

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

Okanagan campus
University Centre · UNC 322
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Kelowna, BC · V1V 1V7
Tel: (250) 807-9619 · Fax: (250) 807-8007
www.senate.ubc.ca

THE OKANAGAN SENATE

AGENDA

Wednesday January 26, 2011

3:30 pm to 5:30 pm

ART 386 | UBC OKANAGAN CAMPUS

1. **Senate Membership – Mr. James Ridge**
 - a. Declaration of Vacancy (information)
One student representative to replace Mr. Brendan Paton as Representative of the Students At-large
 - b. Election for Joint Faculties Senators – Dr. Andre Phillion and Dr. Rehan Sadiq (approval) (paper ballot election at start of meeting)
2. **Minutes of the Previous Meeting, December 16, 2010** (approval)
(circulated – Item 2) – **Dr. Doug Owram**
3. **Business Arising from the Minutes – Dr. Doug Owram**
4. **Deputy Vice-Chancellor’s Remarks – Dr. Doug Owram**
5. **Agenda Committee – Ms. Emily Landry**
 - a. Revisions to the *Rules and Procedures of the Okanagan Senate* (approval) (circulated – Item 5a)
 - b. 2011-2012 Okanagan Senate Meeting Schedule (approval)
(circulated – Item 5b)

6. Joint Report of the Admissions and Awards Committee and the Curriculum Committee - Dean Marvin Krank

Psychology Graduate Program Changes (approval) (circulated - Item 6)

7. Curriculum Committee - Dean Marvin Krank

Curriculum proposals from the Faculties of Arts and Sciences, Education, and Management (approval) (circulated - Item 7)

8. Submission of Consolidated Financial Statements for 2009/2010 (information) (circulated - Item 8) - Dr. Doug Owram

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

a. UBC Annual Report on Enrolment: Okanagan Campus, 2010/2011 (information) (circulated - Item 9a)

b. 2011/2012 Academic Year, Draft Term Dates to 2016/2017 (information) (circulated - Item 9b)

10. Other Business

**Regrets: Nathalie Hager (250) 807-9169 or email nathalie.hager@ubc.ca
UBC Senates and Council of Senates website www.senate.ubc.ca**

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THE OKANAGAN SENATE

MINUTES - DRAFT

Wednesday December 16, 2010

3:30 pm to 5:30 pm

ART 386 | UBC OKANAGAN CAMPUS

Attendance

Present: Dr. D. Owram (Vice-Chair), Mr. J. Ridge (Secretary), Dr. P. Arthur, Dean L. Bosetti, Ms. M. Burton, Dr. J. Castricano, Dr. J. Cheng, Dr. J. Cioe, Dean M. Courtney, Dr. F. de Scally, Dr. M. Duran-Cogan, Dr. C. Hodge, Dr. J. Holzman, Dr. J. Johnson, Dr. D. Keyes, Dean M. Krank, Ms. E. Landry, Ms. S. Larose, Dr. S. McCoubrey, Dr. B. Mack, Dean C. Mathieson, Dr. B. Nilson, Dr. G. Pandher, Ms. L. Patterson, Acting Dean K. Phillips, Dr. M. Rheault, Ms. L. Super, Ms. A. Weiss, Ms. M. Woodward Dr. S. Yannacopoulos, Ms. G. Zilm

Guests: Ms. L. Collins, Mr. C. Eaton, Ms. N. Hager, Mr. F. Vogt

By Video-conference: Ms. S. Morgan-Silvester (Chancellor), Prof. S. J. Toope (President and Vice-Chancellor)

Regrets: Dr. A. Abd-El-Aziz (Provost and Vice-Principal), Dean T. Aboulnasr, Dr. P. Balcaen, Mr. N. Cadger, Ms. L. Driscoll, Dr. G. Jones, Mr. S. Joseph, Dr. B. Lalonde, Ms. M. Laviolette, Dean D. Muzyka, Dr. H. Najjaran, Mr. C. Norman, Dr. B. O'Connor, Mr. B. Paton, Dr. B. Schulz-Cruz, Mr. D. Vineberg, Mr. C. Wain

Recording Secretary: Ms. K. Ross

Call to Order

Vice-Chair Dr. Owram called to order the fourth regular meeting of the Senate for the 2010/2011 academic year. The assembly agreed by general consent to suspend the *Rules and Procedures of Senate* to allow the use of cameras by representatives of the student newspaper, The Phoenix.

Approval of the Agenda

The agenda was approved by unanimous consent.

Senate Membership

Declaration of Vacancy

The Secretary declared a vacancy for one (1) convocation representative to replace Ms. Lesley Driscoll. The assembly recognized Mr. Eaton who advised that a call for nominations for two (2) convocation Senators for the full term of 2011 to 2014 would occur by the second week of March 2011 and that this would be independent of Ms Driscoll's replacement.

Minutes of the Previous Meeting, November 24, 2010

Moved: Dr. Cioe
Seconded: Dr. McCoubrey

That the minutes of the Okanagan Senate meeting of November 24, 2010 be approved as presented.

The motion was put and carried.

Business Arising from the Minutes

VGRS 599: Visiting Graduate Research Students

The Registrar responded to an inquiry from Dr. Cioe related to fees associated with the zero (0) credit graduate course VGRS 599: Visiting Graduate Research Students by stating that the Vancouver Senate Academic Policy Committee had been working on a draft policy related to this item. He proposed connecting the chairs of each campus's Academic Policy Committees for further discussion.

President's Remarks

Place and Promise

The President recalled his November 25, 2010 letter to the UBC community addressing the UBC Executive Group's priorities from *Place and Promise: The UBC*

Plan (see <http://strategicplan.ubc.ca>). He reported that many initiatives were currently underway and enumerated several “transformative opportunities” that would require support and attention over the coming years:

Student Learning and Engagement

In the area of student learning, *Place and Promise* set a bold goal of ensuring that every one of our 44,500 undergraduate students would have access to at least two enriched learning experiences. This year the Executive commits to:

- Creating, facilitating and funding enriched student experiences (research opportunities, Go Global, community service learning, co-ops, etc.)
- Improving the learning environment of all students, with a focus on first-year, direct-entry students
- Expanding housing opportunities
- Better supporting international students, and
- Increasing informal learning spaces

International

We will launch our Place and Promise International Strategy in the early new year. In it we commit to:

- Clearly establishing UBC as the University for Asia, and especially for China and India
- Leading Canadian universities in key international initiatives, including community service learning, alumni networks and research collaboration

UBC as a Living Laboratory

Our final area of focus is the Living Laboratory initiative. This initiative, launched last year, integrates research, teaching and operational management of the campus to develop ideas, technologies and partnerships for sustainability. In particular this year, the Executive commits to:

- Sharing all that UBC learns in researching, testing and implementing initiatives in social, economic and environmental sustainability

- Further improving the effectiveness of our sustainability efforts by promoting interdisciplinary collaboration and sharing resources

The Executive had also identified the following three “foundational initiatives” to be solidly launched (and some completed) within the current academic year:

UBC in its Region and Province

- Completing the land use planning consultations, and achieving ministerial approval for an amended plan
- Determining UBC's relationship to the provincial Government Reporting Entity (GRE)
- Diversifying Revenue and Campaign Launch
- Increasing research funding (government, foundations and international)
- Launching the UBC alumni engagement and fundraising campaign, the most ambitious in Canadian history

Communications

- Telling our story to our constituencies, internally and externally; profiling the human faces of UBC
- Enhancing advocacy and inviting external validators to support the mission of the university

Discussion

In response to an inquiry from Dr. Cioe, the President noted that action plans for the first-year experience would vary for each UBC campus; he deferred the discussion for the Okanagan campus to the Deputy Vice-Chancellor who noted that this item would be discussed further at an upcoming Senate meeting.

Visits to India, Asia

The President reported that in November 2010, the Association of Universities and Colleges of Canada (AUCC) had organized a seven-day visit to New Delhi by a delegation of 15 university presidents. The purpose of the visit was to enhance the academic and research relationship between Canada and India and to establish linkages with key partners. The President stated that this large

delegation had generated significant interest and media coverage, and he shared his excitement over the announcement that scholarships from eight (8) Indian universities would soon be available to UBC students at both campuses through several partnerships developed around student learning.

