. Influences of the family and the environment will be explored. Research and practice will be explored to identify best practices for early numeracy. Pass/Fail. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 445 (3) Poverty, Child Development, and Early Learning</u></b>  <u>Examines socio-economic and community factors in early child development and learning. "Vulnerable indicators" within developmental areas that influence healthy child development are explored. Pass/Fail. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ECED 463 (3) Early Language and Literacy Development</u></b>  <b><u>The influences of language, emergent literacy, and growth are examined. How reading and writing develop as integrated processes within oral language acquisition is also explored. Credit will not be granted for both ECED 463 and LLED 463. Pass/Fail. [3-0-0]</u></b>  <b><u>Equivalency: LLED 463.</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p> <p>Note: the course will be cross-listed with LLED 463.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><u><b>ECED 480 (3/6) d Special Topics in Early Childhood Education</b></u>  <u><b>A study of innovative practices, ideas, and theories in Early Childhood Education. The specific topics may change yearly to reflect changing priorities and interests in early childhood education and the specific interests and competencies of visiting and regular faculty. Pass/Fail. [3-0-0]</b></u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Early Learning.</p>



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<p><b>Faculty:</b> Education  <b>Department/Unit:</b> N/A  <b>Faculty Approval Date:</b> Nov. 18, 2009  <b>Effective Session:</b> 2010S</p>	<p><b>Date:</b> November 19, 2009  <b>Contact Person:</b> Robert Campbell  <b>Phone:</b> 250.807.9170  <b>Email:</b> <a href="mailto:robert.campbell@ubc.ca">robert.campbell@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Schools, and Colleges</a> &gt; <a href="#">Faculty of Education</a> &gt; <a href="#">Post-Baccalaureate Education Programs</a></p> <p><b>[14683] Post-Baccalaureate Certificate and Diploma</b></p> <p>[...]</p> <p><b>[14685] Admission Requirements</b></p> <p>[...]</p> <p><b>[14687] Advanced Standing and Transfer Credit</b></p> <p>[...]</p> <p><b>[14689] Program Structure</b></p> <p>[...]</p> <p><b><u><a href="#">Language and Literacy Post-Baccalaureate Certificate and Diploma</a></u></b></p> <p><b><u><a href="#">The Language and Literacy Education program is designed for teachers and administrators who wish to deepen and extend their knowledge in areas of literacy and language arts, including oral and written communication, reading, children’s and adolescents’ literature, English education, ESL, literacy in the content areas, new media literacy, assessment, and literacy for diverse learners.</a></u></b></p> <p><b><u><a href="#">Language and Literacy Post-Baccalaureate Program Course Options</a></u></b></p> <p><b><u><a href="#">LLED 441 Introduction to Teaching Children’s Literature</a></u></b></p>	<p><b>Draft Calendar URL:</b>  <a href="http://okanagan.students.ubc.ca/calendar/pr oof/edit/index.cfm?tree=18,284,1018,0">http://okanagan.students.ubc.ca/calendar/pr oof/edit/index.cfm?tree=18,284,1018,0</a></p> <p><b>Present Draft Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Schools, and Colleges</a> &gt; <a href="#">Faculty of Education</a> &gt; <a href="#">Post-Baccalaureate Education Programs</a></p> <p><b>[14683] Post-Baccalaureate Certificate and Diploma</b></p> <p>[...]</p> <p><b>[14685] Admission Requirements</b></p> <p>[...]</p> <p><b>[14687] Advanced Standing and Transfer Credit</b></p> <p>[...]</p> <p><b>[14689] Program Structure</b></p> <p>[...]</p>



[LLED 449 Teaching Adolescents' Literature](#)  
[LLED 450 Teaching and Learning Language and Literacy: Kindergarten and Primary Grades](#)  
[LLED 451 Teaching and Learning Language and Literacy: Intermediate and Middle Grades](#)  
[LLED 452 Literacy in the Content Areas: Intermediate and Secondary](#)  
[LLED 460 Theoretical Foundations and Research in English Language Arts Education](#)  
[LLED 461 Assessment of Literacy and Learning](#)  
[LLED 463 Early Language and Literacy Development](#)  
[LLED 464 Literacy for Diverse Learners in the Elementary Grades](#)  
[LLED 465 Literacy for Diverse Learners in Middle and Secondary Grades](#)  
[LLED 466 ESL and Literacy Education](#)  
[LLED 467 Drama in English Language Arts Education](#)  
[LLED 468 Language, Literacy, and Numeracy](#)  
[LLED 481 Digital Media in English Language Arts Education](#)  
[LLED 490 Special Topics in Language and Literacy Education](#)

**[14692] Inclusive Post-Baccalaureate Certificate and Diploma**

[...]

**[14692] Inclusive Post-Baccalaureate Certificate and Diploma**

[...]

**Type of Action:** New program.

**Rationale:** This is a new post-baccalaureate certificate and diploma program that will be available for K-12 educators to address reading, writing, and general literacy concerns in schooling. It is the same structure as the existing UBC Okanagan Education Post-baccalaureate program in Inclusive Education.