The President also reported that his recent visit to Tokyo, Beijing, Shanghai, and Hong Kong had been very successful. He noted a remarkable level of enthusiasm and “inter-generational camaraderie” at alumni events held throughout the region. The President noted that he had also met with key academic partners to identify future areas of collaboration, and was delighted to announce more than \$17 million in gifts to UBC.

Deputy Vice-Chancellor’s Remarks

Capital Campaign

Dr. Ooram reported with enthusiasm that the capital campaign had exceeded expectations and that half of the \$100 million goal had already been raised for the Okanagan campus.

Relationship with India

Adding to the President’s earlier comments, Dr. Ooram stated that the Okanagan campus would need to further strengthen its ties with India. He noted that despite a large Indian community in the Okanagan Valley only a small number of Indian students chose UBC’s Okanagan campus.

Budget

Dr. Ooram commented on the success of the new approach to budget management and described the process as transparent and efficient, and this, coupled with growing student enrolment in both domestic and international markets, had allowed for the campus’ top priorities to be funded. The Registrar confirmed that early enrolment figures indicated growth in most faculties and noted that Senate would receive the 2010-2011 UBC Annual Report on Enrolment for the Okanagan campus in January 2011.

In response to a comment from Dr. Cioe, Dr. Ooram agreed that balancing the allocation of physical space with rising enrolment would be a crucial task over the next few years. To mitigate the high demand of this key university resource, academic space would be assigned according to student numbers with a likely increase in use of evening scheduling to accommodate lectures and laboratories.

Deans, and Provost and Vice-Principal Selection Committees

Dr. Owram reported that the representation for the various search committees was nearly complete. The assembly recognized Mr. Eaton who noted that two calls for student representatives on the Dean of Creative and Critical Studies Search Committee had been circulated without any response; a third call would be circulated in the spring.

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 22 September 2010

Curriculum proposal from the Faculty of Arts and Sciences.

New Award.

Establishment of the Institute for Species at Risk and Habitat Studies (SARAHS).

Joint Report of the Admissions and Awards Committee and the Curriculum Committee

Admissions and Awards Committee Chair Dr. Sharon McCoubrey presented the joint report.

Affiliation between the University and Okanagan College for a Block Transfer and Admissions Agreement for the Bachelor of Science in Nursing

Moved: Dr. McCoubrey

Seconded: Dr. Cioe

That Senate endorse and recommend the modification to the affiliation between the University and Okanagan College (as set out in the document entitled "Block Transfer and Admission Agreement" attached) to the Council of Senates for approval;

and

That, contingent upon the Council of Senates and Board of Governors approving the modification to the affiliation referenced above, the Senate approve the changes to Calendar entries for the School of Nursing, and the Bachelor of Science in Nursing program, as brought forward by the Faculty of Health and Social Development as set out in the attached proposal.

The following is an excerpt from the joint report:

The Curriculum Committee and the Admission and Awards Committee have reviewed the attached proposal for block transfer and admission for Okanagan College (OC) Nursing students to the University. This proposal meets the definition for an affiliation between UBC and OC under Council of Senate's Policy C-2: *Affiliations with Other Institutions of Learning*.

As proposed, beginning in September 2011, Okanagan College will offer, in partnership with the University of British Columbia's Okanagan campus, years one and two of the Okanagan campus' Bachelor of Science in Nursing program based on the curriculum of the Collaboration of Academic Education in Nursing (CAEN). Graduates will receive a Bachelor of Science in Nursing from the University.

The affiliation agreement as proposed has been reviewed by the Office of the University Council.

Because this proposal is atypical to the general affiliation agreements specified in the policy that may be addressed by each campus, it must be approved by the Council of Senates.

Discussion

In response to a question from Dr. Holzman, Dean Courtney noted that the Memorandum of Understanding included in its conditions that Okanagan College followed the Collaboration for Academic Education in Nursing (CAEN) curriculum and the requirements of the College of Registered Nurses of British Columbia (CRNBC) for years one and two of the Bachelor of Science in Nursing (B.S.N.) program and all enrolled students would be required to be members of the CRNBC. She confirmed that the identical CAEN curriculum would be offered in years one and two at both Okanagan College and at UBC's Okanagan campus.

In response to a question from Dr. Pandher, Dean Courtney stated that a maximum of 24 Okanagan College students would be admitted to the UBC's Okanagan campus in 2011 and another 24 in 2012. She added that should a student elect not to continue in the program and transfer to UBC's Okanagan campus in their third year, common admission requirements and fees permitted certain flexibility for students transferring between institutions offering the CAEN curriculum.

Dean Courtney noted that a working group would be established to ensure that the required biology courses would match up exactly between UBC's Okanagan campus and other partnering institutions.

Dr. Cioe asked several questions around faculty recruitment to support the increase in student enrolment. Dean Courtney indicated that the Ministry of Health Services would fund additional clinical instructors and these new faculty

positions could conceivably match and then replace anticipated retirements over the coming years.

Dr. de Scally inquired why the Block Transfer and Admission Agreement stipulated that Okanagan College establish tuition fees at an amount equal to or greater than those at UBC's Okanagan campus. Dean Courtney explained that equal tuition rates guaranteed a level playing field.

In response to an inquiry from Dr. Johnson, Dean Courtney explained that Okanagan College currently offered a Licensed Practical Nurse (L.P.N.) program and, in accordance with the proposed agreement, would also offer years one and two of the B.S.N. program with students transferring to the University in their third year. Dr. Owram added that Okanagan College had agreed to offer the first two years of the B.S.N. program rather than propose a full degree program. Dr. Johnson questioned whether 'block transfer' was the most accurate term for such an agreement.

Dr. Mack referenced the Agreement and suggested that under 'Requirements for Student Eligibility' an additional minimum academic requirement be added to address student evaluation after the second year. Dean Courtney noted that students would be evaluated throughout their courses and would be removed from the program if they failed to meet the stated requirements.

The motion was put and carried.

Curriculum Committee

Committee Chair Dean Marvin Krank presented the report.

See also, 'Appendix A: Curriculum Summary.'

VISA 371, EDUC 531

Moved: Dean Krank

Seconded: Acting Dean Phillips

That Senate approve the new courses brought forward by the Faculties of Creative and Critical Studies, and Education as set out in the attached proposals.

The motion was put and carried.

HIST 497

Moved: Dean Krank

Seconded: Dr. de Scally

That Senate approve the new course brought forward by the Faculty of Arts and Sciences as set out in the attached proposal.

Discussion on HIST 497

Dean Krank noted that the Curriculum Committee had discussed at length the incongruence between the course's credit value of 3 and vectors of [3-3-0] and cited the academic Calendar's policy that "1 credit represents one hour of instruction or two to three hours of laboratory work per week.... A credit is approximately one semester hour." He noted that the course had been approved by the Committee by a marginal vote. Curriculum Committee member Dr. Cheng noted that he had voted against the course for two reasons: first, that the workload was not comparable to other three-credit courses; and second, that many other courses complied with policy while this one did not. Drs. Yannacopoulos and Najjaran concurred with Dr. Cheng's rationales.

The assembly recognized Mr. Eaton who noted that the former University Senate had approved the policy on credit values in the mid 1960s, that this was adjusted in 1991 to reflect a shift from units to credits, and that the policy carried over to both campuses in 2005.

Dr. Cioe argued against assigning a course's credit value based solely on contact hours and reminded Senate of the associated increase in tuition fees. He noted that the standard 120-credit degree would increase in cost and while it would generate additional income for the University, it would place an unnecessary and unfair burden on students. Dean Courtney extrapolated, and argued that if Senate approved courses with five contact hours per week with students enrolling in five courses per term, the contact hours would total 30 hours of class time per week. Dr. Cioe agreed with Dr. Johnson's comments that each course within each discipline should be considered on its merits rather than be inflexibly bound to policy.

The assembly discussed varying approaches to this issue, including matching exactly contact hours with credits; considering carefully such factors as discipline and academic rigour of contact hour instruction in setting credit value; and seeking overall balance within a degree by decreasing credits in one course to allow an increase in another.

Dean Krank noted that there were many examples of courses across various faculties on the Okanagan campus with vectors of [3-3-0], and stressed that the philosophy, and not any one particular course, was at issue. He suggested that the vector policy discussion be referred to the Curriculum Committee for further discussion.

The matter of vector correlation with credit values was referred to the Senate Curriculum Committee for review by general consent.

The assembly discussed the academic nature of the course noting that the proposed title, *Digital Media and History*, lacked clarity. Dr. Nilson noted that the

course was historiographical and would include film study and elements of making historical documentaries; history would be portrayed by video, and there would also be a display of video history. Dr. Keyes added that the course was in the field of digital humanities but would include practical skills training in the use of digital equipment and software resulting in the creation of a documentary film. Dr. Castricano echoed the concerns of other Senators and suggested a title change for the course noting the lack of clarity between applicability and methodology.

Dean Bosetti summarized the issues that had been discussed and noted that the key issue of clarity remained for students who will be unaware of the purpose of the course and the workload expected.

The motion to approve HIST 497 was approved with six opposed.

IGS 630

By general consent, Dean Krank read aloud an amended version of the Calendar description for this proposed course, as follows:

IGS 630 (0) Teaching in Higher Education
Prepares doctoral students for teaching undergraduate courses within a discipline. Enrolment is only by application to Graduate Studies. See the IGS website for the selection process and criteria for enrolment. Pass/Fail

Moved: Dean Krank

Seconded: Dr. Cioe

That Senate approve the new course brought forward by the College of Graduate Studies.

Discussion on IGS 630

Dean Krank deferred to Drs. Arthur and Keyes for a description of the course proposal.

Dr. Arthur spoke to the course's format and curriculum. Offered as a two-term course, term 1 would consist of instructional design preparing students for term 2 in which students, under the mentorship of a faculty member, would enter into an authentic teaching situation.

Dr. Duran-Cogan raised certain objections to the principles of the course. She noted that during the course of her own Ph.D. she was offered several opportunities to teach within her faculty, and expressed her view that it was the obligation of faculty and the University to provide such opportunities, including ongoing support and training, for Ph.D. students.

Dr. McCoubrey spoke in favour of the course, noting that it provided a unique learning situation through the mentorship and support a faculty member. Ms. Patterson supported the proposal as an invaluable experience at a higher standard. Dr. Cioe also supported the proposal noting that it stood as a model for other faculties. He described the course's uniqueness in that it enabled students to learn about teaching in a more formal way than trial and error, and added some words of caution around mentors who did not enjoy teaching, and the risks around the financial exploitation of Ph.D. students. Dr. Rheault supported many aspects of the proposal but likened the course to a teaching assistantship; he noted that undergraduate students expected professional teaching instruction from professors, not Ph.D. students.

The assembly deliberated the drawbacks of having the course housed by the IGS program and therefore directed to IGS students. Dr. Johnson supported the full and ongoing training and mentoring for all Ph.D. students but sought clarification around the process for selecting both students and their attendant mentors. Dr. Keyes explained the application process noting that Interdisciplinary Graduate Studies (IGS) student applicants and other graduate student applicants would be evaluated by a committee of the IGS Council which would include the Director of the Centre for Teaching and Learning. Dr. Keyes noted that IGS students in particular would benefit from the experience due to the wide, interdisciplinary nature of their studies.

Dr. Cioe supported future expansion pending the availability of resources, but noted that at any time faculty could provide mentoring opportunities. Dr. Arthur indicated that this proposal had been approved by the Curriculum Committee as a two-year pilot, which was an expansion from what was already offered through the Centre for Teaching and Learning. Dean Krank noted that it was not financially feasible to offer this opportunity to all Ph.D. students.

Dr. Keyes elaborated on the course's application criteria at Ms. Patterson's request. He noted that the course was available to all doctoral candidates but preference would be given to students who 1) had demonstrated an interest and desire in the scholarship of teaching; 2) had limited opportunities to teach at the undergraduate level; 3) had normally achieved post-candidacy; and 4) were enrolled in the IGS program (all other things being equal, preference would be given to IGS students).

The amended motion was put and carried.

Nominating Committee

Committee Chair Dr. Duran-Cogan presented the report.

President's Advisory Committee for the Selection of a New Associate Vice-President Academic & Research (Provost, Okanagan)

Moved: Dr. Duran-Cogan

Seconded: Dr. Cioe

That Peter Arthur, Jan Cioe, Daniel Keyes, and Gurupdesch Pandher be elected as Senators on to the President's Advisory Committee for the Selection of a New Associate Vice-President Academic & Research (Provost, Okanagan).

Dr. Duran-Cogan noted the key criteria that guided the Committee's deliberations and recommendations:

- 1) Disciplinary Balance – elected Senators from different faculties were selected to ensure that breadth of academic endeavours were represented;
- 2) A Focus on Faculty Members – noting that two seats on the President's Advisory Committee were reserved for undergraduate and graduate students, and the President appointed three persons (whom the Committee expected to be administrators), the Committee focused its recommendations on faculty members to ensure that the faculty voice was heard; and
- 3) Experience – preference was given to long-standing Senators and those with past search committee experience.

Discussion

The President clarified that in the past he had not frequently appointed deans to similar search committees but had in fact appointed students, alumni, and faculty.

The motion was approved with three abstentions.

Adjournment

There being no further business the meeting was adjourned. The following regular meeting of the Senate was scheduled for Wednesday January 26, 2011 at 3:30 pm to 5:30 pm in ART 386.

Appendix A: Curriculum Summary

From the Faculty of Arts and Sciences

1. The following new course:
 - a. HIST 497 (3) Digital Media and History

From the Faculty of Creative and Critical Studies

2. The following new course:
 - a. VISA 371 (3) Digital Documentary Production

From the Faculty of Education

3. The following new course:
 - a. EDUC 531 (3) Educational Governance

From the Faculty of Health and Social Development

4. The following new course:
 - a. IGS 630 (0) Teaching in Higher Education

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January 26, 2011

To: Okanagan Senate

From: Agenda Committee

**Subject: Revisions to the *Rules and Procedures of the Okanagan Senate*
(approval)**

Two changes are being proposed by the Agenda Committee: 1) Part 4, Section 15: to adjust the pattern of regular Senate meetings to better reflect current practice; 2) Part 5, Section 37: to include in the *Rules* an annual reporting requirement for those Senate committees with delegated authority.

Note: text to be added is in **bold**; text to be removed is ~~struck through~~.

- 1) Part 4 – “Meetings of the Senate”, Section 15 “Regular Meetings”
 - a. The Senate shall schedule nine regular meetings each academic year, normally on either the ~~first~~ **third** or the ~~second~~ **fourth** Wednesday of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.

[...]

- 2) Part 5 – “Committees”, Section 37: addition of the following bullet under “Committee Reports”
 - a. **Only those committees that have received delegated powers, as noted in Section 27, are required to present a report to Senate on their decisions. Otherwise, standing committees are not expected to report annually or periodically unless they have something to report.**

[...]

And attendant revisions to Part 5 – “Committees”, Section 27:

27. The Senate may at any time by motion carried with a two-thirds majority, delegate to one or more committees those of its powers as it may determine **by virtue of listing those delegations and any accompanying restrictions below:**
- a. **Admissions Committee (to hear final appeals on applications for admission and re-admission to programs);**
 - b. **Appeals of Standing and Discipline Committee (to hear final appeals on matters of academic standing and discipline);**
 - c. **Curriculum Committee (to approve changes to existing courses or programs, that, in the view of the committee are minor or editorial in nature).**

For the Committee,
Ms. Emily Landry
Chair, Agenda Committee

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January 26, 2011

To: Okanagan Senate
From: Agenda Committee
Subject: 2011-2012 Okanagan Senate Meeting Dates (approval)

The 2011-2012 Okanagan Senate meeting dates are proposed as follows:

From 3:30 pm to 5:30 pm in a location to be determined:

Wednesday September 21, 2011
Wednesday October 26, 2011
Wednesday November 23, 2011
Thursday December 15, 2011
Wednesday January 25, 2012
Wednesday February 22, 2012
Wednesday March 21, 2012
Wednesday April 25, 2012
Thursday May 17, 2012

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

“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 Senate approve the 2011-2012 Okanagan Senate meeting dates as proposed above.