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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 441 (3) Introduction to Teaching Children's Literature</u></b>  <b><u>An examination of the theory and practice of incorporating children's literature in elementary grade classrooms. A familiarity with the genres of children' literature, the selection of appropriate resources, and planning for best instructional practices will be featured.</u></b>  <b><u>Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Faculty:</b> Education  <b>Department/Unit:</b> N/A  <b>Faculty Approval Date:</b> Nov. 18, 2009  <b>Effective Session:</b> 2010S</p>	<p><b>Date:</b> November 19, 2009  <b>Contact Person:</b> Robert Campbell  <b>Phone:</b> 250.807.9170  <b>Email:</b> <a href="mailto:robert.campbell@ubc.ca">robert.campbell@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 449 (3) Teaching Adolescents' Literature</u></b>  <b><u>An introduction to a range of literature appropriate for students in grades eight through twelve. Trends and issues in the field are explored. Selection criteria and approaches to engaging students in response and interpretation are provided. Lesson and unit planning will also be examined. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 450 (3) Teaching and Learning Language and Literacy: Kindergarten and Primary Grades</u></b>  <b><u>An overview of teaching and learning in English language arts for primary grades (K-3) with attention to oral language, reading and viewing, writing and representing. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 451 (3) Teaching and Learning Language and Literacy: Intermediate and Middle Grades</u></b>  <b><u>An overview of teaching and learning in English language arts for intermediate grades with attention to oral language, listening, reading and viewing, writing and representing. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 452 (3) Literacy in the Content Areas: Intermediate and Secondary</u></b>  <b><u>Best practices are presented for integrating the teaching of reading and writing in content area material. Multiple instructional strategies will be provided to enable students to make content reading and writing accessible and successful. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 460 (3) Theoretical Foundations and Research in English Language Arts Education</u></b>  <b><u>An historical perspective of the theory and practice of the teaching of reading/writing as well as a survey of current research, theory, and practice related to reading acquisition and reading/writing processes. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 461 (3) Assessment of Literacy and Learning</u></b>  <b><u>Based upon current research in reading and language arts practices, students will engage in the selection, administration, and interpretation of formative and summative literacy assessments for the purpose of evaluating reading and language processes. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 463 (3) Early Language and Literacy Development</u></b>  <b><u>The influences of language, emergent literacy and growth are examined. How reading and writing develop as integrated processes within oral language acquisition is also explored. Credit will not be granted for both LLED 463 and ECED 463. Pass/Fail. [3-0-0] Equivalent: ECED 463.</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p> <p>Note: this course will be cross-listed with ECED 463.</p>





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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 464 (3) Literacy for Diverse Learners in the Elementary Grades</u></b>  <b><u>Key issues, research, and practice are examined to improve literacy achievement for elementary students with a range of reading and writing difficulties. Credit will not be granted for both LLED 464 and EPSE 464. Pass/Fail. [3-0-0] Equivalent: EPSE 464.</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p> <p>Note: this course will be cross-listed with EPSE 464.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 465 (3) Literacy for Diverse Learners in Middle and Secondary Grades</u></b>  <b><u>Key issues, research, and practice are examined to improve literacy achievement for students in middle and secondary grades with a range of reading and writing difficulties. Credit will not be granted for both LLED 465 and EPSE 465. Pass/Fail. [3-0-0] Equivalent: EPSE 465.</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p> <p>Note: this course will be cross-listed with EPSE 465.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 466 (3) ESL and Literacy Education</u></b>  <u>Learning techniques and principles</u>  <u>in second language acquisition will</u>  <u>be explored. Students will be</u>  <u>encouraged to create and modify</u>  <u>lessons pertinent to their own K-12</u>  <u>or post-secondary classroom</u>  <u>settings. Pass/Fail. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 467 (3) Drama in English Language Arts Education</u></b>  <u>Explores how educational drama can be used to support literacy programs in elementary and middle school language arts programs. Content focus is primarily for elementary and middle school educators, however, modifications for other grade levels can readily be made. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 468 (3) Language, Literacy, and Numeracy</u></b>  <u>Research and best practices will be examined with the intent of acknowledging the link between numeracy and literacy and experiencing how specific pedagogy in the classroom can support this link. [3-0-0]</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 481 (3) Digital Media in English Language Arts Education</u></b>  <b><u>Focuses on the application and implications of digital media and how these extend and modify literacy and literary practice in K-12 English language arts education. Pass/Fail. [3-0-0]</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b><u>LLED 490 (3/6) d Special Topics in Language and Literacy Education</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Draft Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course will support the proposed post-baccalaureate certificate/diploma program in Language and Literacy.</p>



## UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p><b>Faculty:</b> Health and Social Development  <b>Department:</b> Nursing  <b>Faculty Approval Date:</b> Nov. 30, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> November 23, 2009  <b>Contact Person:</b> Sheila Epp  <b>Phone:</b> 250.807.9988  <b>Email:</b> <a href="mailto:sheila.epp@ubc.ca">sheila.epp@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>NRSG 320 (3) Health and Healing VI: Global Health Issues</u></b>  <b><u>Emphasis is placed on the role of the nurse within the context of the global society and the changing health care environment. Participants examine a variety of emerging health issues and trends developing their personal understanding of nursing practice. [3-0-0]</u></b>  <b><u>Prerequisite: NRSG 230.</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This is a required course of the new CAEN curriculum. This course is intended to foster the participants' understanding of varying and increasingly complex global health challenges and issues. This course fits with UBC's aspiration of providing students with learning opportunities that foster global citizenship.</p>





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<p><b>Faculty:</b> Health and Social Development  <b>Department:</b> Nursing  <b>Faculty Approval Date:</b> Nov. 30, 2009  <b>Effective Session:</b> 2010W</p>	<p><b>Date:</b> November 23, 2009  <b>Contact Person:</b> Sheila Epp  <b>Phone:</b> 250.807.9988  <b>Email:</b> <a href="mailto:sheila.epp@ubc.ca">sheila.epp@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>NRSG 322 (3) Professional Practice IV: Nursing Inquiry</u></b>  <u>Participants will explore the historical and philosophical approaches to the development of nursing knowledge and inquiry. Relationships between practice, theory, and research will also be explored. [3-0-0]</u>  <u>Prerequisite: NRSG 230.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This is a required course of CAEN curriculum and has been part of partners program for some time. The addition of this course brings the UBCO SON on board with CAEN and more congruent with the programs beliefs, values, and foundational perspectives. This course provides participants with a wider view of knowledge development for the profession of nursing consistent with updates in the field.</p>

# UBC Annual Report on Enrolment 2009

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Submitted by:

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### Notes:

1. Data is accurate as of November 1<sup>st</sup>, 2009.
2. All data includes winter and summer session, except where noted.
3. All data includes domestic and International Student Initiative (ISI) students, except where noted.

## 1. Introduction

Enrolment management at UBC consists of a wide range of decisions and procedures across the university. Academic plans and government funding decisions determine overall goals and strategies. The Vice-President Academic and Deans translate these university-wide plans into specific faculty and program enrolment targets. The Planning and Institutional Research Office forecasts future enrolment based on current trends, and retention rates, along with assumptions about new intake. This information is then used by the VP Academic, Deans, and the Senate Committee on Admissions to arrive at undergraduate intake quotas by faculty and program. During the admission and registration process, Enrolment Services works with the faculties to establish admission grade cut-offs, which results in intake of new undergraduate students at the required quotas.

The Enrolment Management Committee, established in 1998, includes membership from faculties, Enrolment Services, Planning and Institutional Research and the International Student Initiative in order to provide advice and information to assist in meeting university undergraduate enrolment targets; provide information to better understand enrolment patterns; co-ordinate and produce information on a frequent and regular basis in order to manage annual enrolment.

Similarly, the Graduate Enrolment Strategy Task Force, led by the Dean of Graduate Studies, is responsible for strategic management of graduate enrolment at UBC. Both the Okanagan and Vancouver campuses have experienced intentional and considerable growth in graduate enrolment. At the Okanagan campus graduate enrolment growth has exceeded expectations consistent with the transition of the campus to a research university. The growing number of faculty, and especially newly recruited faculty have been an impetus for graduate growth.

At the Vancouver campus graduate growth has been consistent with the strategic plan to continue to build strength as a major global research university. Graduate students, especially at the doctoral level are an essential component of the strategy to enhance the research strength of the university, while at the same time providing support as teaching assistants at the undergraduate level. Worldwide, the expansion of the knowledge economy has led to increased demand for graduate degrees, and B.C. has been no exception in the need to increase the number of graduate degree holders. In 2007, the B.C. provincial government began, for the first time in many years, to fund graduate growth. While UBC still has significant unfunded graduate enrolment, the recent growth has been incremental on the base of 2006, and reflects the work of the planning processes of the faculties and Dean of Graduate Studies at UBC Vancouver.

Planning for graduate growth is very different from the undergraduate endeavor in key aspects:

1. Graduate enrolment must be accompanied by funding for graduate students themselves. Graduate student recruitment is highly competitive, and in our quest to recruit the very best research graduate students we must offer not only the first class faculty, programs, and facilities, but also competitive levels of scholarships, fellowships and other forms of support.
2. Graduate student recruitment and planning happens at the most disaggregated level: the individual faculty member. Since graduate students are supervised by individual faculty, the flow of, and capacity for, graduate student enrolment can be very complex and individual.
3. The best graduate students are recruited internationally, primarily as a result of the research achievements of our faculty; hence faculty take a much more active role in the recruitment of graduate students.
4. Since much financial support for graduate students comes via the faculty members' own research funding, there is a much tighter integration between faculty research success and graduate planning; at the same time the other sources of support must be brought to bear to add stability to the funding.

All of these aspects of the planning for graduate growth have been integral to the work of the Strategic Enrolment Planning Committee of the Dean of Graduate Studies which included restructuring of graduate financial support programs, and the work of the graduate recruitment team to engage with individual faculty, programs and departments to manage graduate enrolment at UBC.

In 2009, the Strategic Enrolment Management Planning Council (SEM) was convened and charged with developing long-term enrolment plans for both the UBC Vancouver and Okanagan Campuses. The Planning Council is also responsible for managing both graduate and undergraduate enrolment. The SEM mandate is to engage in a comprehensive process designed to help the university achieve and maintain optimum recruitment, retention and graduation rates of students.

The goals of strategic enrolment management include: (1) enabling institutional mission; (2) increasing academic quality and student success; (3) optimizing financial resources and opportunities; and (4) ensuring and encouraging campus wide collaboration.

The SEM Planning Council is comprised of members of the Executive, Associate Vice Presidents from both the Provost and VP Academic and the VP Students portfolios, the Director of Planning and Institutional Research, and the Executive Coordinator, Enrolment Management Strategy.

In addition to the Planning Council, two steering committees (one at each campus) have been convened. The SEM Steering Committee at UBC Vancouver is co-chaired by the Provost & VP Academic and the VP students, with membership from Deans and Directors. The SEM Steering Committee at UBC Okanagan is co-chaired by the AVP, Students and the Provost. The steering committees' focus is to develop strategies to help achieve the long term goals and objectives as set by the Planning Council.

## **2. Enrolment Summary**

### **A. Overview**

In 2009/10, the Ministry of Advanced Education and Labour Market Development set UBC's enrolment target at 41,488 FTE (full-time equivalents), an increase of 1,301 FTE's over the prior year. Ministry funded FTE targets exclude full fee paying international students (frequently referred to as International Student Initiative students at UBC).

UBC is in the third year of a provincially funded expansion of graduate programs in BC, and 394 FTE's were allocated for graduate growth in 2009/10. The balance, 904 FTE was allocated for undergraduate enrolment growth, primarily at the UBC-O campus.

UBC's plan has been to increase graduate enrolment by 1,427 FTE by the end of 2010/11, for a total of 7,838 graduate FTEs, corresponding to the increases in funding. The growth in graduate enrolment is on track to meet these objectives. As of fall 2009, UBC-V's graduate FTE enrolment increased by 6%. Graduate enrolment in most faculties increased with the exception of Land and Food Systems and Pharmaceutical Sciences (see table 1 below).