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January 26, 2011

To: Okanagan Senate

From: Admissions and Awards Committee and Curriculum Committee

Subject: Psychology Graduate Program Changes (approval)

The Admissions and Awards Committee and the Curriculum Committee have reviewed the material presented by the Faculty of Arts and Sciences for changes to the Psychology graduate program to differentiate clinical and experimental-focused students. The attached proposal is deemed ready for approval.

As such, the following is recommended to Senate:

Motion: That Senate approve the changes to the M.A. and Ph.D. in Psychology as brought forward by the Faculty of Arts and Sciences as set out in the attached proposal.

For the Committees,
Dr. Sharon McCoubrey, Chair, Admissions and Awards Committee
Dean Marvin Krank, Chair, Curriculum Committee



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

Category: 1

<p>Faculty: Arts & Sciences Unit: Psychology/Unit 4 Faculty Approval Date: September 20, 2010 Effective Session: 2011W</p>	<p>Date: June 23, 2010 Contact Person: Dr. Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Psychology > Program Overview</p> <p>Program Overview</p> <p>[14246]</p> <p><i>Degrees offered: M.A., Ph.D.</i></p> <p>[14226] The graduate program in Psychology provides exposure to ongoing research projects in a variety of areas of specialization <u>including abnormal psychology, clinical psychology, cognitive psychology, creativity, cultural evolution, forensic psychology, happiness and well-being, health psychology, personality psychology, and social psychology.</u> The Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) are awarded only to those students who acquire a detailed knowledge of the current research findings in their area of specialization, a knowledge of the concepts and issues in other selected areas of psychology, and experience in the conduct of original research of high quality.</p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1226</p> <p>Present Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Psychology > Program Overview</p> <p>Program Overview</p> <p>[14246]</p> <p><i>Degrees offered: M.A., Ph.D.</i></p> <p>[14226] The graduate program in Psychology provides exposure to ongoing research projects in a variety of areas of specialization. The Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) are awarded only to those students who acquire a detailed knowledge of the current research findings in their area of specialization, a knowledge of the concepts and issues in other selected areas of psychology, and experience in the conduct of original research of high quality.</p>



Proposed Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [College of Graduate Studies](#) > [Psychology](#) > Master of Arts (M.A.)

Master of Arts (M.A.)

[14237] Admission Requirements

[14238] The M.A. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students.

[14239] Entering students will normally have an honours degree (or an undergraduate degree and equivalent research experience) in Psychology or a related area. This must include coursework in statistics and research methodology. Students must submit their graduate record exam (GRE) scores; the general GRE scores are required and the subject specialty scores are recommended.

[14241] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14240]

- TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version); or
- IELTS (International English

Draft Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1228>

Present Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [College of Graduate Studies](#) > [Psychology](#) > Master of Arts (M.A.)

Master of Arts (M.A.)

[14237] Admission Requirements

[14238] The M.A. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students.

[14239] Entering students will normally have an honours degree (or an undergraduate degree and equivalent research experience) in Psychology or a related area. This must include coursework in statistics and research methodology. Students must submit their graduate record exam (GRE) scores; the general GRE scores are required and the subject specialty scores are recommended.

[14241] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14240]

- TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version), ~~250 (computer version)~~, or 100 (Internet version); or



<p>Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or</p> <ul style="list-style-type: none"> • MELAB score of at least 84. <p>[14242] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p><u>Admission to the M.A. in Psychology program for clinical students is restricted to those who intend to continue on to the Ph.D. and who have an overall average of at least 80% in their last 60 credits.</u></p> <p>[14243] Program Requirements</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14245]</p> <ul style="list-style-type: none"> • a 12-credit master's thesis (PSYO 599); • 6 credits of graduate-level statistics and methodology; • 3 credits for Contemporary Theories of Psychology; and • 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level. <p>[14243] Program Requirements = Experimental</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for</p>	<ul style="list-style-type: none"> • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14242] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p>[14243] Program Requirements</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14245]</p> <ul style="list-style-type: none"> • a 12-credit master's thesis (PSYO 599); • 6 credits of graduate-level statistics and methodology; • 3 credits for Contemporary Theories of Psychology; and • 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level. <p>[14243] Program Requirements</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for</p>
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the M.A. are 30 credits as follows:

[14245]

- a 12-credit master's thesis (PSYO 599);
- 6 credits of graduate-level statistics and methodology, **normally taken in the first year;**
- 3 credits **in** Contemporary Theories of Psychology **[PSYO 506];** and
- 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level.

Program Requirements – Clinical

In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 45 credits as follows:

- **a 12-credit master's thesis (PSYO 599);**
- **6 credits of graduate-level statistics and methodology, normally taken in the first year;**
- **6 credits in Professional Practice: Assessment;**
- **6 credits in Individual Differences;**
- **6 credits in Profession Practice: Intervention;**
- **3 credits in Ethics and Professional Standards;**
- **3 credits in Psychometrics; and**
- **3 credits [400 hours] of Clinical Psychology Practicum.**

the M.A. are 30 credits as follows:

[14245]

- a 12-credit master's thesis (PSYO 599);
- 6 credits of graduate-level statistics and methodology;
- 3 credits ~~for~~ Contemporary Theories of Psychology; and
- 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level.



Proposed Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [College of Graduate Studies](#) > [Psychology](#) > [Doctor of Philosophy \(Ph.D.\)](#)

Doctor of Philosophy (Ph.D.)

[14227] Admission Requirements

[14228] The Ph.D. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. Students admitted to the Ph.D. degree program normally must possess an M.A. in Psychology or a related area, with clear evidence of research ability or potential. Exceptional students may be admitted directly to the Ph.D. degree program with only an Honours degree.

[14229] Transfer from the M.A. to the Ph.D. degree program is permitted at the discretion of the program under regulations set by the College of Graduate Studies after 12 but after no more than 18 months in the M.A. degree program.

[14230] Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14231]

- TOEFL (Test of English as a

Draft Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1227>

Present Calendar Entry:

[Homepage](#) > [Faculties, Schools, and Colleges](#) > [College of Graduate Studies](#) > [Psychology](#) > [Doctor of Philosophy \(Ph.D.\)](#)

Doctor of Philosophy (Ph.D.)

[14227] Admission Requirements

[14228] The Ph.D. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. Students admitted to the Ph.D. degree program normally must possess an M.A. in Psychology or a related area, with clear evidence of research ability or potential. Exceptional students may be admitted directly to the Ph.D. degree program with only an Honours degree.

[14229] Transfer from the M.A. to the Ph.D. degree program is permitted at the discretion of the program under regulations set by the College of Graduate Studies after 12 but after no more than 18 months in the M.A. degree program.

[14230] Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14231]

- TOEFL (Test of English as a



<p>Foreign Language) minimum score of 600 (paper version) or 100 (Internet version);</p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14232] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p>[14233] Program Requirements = Experimental</p> <p>[14234] In addition to the general academic regulations for graduate students set out in this chapter, the minimum requirements for the Ph.D. are as follows:</p> <p>[14235]</p> <ul style="list-style-type: none"> • up to 18 credits of coursework equivalent to that required for the M.A. degree program, selected by the student with the approval of his or her supervisory committee (if a student has not already completed the relevant credits or their equivalent); • a second-year empirical paper (if a student has not already completed an M.A. thesis in Psychology or a related area); • successful completion of a comprehensive examination; and • a successfully-defended doctoral thesis (PSYO 699). <p>[14236] Additional coursework may be required by a student's supervisory committee. For more information regarding the comprehensive examination and thesis,</p>	<p>Foreign Language) minimum score of 600 (paper version), 250 (computer version), or 100 (Internet version);</p> <ul style="list-style-type: none"> • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14232] Students are encouraged to contact the program to discuss their admission prior to formally applying.</p> <p>[14233] Program Requirements</p> <p>[14234] In addition to the general academic regulations for graduate students set out in this chapter, the minimum requirements for the Ph.D. are:</p> <p>[14235]</p> <ul style="list-style-type: none"> • up to 18 credits of coursework equivalent to that required for the M.A. degree program, selected by the student with the approval of his or her supervisory committee (if a student has not already completed the relevant credits or their equivalent); • a second-year empirical paper (if a student has not already completed an M.A. thesis in Psychology or a related area); • a comprehensive examination (consisting of four elements); and • a successfully-defended doctoral thesis (PSYO 699). <p>[14236] Additional coursework may be required by a student's supervisory committee. For more information regarding the comprehensive examination and thesis,</p>
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please refer to the College of Graduate Studies' [Academic Regulations](#).

Program Requirements - Clinical

The minimum requirements for the Ph.D. are as follows:

Note: coursework that was completed for an M.A. degree may be counted and credited for the Ph.D. coursework requirement.

- **6 credits of graduate-level statistics and methodology;**
- **3 credits from each of the following cognate areas in Psychology: biological, cognitive-affective, and social;**
- **6 credits from each of the following areas: Individual Differences, Professional Practice: Assessment, Professional Practice: Intervention;**
- **3 credits in the historical and scientific foundations of general Psychology;**
- **3 credits in each of the following areas: Ethics and Professional Standards, Psychometrics;**
- **successful completion of a comprehensive examination;**
- **a minimum of 1200 hours of Clinical Psychology Practicum;**
- **successful defence of the doctoral thesis (PSYO 699);**
- **development of an acceptable level of clinical skill; and**
- **successful completion of a one-year internship in an approved applied setting.**

Additional coursework may be required by a student's supervisory committee. For more information regarding the

please refer to the College of Graduate Studies' [Academic Regulations](#).

Type of Action:

1. Minor changes to existing language of the Experimental program
2. Creation of an M.A. and Ph.D. program in Clinical Psychology



comprehensive examination and thesis, please refer to the College of Graduate Studies' Academic Regulations.

Rationale: The creation of the Psychology program for clinical students completes the development process articulated when the graduate program in Psychology was created in 2006. At that time, we indicated that we intended first to establish the experimental component, and then to add the clinical component when we had the appropriate faculty to teach in this area. The two are designed to work synergistically.

Currently, the demand within Canada for graduate training in clinical psychology far exceeds capacity. For example, UBC Vancouver's program for the 2010-2011 academic year had 168 applicants for 6 openings; similarly, Canada's newest clinical program (Ryerson) had 150 applicants for 8 openings. The vast majority of applicants were highly qualified students with average undergraduate GPAs in the A range. Accordingly, we will be serving a large, highly qualified pool of students seeking entry into our program.

The clinical component follows the scientist-practitioner model with concurrent emphasis in providing grounding in the empirical basis of psychological science and on clinical training. As such, our program will have a strong research orientation as well as providing the skills necessary to be an effective clinician. To become registered as a Clinical Psychologist one must meet the stringent requirements of the College of Psychologists of BC. Accordingly, the program has been constructed to meet the course requirements delineated by the BC College.



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

Category: 1

<p>Faculty: Arts & Sciences Unit: Psychology/Unit 4 Faculty Approval Date: September 20, 2010 Effective Session: 2011W</p>	<p>Date: June 7, 2010 Contact Person: Dr. Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>PSYO 510 (3) Psychopathology I - Descriptive Psychopathology</u> <u>Basic knowledge of the phenomenology of behavioural disorders in adults and children.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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

Category: 1

<p>Faculty: Arts & Sciences Unit: Psychology/Unit 4 Faculty Approval Date: September 20, 2010 Effective Session: 2011W</p>	<p>Date: June 7, 2010 Contact Person: Dr. Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>PSYO 511 (3) Psychopathology II: Theoretical Foundations</u> <u>An advanced overview of psychopathology from an historical and current scientific perspective. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 512 (3) Ethics and Professional Standards in Clinical Psychology</u> <u>A variety of ethical, professional, and legal conflicts associated with the role of clinical psychologists.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 513 (3) Psychometrics: Introduction to Psychological Evaluations</u> <u>Principles of psychological measurement; assessment issues with culturally diverse populations; use and misuse of testing. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 514 (3) Psychological Assessment I</u></p> <p><u>Principles of clinical assessment; test interpretation; interviewing techniques; developmental factors in interpretation; integrative report writing. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 515 (3) Psychological Assessment II – Advanced Topics</u> <u>Advanced topics in psychological assessment. Content will vary depending on the topic selected.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 516 (3) Psychological Intervention I – Externalizing Disorders</u> <u>Empirically supported treatment for externalizing disorders such as substance misuse, self-harm, and violence; alternative clinical approaches. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 517 (3) Psychological Intervention II – Affective Disorders</u> <u>Evidence-based treatment for affective disorders; cognitive-behavioural therapy; anxiety depression. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 520 (3) Health Psychology</u> <u>Current topics and debates in health psychology; health promotion; psychological aspects of chronic and terminal illness.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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<p>Proposed Calendar Entry:</p> <p><u>PSYO 521 (3) Psychology of Intergroup Relations: Stereotypes, Prejudice, and Discrimination</u> <u>Theoretical and methodological issues in intergroup relation; stereotypes; prejudice; discrimination. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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

Category: 1

<p>Faculty: Arts & Sciences Unit: Psychology/Unit 4 Faculty Approval Date: September 20, 2010 Effective Session: 2011W</p>	<p>Date: June 7, 2010 Contact Person: Dr. Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>PSYO 522 (3) Biological Bases of Behaviour</u> <u>Basic topics in human neuropsychology; neuroanatomy and neurophysiology; central nervous system damage; psychological dysfunction. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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

Category: 1

<p>Faculty: Arts & Sciences Unit: Psychology/Unit 4 Faculty Approval Date: September 20, 2010 Effective Session: 2011W</p>	<p>Date: June 7, 2010 Contact Person: Dr. Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>PSYO 523 (3) Cognitive Basis of Behaviour</u> <u>Current topics in cognitive psychology as they relate to clinical and health psychology; cognitive disorders; cognitive neuroscience. [3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>



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

Category: 1

<p>Faculty: Arts & Sciences Unit: Psychology/Unit 4 Faculty Approval Date: September 20, 2010 Effective Session: 2011W</p>	<p>Date: June 7, 2010 Contact Person: Dr. Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>PSYO 530 (3-12) c Clinical Psychology Practicum</u> <u>Focus on clinical skills. Students work under the supervision of a clinical faculty member. Training contracts are established at the start of the term. [3/12-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Creation of new course for the graduate program in clinical psychology.</p> <p>Rationale: This is a course required for accreditation purposes; it also is a specified content for students wishing to become registered in B.C. as a Psychologist.</p>

Doctoral Program in Psychology (Clinical Program)

Executive Summary

In accordance with our Letter of Intent to establish graduate studies in Psychology [2005], we are proposing the creation of doctoral/masters program in Clinical Psychology to supplement our extant graduate program in Experimental Psychology.

Clinical programs are very competitive internationally. As a new, non-accredited program we can expect approximately 150 applicants for 5-6 positions based data from Canada's newest program [Ryerson—2009]. Moreover, when accreditation is achieved, applications are likely to be even higher [e.g., Vancouver campus had close to 170 applicants for 6 positions]. It follows that clinical programs are uniquely placed to accept only the very best students. Our program will also generate 5-6 graduate students per year; training typically takes 6 years, including the one-year internship.

We have already established a strong research component within Psychology and see the clinical program as complementary to both the experimental and IGS programs. Students will be free to select non-clinical supervisors to complete their research requirements. PhD clinical psychologists are in high demand across North America; our program will prepare graduates for careers in research, teaching, and clinical practice.