Table 1: 2009/10 Domestic and international annualized graduate FTE (Nov 1<sup>st</sup>)

Faculty	2008			2009			Change		
	Doctoral	Masters	Total	Doctoral	Masters	Total	Doctoral	Masters	Total
College for Interdisciplinary St	256	243	499	254	269	523	-1%	11%	5%
Faculty of Applied Science	488	618	1,106	524	703	1,227	7%	14%	11%
Faculty of Arts	621	798	1,419	660	829	1,489	6%	4%	5%
Faculty of Comm. & Bus Admin	79	309	388	74	326	400	-6%	5%	3%
Faculty of Dentistry	12	18	30	9	23	32	-22%	31%	9%
Faculty of Education	367	665	1,032	365	706	1,070	-1%	6%	4%
Faculty of Forestry	129	93	222	134	88	221	4%	-6%	0%
Faculty of Graduate Studies	51	6	57	55	10	65	9%	50%	14%
Faculty of Land and Food Systems	49	109	159	49	74	123	-1%	-32%	-22%
Faculty of Law	37	23	60	46	27	72	22%	18%	21%
Faculty of Medicine	337	524	862	375	581	956	11%	11%	11%
Faculty of Pharmaceutical Sciences	45	25	70	40	20	61	-10%	-20%	-13%
Faculty of Science	653	385	1,038	677	424	1,101	4%	10%	6%
Total	3,124	3,817	6,941	3,262	4,079	7,341	4%	7%	6%

In addition and perhaps due to the recent economic downturn, UBC saw an increase in yield rates among new UBC students and slightly higher course loads among continuing students resulting in over-enrolment in a number of undergraduate programs at UBC-V.

Table 2: 2009/10 Domestic undergraduate headcount and FTE (actual and forecast)

	Target						Actuals					
	Headcount			FTE (normal load)			Headcount			FTE (normal load)		
	New	Cont	Total	New	Cont	Total	New	Cont	Total	New	Cont	Total
APSC	1,005	2,732	3,737	902	2,283	3,185	1,092	2,739	3,831	1,011	2,366	3,378
ARTS	2,982	6,784	9,766	2,473	5,082	7,555	3,209	6,917	10,126	2,676	5,251	7,927
COMM	1,473	2,523	3,996	874	1,351	2,225	1,554	2,568	4,122	882	1,413	2,296
DENT	145	262	407	98	188	286	211	276	487	137	208	345
EDUC	1,256	995	2,251	1,270	594	1,864	1,287	1,007	2,294	1,263	609	1,872
FRST	166	303	469	136	236	372	174	301	475	142	242	384
LAW	226	364	590	203	353	556	225	364	589	208	360	568
L&FS	329	713	1,042	276	544	820	352	712	1,064	298	538	836
MEDI	591	1,503	2,094	583	1,493	2,076	618	1,578	2,196	597	1,567	2,164
PHAR	181	461	642	141	394	535	177	465	642	147	399	546
SCIE	1,895	4,417	6,312	1,808	3,670	5,477	2,137	4,372	6,509	2,037	3,677	5,714
UNKN	1,157	467	1,624	379	91	462	1,339	463	1,802	415	97	513
<b>Total</b>	<b>11,406</b>	<b>21,524</b>	<b>32,930</b>	<b>9,143</b>	<b>16,279</b>	<b>25,413</b>	<b>12,375</b>	<b>21,762</b>	<b>34,137</b>	<b>9,813</b>	<b>16,727</b>	<b>26,543</b>

For 2009/10, UBC is forecasting undergraduate enrolment at 34,714 FTE, an increase of approximately 1,500 FTE or 4.5%. While undergraduate FTE's have increased considerably, UBC

has a shortfall of approximately 1,200 FTE towards our ministry target of 35,956 Undergraduate FTE. This shortfall is a result of aggressive targets allocated to our Okanagan campus where enrolment continues to grow at moderate levels.

*Table 3: Funded vs. forecasted domestic enrolment for 2009, UBC Vancouver and UBC Okanagan*

	Government Funded			Forecast 09/10			Forecast - Funded		
	UBCV	UBCO	Total	UBCV	UBCO	Total	UBCV	UBCO	Total
Domestic Undergraduate FTE (normal load)	29,078	6,878	35,956	29,837	4,877	34,714	759	(2,001)	(1,242)
Domestic Graduate FTE (annualized)	5,487	45	5,532	7,463	337	7,800	1,976	292	2,268
<b>Total</b>	<b>34,565</b>	<b>6,923</b>	<b>41,488</b>	<b>37,300</b>	<b>5,214</b>	<b>42,514</b>	<b>2,735</b>	<b>(1,709)</b>	<b>1,026</b>

UBC continues to exceed total funded levels with total enrolment at both campuses forecast to be approximately 1,000 FTE above ministry funded levels. UBC's unfunded graduate and undergraduate enrolment at the Vancouver campus continue to compensate for our undergraduate FTE shortfall at the Okanagan campus.

## B. Headcount Enrolment

UBC has enrolled a total of 52,917 students, graduate and undergraduate, at both campuses this fall.

With 46,789 students, enrolment at UBC Vancouver has grown 3.2% over the previous year.