The clinical program will be based on the scientist-practitioner conceptualization of clinical psychology, with a clear emphasis on evidence-based assessment and therapeutic techniques. A key feature of this approach is an apprenticeship model through which the student learns to become a researcher, an academic, and a practitioner by close mentoring relationships with faculty. Moreover, the clinical program is intended to prepare graduates to be registered as psychologists in Canada, and as such, is designed to ensure that students meet the registration requirements of the relevant professional bodies. The program will be designed to gain accreditation from the Canadian Psychological Association, but such program-level accreditation is not required for our students to gain individual-level registration as clinical psychologists. We are in dialogue with the BC College of Psychologist on ways to expedite registration for our clinical graduates.

Courses will focus on clinical skills and knowledge, as well as on advanced topics in specific research areas. Students in the clinical program will be required to complete at least 45 credits of approved graduate courses as well as 1200 hrs of practica. The courses detailed in this proposal represent the core clinical curriculum sufficient for licensure by the College of Psychologists of BC. Further electives will be offered to enrich clinical and research training. In addition to coursework, we have adopted a model which requires students to complete a master's thesis, a comprehensive examination with two components [one clinical, one science/research], a thesis proposal defense, a doctoral dissertation, and a one-year clinical internship.

Entering students will normally have an honours degree [or equivalent research experience] in psychology or a related area. This will include coursework in statistics and research methodology. Students must submit their GRE scores, a letter of intent, and participate in an

interview prior to final acceptance. Admission to the M.A. program is restricted to those who intend to continue on to the Ph.D. and who have an overall average of at least 80% in their last 60 credits.

We currently have a very productive faculty that includes four trained clinicians who will soon be registered in BC. However, to offer this course-intensive program, we require one more clinical faculty member—this person will also assume the pivotal position of Director of Clinical Training. To be competitive with other Canadian clinical programs we also require sufficient GTA/RA positions to provide financial support and important practical experience for our new students.

Our program will provide broad-based clinical training [as required for registration as Psychologists], but will capitalize on our unique strength in forensic psychology. The recently opened CFI-funded Centre for the Advancement of Psychological Science and Law and the proposed Inter-professional Collaborative Clinic will provide state-of-the-art clinical research facilities. This collaborative clinical space will provide an opportunity to develop an integrative, multi-disciplinary approach to psychological health and well-being that will partner with other helping professions (i.e., Social Work, Nursing, and Psychiatry). This on-campus facility will provide a unique opportunity for our students to deliver needed psychological services to the community—broadly defined—under the supervision of our clinical psychologists.

It is our intent to make our graduate studies a destination program by ensuring a relevant degree with appropriate skill sets, by creating a student-centered learning environment grounded in an apprenticeship model which encourages interdisciplinarity, and by encouraging links between the experimental and clinical programs.

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT
Enrolment Services
Senate and Curriculum Services

Okanagan Campus
University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9619 · Fax: (250) 807-8007
www.senate.ubc.ca

January 26, 2011

To: Okanagan Senate
From: 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 courses brought forward by the Faculties of Arts and Sciences, Education, and Management as set out in the attached proposals.*

For the Committee,
Dean Marvin Krank
Chair, Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT
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www.senate.ubc.ca

January 26, 2011

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

Enclosed please find the following for your consideration:

From the Faculty of Arts and Sciences

1. The following new courses:
 - a. CHEM 465 (3) Advanced Chemistry Laboratory in Special Topics
 - b. INDG 310 (3) Indigenous Women's Perspectives: Gender, Nation, State, Resistance

From the Faculty of Education

2. The following new course:
 - a. EDUC 426 (3) Practicum Classroom Instruction

From the Faculty of Management

3. The following new courses:
 - a. MGMT 442 (3) Consumer Behaviour
 - b. MGMT 443 (3) New Product and Service Development
 - c. MGMT 444 (3) Market Research



THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty: Arts and Sciences Unit: Chemistry, Earth and Environmental Sciences (Unit 3) Faculty Approval Date: November 23, 2010 Effective Session: 2011W</p>	<p>Date: Sep 2, 2010 Contact Person: W. Stephen McNeil Phone: 250.807.8751 Email: s.mcneil@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>CHEM 465 (3) Advanced Chemistry Laboratory in Special Topics</u> <u>Integrated laboratory course designed to illustrate principles of a selected aspect of modern chemistry. The exact topic of investigation will be determined with each course offering. [0-6-0]</u> <u>Prerequisite: To be determined based on the topic offered.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create a new course</p> <p>Rationale: The current degree requirements for the Chemistry Major include two of four currently available advanced laboratory courses (CHEM 461, 462, 463, and 464) that serve as a capstone laboratory experience to our degree: the courses offer experiments of greater scope and longer duration, and with a greater student role in experimental and methods design, than seen in lower-level courses. Space and resource limitations restrict these courses to 16 students each, which in theory limits our program to 32 total graduates -- assuming self-selection of students among the four courses with perfect distribution. Total enrolment across these four courses is climbing dramatically (22/31/48 in 2008/09/10), and there are over 30 third-year</p>

students currently declared in the Chemistry degree program. In practice, even with a total of 24 students distributed among these courses we are already facing scheduling problems, with some students either delaying their graduation, switching to other programs, or being forced to take labs in which they have less interest. The limitations of the current advanced laboratory courses are therefore acting to restrict the number of students that can graduate from our program.

Addition of a fifth advanced laboratory course would remove this potential restriction on our students' ability to graduate. A range of possible focus areas could be investigated in such a setting: polymers and materials, protein/enzyme biochemistry, computational chemistry, bioanalytical chemistry, environmental analysis, and so on.

Maintaining a flexibility of topics subject to student and faculty interest is desirable, and would permit greater flexibility of teaching assignments. A lab course with variable topics is an appropriate solution. Although this involves a creation of a new laboratory course, the alternative solution of creating a second section for one of the existing 46X courses would represent an equal allocation of budget, space, and resources.



THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty: Arts & Sciences Unit: 1 - CCGS Faculty Approval Date: November 23, 2010 Effective Session: 2011W</p>	<p>Date: November 3, 2010 Contact Person: DR. MARGO TAMÉZ Phone: 250.807.9837 Email: margo.tamez@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>INDG 310 (3) Indigenous Women’s Perspectives: Gender, Nation, State, Resistance</u></p> <p><u>Historical realities of the salience of states and nations in the lives of Indigenous women. Indigenous methods, de-colonial historical analysis, and gender theory are used to analyze Indigenous women’s and peoples’ resistances to invasion, colonization, occupation, settler states, and dispossession. [3-0-0]</u></p> <p><u>Prerequisite: INDG 100. GWST 100 recommended.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: At the intersection of Gender & Women’s Studies and Indigenous Studies this course offers UBCO undergraduates a key opportunity to study a critical body of oral history, Indigenous texts and Indigenous contexts, and Indigenous scholarly production based in the historical and contemporary perspectives and knowledges of Indigenous local-hemispheric-international lenses. This course advances undergraduates’ preparation for rigorous preparation and engagement in social justice, law, governance, policy, human rights, environment, and sustainability. This course will draw on the expertise of a new tenure track faculty member, jointly appointed in Gender and Women’s Studies and Indigenous Studies. By adding it to the upper-level offerings, this course supports the viability and visibility of the GWST minor and the INDG major.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty: Education Unit: N/A Faculty Approval Date: January 6, 2011 Effective Session: 2011W</p>	<p>Date: January 6, 2011 Contact Person: Blane Després Phone: 250.8078122 Email: blane.despres@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>EDUC 426 (3) Practicum Classroom Instruction</u> <u>Explores the practical realities of the practicum classroom that enable the development of a positive classroom environment. Topics include: teachers' mental set; student/teacher relationships; rules and procedures; disciplinary interventions; lesson design for active learning. Pass/Fail [3-0-0]</u> <u>Prerequisite: Admission to the B.Ed. program, STEP.</u></p>	<p>Draft Calendar URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: Addition of a 3 credit course to Secondary Teacher Education Program,</p> <p>Rationale: A course specifically designed to address classroom management and lesson design does not exist in the STEP. It is partially addressed by faculty in different courses but it is not the focus of any one course. The offering of this course would enable methodology faculty to concentrate on matters pertinent to their subjects of expertise and provide secondary students with a course specific to classroom management and instruction.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: 9 Nov 2010 Effective Session: 2011W</p>	<p>Date: Contact Person: Jacques Verville Phone: 250.807. 9637 Email: Jacques.verville@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>MGMT 442 (3) Consumer Behaviour</u> <u>Consumer behaviour is at the heart of any successful business. A clear understanding of consumers is critical in managing the marketing function. Basic concepts and issues in consumer behaviour from a marketing manager's perspective.</u> <u>Prerequisite: Fourth-year standing in the B.Mgt. program.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course.</p> <p>Rationale: This new course is intended to form part of fourth-year Management electives.</p> <p>The Faculty of Management has offered this course in the past three years as a special topics/issues course in Marketing. Consumer behavior is a central course for students in the marketing stream.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: 9 Nov 2010 Effective Session: 2011W</p>	<p>Date: Contact Person: Jacques Verville Phone: 250.807. 9637 Email: Jacques.verville@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>MGMT 443 (3) New Product and Service Development</u> <u>The development of new products and/or services is vital to an organization to maintain and expand their market share and/or position in today's global markets. Examines from a marketing perspective the process of designing, marketing, developing, and launching new products or services.</u> <u>Prerequisite: Fourth-year standing in the B.Mgt. program.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course.</p> <p>Rationale: This new course is intended to form part of fourth-year Management electives.</p> <p>The Faculty of Management has offered this course in the past three years as a special topics/issues course in Marketing. New Product and Service Development is a central course for students in the marketing stream.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: 9 Nov 2010 Effective Session: 2011W</p>	<p>Date: Contact Person: Jacques Verville Phone: 250.807. 9637 Email: Jacques.verville@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>MGMT 444 (3) Market Research</u> <u>Concepts and applications of market research with emphasis on basic methodologies.</u> <u>Introduces a variety of techniques and provides the basis of how research applies to strategy including marketing advertising, sales and product design, and development.</u> <u>Prerequisite: Fourth-year standing in the B.Mgt. program.</u> <u>[3-0-0]</u></p>	<p>Draft Calendar URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: New course.</p> <p>Rationale: This new course is intended to form part of fourth-year Management electives.</p> <p>The Faculty of Management has offered this course in the past three years as a special topics/issues course in Marketing. Market Research is a central course for students in the marketing stream.</p>

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT
Enrolment Services
Senate and Curriculum Services

Okanagan Campus
University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9619 · Fax: (250) 807-8007
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January 26, 2011

To: Okanagan Senate
From: Mr. James Ridge, Secretary
Subject: Consolidated Financial Statements for 2009/2010 (information)

Pursuant to Section 32 (2) of the *University Act*, the Office of the Vice-President, Finance, Resources and Operations annually submits the University's financial statements for each fiscal year to each of the UBC Senates. I have received on your behalf the Consolidated Financial Statements for the fiscal year ending March 31, 2010.

The statements are available in electronic format at:
<http://www.finance.ubc.ca/financialreporting/FinancialReportingFinancialStatements.cfm>

Questions about the Financial Statements should be directed to Mr. Ian Burgess, Comptroller, at ian.burgess@ubc.ca or 604 822-3031.

UBC Annual Report on Enrolment
Okanagan Campus, 2010/11

Doug Owram
Deputy Vice Chancellor and Principal
UBC Okanagan

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I. Enrolment Planning at The University of British Columbia

The Strategic Enrolment Management Planning Council, a committee comprised of members of the executive and senior staff associated with the Office of the Deputy Vice-Chancellor (Okanagan), the Office of the Provost and Vice President, Academic (Vancouver); the Office of the Vice President, Students (System) and the Office of the Vice-President Finance, Resources and Operations (System) is responsible for developing a comprehensive approach to enrolment planning at both the Okanagan and Vancouver campuses. Started in August 2009, the Council ensures that longer term—5 to 10 year—enrolment plans are aligned with the University's overall strategic plan, *Place and Promise*, and with the University's commitment to financial sustainability.

Over the past year, the Planning Council has developed an enrolment matrix. The matrix identifies different student populations—undergraduate and graduate, international and domestic, BC and out-of-province, as well as summer students, aboriginal students and transfer students—and the ideal proportion that each of these represents in terms of the total number of students at each campus. Factored into this matrix are issues such as the enrolment targets set by the provincial government, UBC's reputation as a globally recognized research-intensive university, a strong belief in the value and importance of intercultural understanding, the University's responsibility to address the needs of qualified underserved populations, and the University's desire to align enrolment with the resources needed to provide an outstanding education to all of its students.

The enrolment matrix developed by the Planning Council over the past year for the Okanagan campus shows increases in graduate, domestic undergraduate and international undergraduate student enrolment. For over a decade, demand for a UBC education has far outstripped supply. For both pedagogical and financial reasons, the Planning Council is committed to limiting undergraduate domestic enrolment at the Vancouver campus to the funded level while encouraging domestic enrolment growth at the Okanagan campus.

The Planning Council believes that graduate student numbers will increase significantly over the next ten years because of Canada's and BC's growing demand for highly qualified personnel, including both research degrees and demand by adult learners for graduate professional education. In 2004 the Government of British Columbia announced the creation of 25,000 new post-secondary seats across British Columbia over a four-year period; more funded graduate seats will be necessary to meet the needs of these additional graduates, the first of whom have just graduated from undergraduate programs. Assuming the availability of funding, the long-term goal is to increase graduate enrolment on both campuses.

International undergraduate enrolment is another area in which UBC is anticipating substantial growth. *Place and Promise*, UBC's new strategic plan, highlights the importance of providing an enriched learning environment that promotes intercultural understanding and international engagement. One particular way in which UBC creates this type of learning environment is by opening its doors to students from around the world. The more international students UBC welcomes, the better positioned it is to engage a full range of local, national and international experiences and perspectives. Current Board policy restricts international undergraduate student enrolment to a maximum 15% of total undergraduate enrolment. Since international undergraduate

students pay full-cost tuition, they also bring with them the ability to create their own capacity without impacting domestic student enrolment.

The Planning Council has also identified increased out-of-province enrolment as a priority, partly as a reflection of UBC's growing national reputation and partly because a national flow of students is a major nation-building contribution. The Okanagan campus is expected to grow out-of-province enrolment to 25% of new student enrolment annually; the Vancouver campus, 20%.

Aboriginal student enrolment is a particular focus for both UBC campuses. Although the Aboriginal Strategic Plan makes no specific recommendations about enrolment targets for aboriginal students, the overall aim is to increase aboriginal enrolment and graduation at UBC. The Planning Council believes the Okanagan campus is especially well-suited to achieving this goal. In the past, issues of identification and counting have made it difficult to measure progress against this objective, but through the combined efforts of several units on both campuses, including Planning and Institutional Research, many of these issues have been resolved and a baseline year (2008/9) has been established. Aboriginal enrolment growth will be achieved through a combination of student recruitment and improved retention.

The Planning Council has also given consideration to UBC's role—both the Okanagan and the Vancouver campuses—in the BC post-secondary landscape. Over the past three decades, a very sophisticated and robust post-secondary transfer system has evolved in BC. Careful alignment of college programs with degree programs at UBC, SFU, UNBC and the University of Victoria have facilitated an almost seamless student transfer from BC colleges to universities. UBC has always taken its responsibility to the larger BC post-secondary system seriously, reserving a significant portion of each year's new student intake for transfer students. The expansion of degree-granting status across different types of institutions throughout the 1990s and 2000s (virtually every BC post-secondary institution now offers one or more degree programs), coupled with the announcement of five new universities in 2008, has forced UBC to rethink its role within the post-secondary system. Could UBC best serve the higher education sector by continuing to recruit transfer students or would the post-secondary system be better served if UBC focused on direct-entry students, thereby allowing the new regional universities to grow their own degree programs more rapidly? The answer is different for the two UBC campuses. As an internationally recognized research-intensive institution with a student population of just under 40,000 students, UBC Vancouver is determined to reduce the total number of undergraduate students to funded levels and to focus more on first-year students, gradually limiting its intake of transfer students. At the same time, UBC will continue to honour existing degree partnership agreements (e.g. the Engineering Bridge Program) and develop new partnerships around strategic priorities (e.g. an Aboriginal Bridge Program to facilitate the transition of aboriginal students from local colleges to UBC). UBC Okanagan, as one of the seven new universities created by the province since 2001, is quickly establishing a reputation for excellent students and quality research and is dedicated to growing its enrolment—first year, transfer and graduates—as quickly as possible, until it reaches the government funded targets.