*Table 4: Overall enrolment, domestic & ISI, UBC Vancouver, 2009*

		Female	Male	Total
<b>UNDERGRADUATE</b>	Full-time	13,601	11,733	25,334
	Part-Time	6,936	5,511	12,447
	<i>Total</i>	<i>20,537</i>	<i>17,244</i>	<i>37,781</i>
<b>GRADUATE</b>	Full-time	4,231	3,644	7,875
	Part-time	621	336	957
	Continuing	101	75	176
	<i>Total</i>	<i>4,953</i>	<i>4,055</i>	<i>9,008</i>
<b>GRAND TOTAL</b>		<b>25,490</b>	<b>21,299</b>	<b>46,789</b>

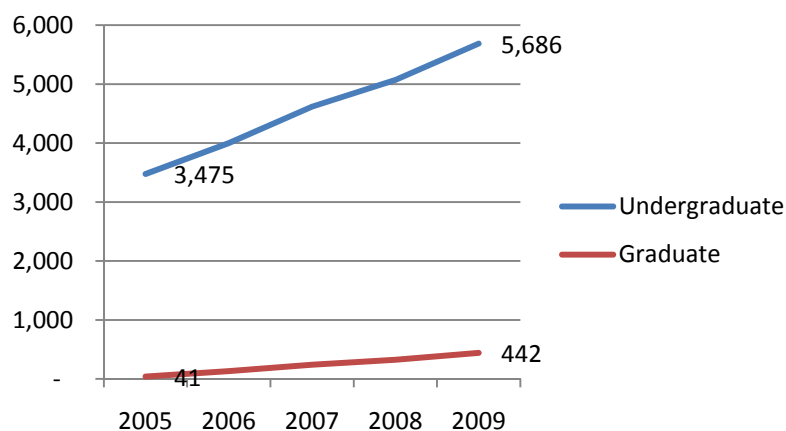
At UBC Okanagan, growth in new students, plus the continued flow-through of earlier increases in intake, has caused enrolment to continue to climb. As shown in Figure 1, with 6,128 students, enrolment at UBC

Okanagan has increased by 13.6% since 2008 and 74.3% since 2005, the first year of operation within the UBC system.

Table 5: Overall enrolment, domestic & ISI, UBC Okanagan, 2009

		Female	Male	Total
<b>UNDERGRADUATE</b>	Full-time	2,583	1,881	4,464
	Part-Time	740	482	1,222
	<i>Total</i>	3,323	2,363	5,686
<b>GRADUATE</b>	Full-time	183	137	320
	Part-time	63	35	98
	Continuing	20	4	24
	<i>Total</i>	266	176	442
<b>GRAND TOTAL</b>		<b>3,589</b>	<b>2,539</b>	<b>6,128</b>

Figure 1: Overall enrolment, domestic & ISI, UBC Okanagan, 2005 - 2009



### C. Gender Distribution

Female to male ratios have remained constant over the past few years at UBC Vancouver with females representing 55% of all registrants at both the graduate and undergraduate level. At UBC Okanagan, females represent 58% of all undergraduates and 66% of all graduate students. The higher proportion of female graduate students in the Okanagan is not surprising given the smaller program offerings at UBC-O in the faculties of Education, Health and Social Development and Creative and Critical Studies

Increasing the representation of females in traditionally male oriented programs such as Engineering, Science, and Medicine has been a priority for UBC. Data shows that prior to 2000, female participation in these programs increased, but since then, participation has leveled off and in fact has decreased. Since 2002, representation of females in Engineering has decreased from 32% to 23%. During the same time period, female representation in Medicine, Business and Law also decreased while Science has remained mostly constant. Conversely, Dentistry has increased female representation significantly at the



undergraduate level. Females continue to be over-represented in programs in Arts, Education and Land and Food Systems.

*Table 6: Proportion of students who are female at UBC Vancouver*

Faculty	Undergraduate		Graduate	
	2002	2009	2002	2009
Applied Science	32%	23%	38%	39%
Arts	65%	63%	65%	63%
Sauder School of Business	51%	46%	34%	37%
Dentistry	52%	74%	60%	54%
Education	67%	68%	72%	74%
Forestry	35%	41%	46%	42%
Land & Food Systems	76%	80%	71%	70%
Law	58%	50%	52%	47%
Medicine	57%	55%	58%	67%
Pharmaceutical Sciences	65%	59%	44%	60%
Science	53%	52%	36%	37%

## D. International Students

UBC embraces the internationalization of our campus and student body by not only recruiting international students to UBC but also promoting learning opportunities for our students in other countries. Diversity within the student body and learning opportunities abroad will promote intercultural understanding and enable our students to collaborate and communicate across communities and continents.

International students at UBC represent 142 countries across the globe. Some students undertake degree programs at UBC at both the graduate and undergraduate level while others undertake studies on exchange or as visiting students. Some are full, fee-paying students (ISI) while others may be refugees representing historically disadvantaged groups. In addition, UBC has initiated the International Student Humanitarian Award (ISHA) in order to attract exceptionally gifted undergraduate students who demonstrate leadership potential from severely impoverished or war-torn countries in order to enable them to achieve a post-secondary education. Irrespective of how they get to UBC, once here, our international students enhance the cultural and socio-economic diversity of UBC.

There are 6,804 international students registered at UBC-V and 367 registered at UBC-O representing 15% and 6% of the total student enrolment at each campus.

Students from the United States represent 20% of the international student body at UBC-V, followed by China, Korea and Japan.

*Table 7: UBC-V Degree and Non-Degree International students (Top 10 countries)*

Country of Citizenship	Undergraduate	Graduate	Total
United States	834	527	1,361
China	784	464	1,248
Korea	476	60	536
Japan	251	54	305
Iran	35	240	275
Mexico	168	84	252
India	100	144	244
United Kingdom	122	54	176
Hong Kong	138	19	157
Germany	83	65	148

At UBC Okanagan, 23% of the international student body is from China, followed by the United States, Korea and Iran.

*Table 8: UBC-O Degree and Non-Degree International students (Top 10 countries)*

Country of Citizenship	Undergraduate	Graduate	Total
China	70	14	84
United States	33	6	39
Korea	36	-	36
Iran	-	22	22
Bangladesh	2	10	12
Hong Kong	12	-	12
Japan	12	-	12
India	9	2	11
United Kingdom	9	1	10
Nigeria	8	-	8

Undergraduate and Graduate recruitment strategies at both campuses continue to be extremely successful with UBC Okanagan showing a 35% increase and UBC Vancouver an 11% increase in international student registrations. This increase comes at a time when competition for these students continues to grow both nationally and internationally with some universities experiencing a decline in international student yield rates.

In addition to recruiting international students, UBC has expanded international learning opportunities for students wishing to broaden their educational experience. Study abroad, service learning, research abroad and international co-op programs offer both undergraduate and graduate students experiential learning experiences that promote global awareness, meaningful engagement and cross-cultural understanding. UBC has approximately 150 formal exchange agreements signed with partner institutions in 40 countries across the globe. Students can also learn about global issues first-hand by working on community-based projects in Africa and Latin America. In addition, graduate students can complete research at most of UBC's 150 partner universities. In 2009, approximately 700 students are registered in a study abroad program with many others registered in international service learning and co-op programs.

## E. Aboriginal Students

One of the key objectives in the UBC Plan, “Place and Promise” is to expand educational opportunities for Aboriginal people. UBC has developed an Aboriginal Strategic Plan, which includes, among many other goals, initiatives regarding the recruitment and admission of aboriginal students.

Historically, university participation rates for Aboriginal Students have been low. In 2005/06, only 37% of Aboriginal secondary school graduates from B.C. high schools proceeded to some form of post-secondary education upon graduation. This compares to a participation rate of 52% for non-Aboriginal students. Of the 37%, only 9% registered at a university compared to 22% of the non-aboriginal participants.

In the fall of 2008, the Ministry of Advanced Education Student Transition Project produced data which merged undergraduate enrolment records to B.C. High School records. The data provides an approximation on Aboriginal student participation rates. According to the STP data, there were 722 Aboriginal students registered at UBC-V in 2008, representing 2% of the undergraduate student population. Aboriginal student participation at the graduate level is estimated at 0.4 % based on 2007 registration data.

In the fall of 2009, a survey was administered to New to UBC students at both campuses which achieved a response rate of 62%. Of the direct entrants surveyed, 2.6% self-identified as Aboriginal at UBC-O and 1.0% self-identified as Aboriginal at UBC-V.

## 3. Access and Demand

In 2009, demand for undergraduate programs at both UBC campuses, increased by 6%, continuing a trend for demand to UBC consistent with increases seen over the past few years. 19,362 applicants selected UBC Vancouver as their first choice, up 6% over the previous year while 3,024 applicants selected UBC Okanagan as their first choice, an increase of 5%. While applications from most applicant groups remained healthy, the majority of the increased demand came from international students (ISI), up 17% overall. Yield rates at both campuses also increased with 54% of admitted students choosing to register at UBC Vancouver and 59% at UBC Okanagan (based on registrations in first choice programs only; overall registration rates are higher).

*Table 9: New to UBC, undergraduate degree programs, domestic and international (first program choice only)*

	2008				2009				Change in Applicants
	Applicants	Admit	Regi.	Yield Rate	Applicants	Admit	Regi.	Yield Rate	
<b>Vancouver</b>	19,362	14,799	7,334	49.6%	20,582	14,878	8,054	54.1%	6.3%
<b>Okanagan</b>	3,024	2,384	1,356	56.9%	3,172	2,540	1,495	58.9%	4.9%
<b>UBC Total</b>	22,386	17,183	8,690	50.6%	23,754	17,418	9,549	54.8%	6.1%

Despite the decrease in the B.C. grade 12 graduation rate and the conversion of colleges into degree granting universities in B.C., demand from both B.C. secondary and post-secondary (college and

university transfer) students increased by 2% and 6% respectively. In addition, applicants from other provinces in Canada increased by 4% in total with the majority of the increase from post-secondary applicants (7%).

In terms of specific program demand, most of the large UBC Vancouver programs saw applicant demand increase between 6% - 8%, on par with the overall growth in applications. Science and Forestry saw particularly strong growth from international students and the Sauder School of Business experienced a very small increase in applicants (2%).

Similarly, some programs at UBC Okanagan also experienced strong demand. Engineering experienced a 6% increase in completed applicants, Science 9%, Nursing 15% and Arts 3%.

With the increase in admission applicants and an enrolment strategy to hold enrolment constant at the Vancouver campus, it should not be surprising that admission averages increased for most programs in Vancouver. In addition, changes to the provincial examination portion of most BC grade 12 courses was made optional by the Ministry of Advanced Education resulting in BC secondary school applicants presenting higher grades in 2009.

*Table 10: Direct-Entry Admission GPAs, UBC Vancouver, 2008 – 2009*

	2009		2008	
	Sept.	Mean	Sept.	Mean
Applied Biology / Agroecology	83%	87.8%	78%	85.3%
Arts	84% <sup>1</sup>	86.9%	82%	85.4%
Commerce	84% + BBA <sup>3</sup>	90.2%	84% + BBA <sup>3</sup>	89.5%
Dental Hygiene	67% + BBA <sup>3</sup>	85.5%	67% + BBA <sup>3</sup>	83.4%
Engineering	83%	87.9%	81%	86.5%
Food, Nut., & Health	83%	86.4%	80%	83.5%
Forest Sciences	78%	85.5%	78%	81.2%
Forestry	75%	77.6%	75%	77.0%
Human Kinetics	88%	87.8%	87%	86.4%
Midwifery	67% + BBA <sup>3</sup>	n/a	67% + BBA <sup>3</sup>	n/a
Music	67% + audition	82.5%	67% + audition	81.9%
Nat. Resource Cons.	78%	85.1%	78%	84.2%
Science	88% <sup>2</sup>	91.5%	88% <sup>2</sup>	90.1%
Wood Prod. Proc.	75%	82.5%	75%	78.3%

*Notes:*

- 1. Admissions GPAs noted for 1<sup>st</sup> choice BA / 2<sup>nd</sup> choice at 86%*
- 2. BSC applicants with an admission GPA between 84% and 87.9% are invited to submit broad based criteria for consideration in the admissions decision*
- 3. Broad-Based Admission Supplemental application required*

Conversely, admission averages remained constant for most programs at UBC Okanagan in order to increase enrolment and meet provincially funded targets.

Table 11: Direct-Entry Admission GPAs, UBC Okanagan, 2008 – 2009

	2009		2008	
	Sept.	Mean	Sept.	Mean
Arts	72%	80.3%	72%	79.0%
Engineering	75%	82.7%	75%	80.2%
Fine Arts	67% + portfolio	81.5%	67% + portfolio	80.4%
Health Studies	No intake		72%	77.3%
Human Kinetics	75%	83.1%	75%	81.3%
Management	73%	80.8%	73%	78.6%
Nursing	81%	85.8%	79%	83.3%
Pre-Pharmacy	73%	86.0%	73%	82.1%
Science	73%	83.6%	73%	81.7%

Demand from graduate applicants increased 18% overall. As mentioned earlier, one of the key strategic objectives of both the provincial government and UBC is to increase the number of graduate students, specifically students in doctoral stream programs. Applicants to doctoral programs increased by 22% but a smaller proportion of applicants were admitted. Combined with lower yield rates, enrolment in doctoral programs increased very slightly (13 more students).

Table 12: UBC Vancouver, Graduate Applicants, Admissions and Registrants

UBCV	2008				2009				Change in applicants
	Applicants	Admit	Regi.	Yield	Applicants	Admit	Regi.	Yield	
Masters	7599	3396	2158	64%	8925	3577	2345	66%	17%
Doctoral	2070	800	530	66%	2532	850	543	64%	22%
Total	9669	4196	2688	64%	11457	4427	2888	65%	18%

Applicants from international graduate students for Vancouver increased by 34% with 11% more new international graduate students registered at the Vancouver campus. It is possible that recent economic and political issues coupled with changes in the new Four Year Fellowships, along with rebranding efforts, and the social networking that Graduate Studies has engaged in (Twitter, Face book, YouTube) have all contributed to the increase of international graduate students.

Graduate student applicants at the UBC Okanagan campus increased by 41%. Registration of new graduate students also increased by 25% (from 143 students to 179 students) with growth primarily in the domestic student population.

#### 4. Strategies and Challenges for 2010 and beyond

2010 marks the first year in which enrolment planning is integrated with a new framework for budget allocations. Previously articulated ambiguity between enrolments and budget will disappear as budget decisions and enrolment decisions are conceptually linked through a transparent process. Inter-faculty dependency in enrolment management is obvious – Science students need Arts courses, etc. Now, the creation of a budgetary framework for enrolment management will greatly rationalize

the imperatives of collaboration. The framework includes mechanisms for both long term and short term linkages to enrolment (the “complement”, and course “fates”, respectively). The implications will have to be monitored carefully and adjustments to the framework will no doubt be necessary as we learn.

The relationship between the SEM and strategies articulated in the UBC Plan, “Place and Promise” will need to be closely aligned. As “High Impact Activities” become both more available and more essential, we will need to assess how these components of the student experience will impact traditional degree requirements?

Financial support is a key component of SEM, and the Planning Council is now considering radical reforms to financial assistance, based on the fundamental assumption that financial support can become a tool to shape students’ learning experiences. UBC’s successful experiments with study abroad grants to disabled and/or needy students can serve as a model for more academically shaping forms of student aid.

Growth in international demand continues to be higher than expected, but we now need to be more intentional about planning for international enrolment growth, particularly at the undergraduate level perhaps setting limits and more specific targets. Measures of students’ ability to succeed are an emerging issue as we admit students from a plethora of different educational systems around the world with different or changing curricula and varying grading practices.

Evidence that the admission GPA, tenuous at best, have become even more unreliable as predictors of success in recent years has increased the urgency for more refined and wider application of broad based admissions policies.

Our survey of new students (to be published separately) tells us that students are confused about registration. We need to address individual decision making about courses and programs, implications of course choice for future opportunities, the weighty and growing complexity of the degree requirements (not to mention occasional ambiguity), and other apprehensions brought to us through the survey.

Strategic Enrolment Management at both the graduate and undergraduate level will be required to identify the resources required to support student retention and achievement while ensuring the development of a strategic enrolment management plan that represents an integrated and systemically coordinated effort to connect mission, current state and the changing environment to long term enrolment and fiscal well being; and for engaging the campus community in identifying, prioritizing, implementing, evaluating and modifying enrolment management strategies and goals in order to realize the University’s mission.

*UBC Enrolment Services is committed to keeping the campus community informed throughout the 2010 enrolment cycle through a monthly enrolment report. To be added to the mailing list, please contact Andrew Arida, Associate Director, Enrolment at 604-822-2890 or by email at [andrew.arida@ubc.ca](mailto:andrew.arida@ubc.ca)*

# THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



## OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

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**27 January 2010**

**To: Okanagan Senate**

**From: Mr. James Ridge, Associate Vice-President, Enrolment Services  
and Registrar**

**Subject: 2010/2011 Academic Year, Draft Term Dates to 2016/2017  
(information)**

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### **2010/2011 Academic Year**

The draft academic year for 2010/2011 is available for your review at:  
<http://okanagan.students.ubc.ca/calendar/proof/edit/academicyear.cfm?go=2010&action=draft>.

These draft dates were circulated widely throughout the campus in November and December 2009. All academic units that list program-specific dates have been consulted.

Key dates for 2010/2011 Winter Session:

#### Term 1

Tuesday, September 7, 2010	Term 1 begins.
Friday, November 12, 2010	Midterm Break
Friday, December 3, 2010	Last day of Term 1 classes for most Faculties
Tuesday, December 7, 2010	First day of exams Term 1
Tuesday, December 21, 2010	Last day of exams Term 1
Number of Teaching Days	60

#### Term 2

Tuesday, January 4, 2011	Term 2 begins.
February 14-18, 2011	Midterm Break
Thursday, April 7, 2011	Last day of Term 2 classes for most Faculties
Tuesday, April 12, 2011	First day of exams Term 2
Thursday, April 28, 2011	Last day of exams Term 2
Number of Teaching Days	63

**Draft Term Dates**

Enclosed please find for your information the draft term dates to 2016/2017. These draft dates follow the *Senate Policy and Current Practice on Term and Examination Scheduling* found on the Senate website:

<http://www.senate.ubc.ca/okanagan/policies.cfm?ID=8>.

Questions or comments may be directed to [nathalie.hager@ubc.ca](mailto:nathalie.hager@ubc.ca) or 250-807-9259.



**UBC Senate  
Okanagan Senate  
Term dates**

Updated January, 2010

Term 1	2009	2010	2011	2012*	2013*	2014*	2015	2016
<b>Start</b>	Tu. Sept. 8	Tu. Sept. 7	Tu. Sept. 6	Tu. Sept. 4	Tu. Sept. 3	Tu. Sept. 2	Tu. Sept. 8	Tu. Sept. 6
<b>Midterm Break</b>	Th. Nov. 12	Fr. Nov. 12	Th. Nov. 10	Tu. Nov. 13	Tu. Nov. 12	Mo. Nov. 10	Th. Nov. 12	Th. Nov. 10
<b>Finish</b>	Fr. Dec. 4	Fr. Dec. 3	Fr. Dec. 2	Fr. Nov. 30	Fr. Nov. 29	We. Dec. 3	Fr. Dec. 4	Fr. Dec. 2
<b>Teaching Days</b>	60	60	60	60	60	63	60	60
<b>Exams Start</b>	Tu. Dec. 8	Tu. Dec. 7	Tu. Dec. 6	We. Dec. 5	We. Dec. 4	Mo. Dec. 8	Tu. Dec. 8	We. Dec. 7
<b>Exams Finish</b>	Tu. Dec. 22	Tu. Dec. 21	Tu. Dec. 20	We. Dec. 19	We. Dec. 18	Mo. Dec. 22	Tu. Dec. 22	We. Dec. 21

Term 2	2010	2011	2012	2013	2014	2015	2016	2017
<b>Start</b>	Mo. Jan. 4	Tu. Jan. 4	Mo. Jan. 9	Mo. Jan. 7	Mo. Jan. 6	Mo. Jan. 5	Mo. Jan. 4	Tu. Jan. 3
<b>Midterm Break</b>	Feb. 15–19	Feb. 14–18	Feb. 20–24	Feb. 18–22	Feb. 17–21	Feb. 16–20	Feb. 15–19	Feb. 20–24
<b>Finish</b>	Fr. Apr. 9	Th. Apr. 7	Th. Apr. 12	Fr. Apr. 12	We. Apr. 9	Fr. Apr. 10	Fr. Apr. 8	Fr. Apr. 7
<b>Teaching Days</b>	63	63	62	63	63	63	63	63
<b>Exams Start</b>	We. Apr. 14	Tu. Apr. 12	Mo. Apr. 16	Tu. Apr. 16	Mo. Apr. 14	We. Apr. 15	We. Apr. 13	Tu. Apr. 11
<b>Exams Finish</b>	We. Apr. 28	Th. Apr. 28	Mo. Apr. 30	Tu. Apr. 30	We. Apr. 30	We. Apr. 29	We. Apr. 27	Th. Apr. 27

Note: These are **draft term and examination dates** and are subject to change. Each Academic Year is finalized by the January preceding the September 1 start date. If you have questions, please contact the Okanagan Senate Secretariat, Nathalie Hager at [nathalie.hager@ubc.ca](mailto:nathalie.hager@ubc.ca).

In the calculation of teaching days, full-day orientations approved by Senate, statutory holidays, and exam periods are not counted.

\*Years marked with an asterisk have three Monday statutory holidays (or days in lieu of statutory holidays falling on weekends) in Term 1.


**UBC Okanagan 2009W Enrolment (Headcount)**
**UNDERGRADUATE**

Faculty	Degree Program	Yr Level	Total	
APSO	BASC-O	1	156	
		2	125	
		3	138	
		4	63	
APSO Total			482	
ARSC	Non-Degree	0	1	
		1	1	
		2	2	
		3	9	
		5	1	
	BA-O	1	632	
		2	460	
		3	428	
		4	336	
	BSC-O	1	418	
		2	261	
		3	244	
		4	243	
	PHAR-O	1	37	
	ARSC Total			3,073
	EDUO	BEDE-O	4	60
5			62	
BEDS-O		4	2	
		5	92	
EDUO Total			216	
FCCS	Non-Degree	3	1	
		4	1	
	BFA-O	1	49	
		2	52	
		3	34	
		4	35	
	BA-O	2	15	
		3	72	
4		100		
FCCS Total			359	
HSD	BAHS-O	1	5	
		2	9	
		3	12	
		4	3	
	BHK-O	1	135	
		2	75	
		3	51	
		4	1	
	BSN-O	1	114	
		2	116	
		3	103	
		4	104	
	BSW-O	3	48	
		4	38	
	HSD Total			814
	MGMT	Non-Degree	3	1
BMGT-O		1	155	
		2	140	
		3	158	
		4	154	
MGMT Total			608	
UNKN	Non-Degree	0	66	
		3	1	
		5	67	
UNKN Total			134	
Grand Total			5,686	

**GRADUATE**

Faculty	Degree Program	Total
APSC	MASC-O	33
APSC Total		33
ARSC	MA-O	62
	MSC-O	57
	PHD-O	96
ARSC Total		215
EDUO	MED-O	95
EDUO Total		95
FCCS	MFA-O	14
FCCS Total		14
HSD	MSN-O	27
	MSW-O	58
HSD Total		85
Grand Total		442

**Note:**

Includes both domestic and international students.

"Non-Degree" students include Unclassified, Access Studies, Exchange, and Visitors.