The 2009/10 academic year saw three important developments at UBC, all of which have contributed to a new approach to enrolment planning. The first was the launch of a new strategic plan; the second was the creation of the Strategic Enrolment Management Planning Council and the third was the development of a Financial Sustainability

Framework. Together, these three developments bring an enhanced focus and rigour to the function of enrolment planning and management.

II. Enrolment 2010/11

A. Total Enrolment, System-wide

Total enrolment for 2010/11 (Summer and Winter Sessions) at UBC, Vancouver and Okanagan campuses combined, is now 54,675 students, making UBC one of the 15 largest universities in North America. This number includes both domestic and international students.

UBC, 2010 Headcount enrolment (Nov 1), Winter Session

	UBCV	UBCO	System
Undergraduate	37,944	6,552	44,496
Graduate	9,638	541	10,179
Total	47,582	7,093	54,675

FTE enrolment for 2010/11 is forecasted at 47,347: an increase of 3% over the prior fiscal year. Enrolment at the Okanagan campus grew by 14% over the previous year and has more than doubled since 2005 when the campus first opened its doors.

Total Enrolment (Annualized FTE), System-wide

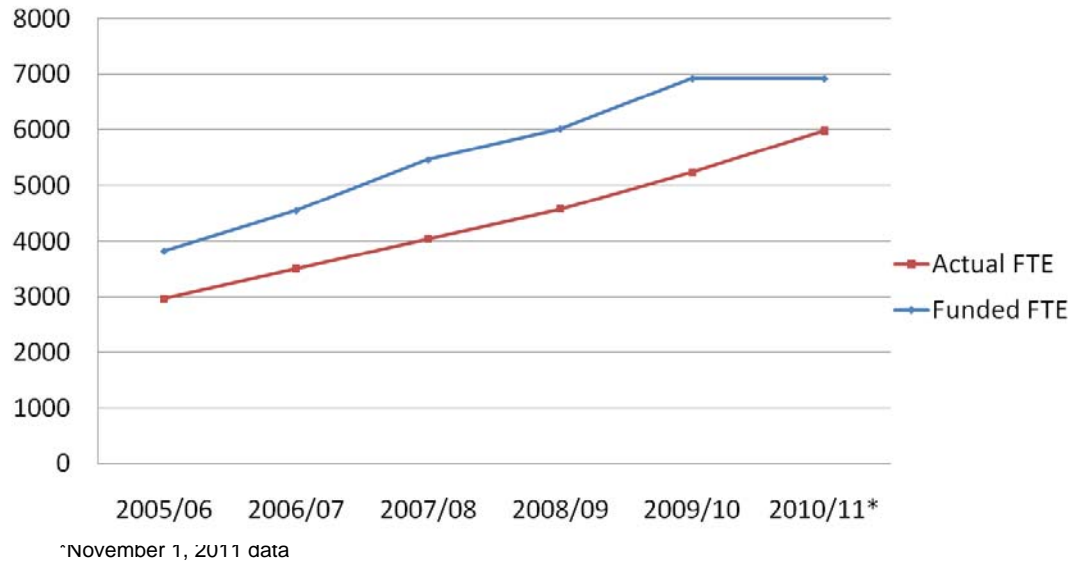
	Fiscal 09/10 as of March 1st			Fiscal 10/11 forecast		
	UBCV	UBCO	Total	UBCV	UBCO	Total
Domestic Undergraduate FTE	29,647	4,912	34,559	29,939	5,511	35,450
Graduate FTE	7,381	324	7,705	7,838	410	8,248
ISI Undergraduate FTE	3,165	246	3,411	3,301	348	3,649
ISI Graduate FTE	155	-	155	-	-	-
Total	40,349	5,482	45,831	41,078	6,269	47,347

*Official enrolment numbers are taken on March 1, 2011; this 2010/11 forecast is based on enrolment data available November 1, 2010. Throughout this report, "forecast" refers to March 1st projections; unless otherwise specified all data is as of November 1, 2010. Undergraduate FTE based on normal load.

**The "ISI Graduate FTE" category was eliminated beginning 2010/11

B. Actual Enrolment against Funded Targets, Okanagan

Funded and Actual Enrolment, 2005/06 to 2010/11, Okanagan



The Government of BC provides funding for all graduate students, both domestic and international, and for all domestic undergraduate students. For enrolment planning purposes, this funding is expressed as FTEs and is referred to as the Ministry's target.

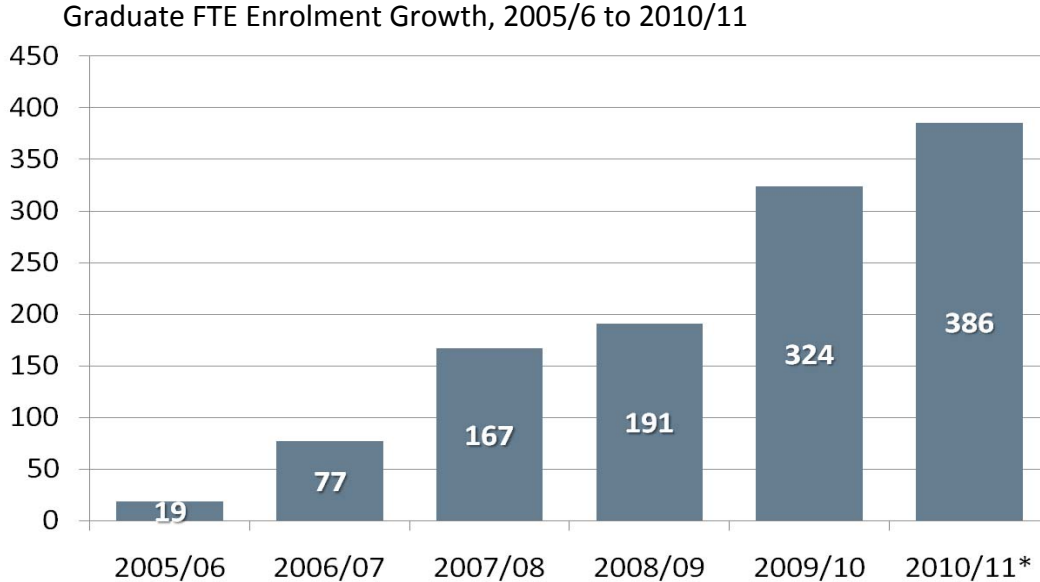
The Ministry target for UBC Okanagan is 6,923 FTE, a target that was negotiated in 2007 following the opening of the Okanagan campus. Although UBC Okanagan is under-target in 2010/11 at 5,920 FTE (excluding ISI students who are not counted in the Ministry's target) or 86%, growth over the past six years has been extraordinary. Ministry-funded enrolment grew by 14% in 2010/11 over the previous year and has more than doubled since 2005.

Funded and Actual/Forecast FTEs

Student Level	Funded FTEs		Actual/Forecast FTEs		as a % of target	
	2009/10	2010/11	2009/10	2010/11	2009/10	2010/11
Graduate	45	45	324	410	720%	910%
Undergraduate	6878	6878	4,912	5,510	71%	80%
Total	6923	6923	5,236	5,920	76%	86%

A unique feature of provincial funding for the Okanagan campus is that the provincial budget letter does not identify separate graduate and undergraduate targets. The 45 FTE shown as funded graduate FTE in the table are a historical anomaly, and refer specifically to 45 graduate FTE in Nursing designated in 2005.

C. Graduate Enrolment, Okanagan



*November 1 data

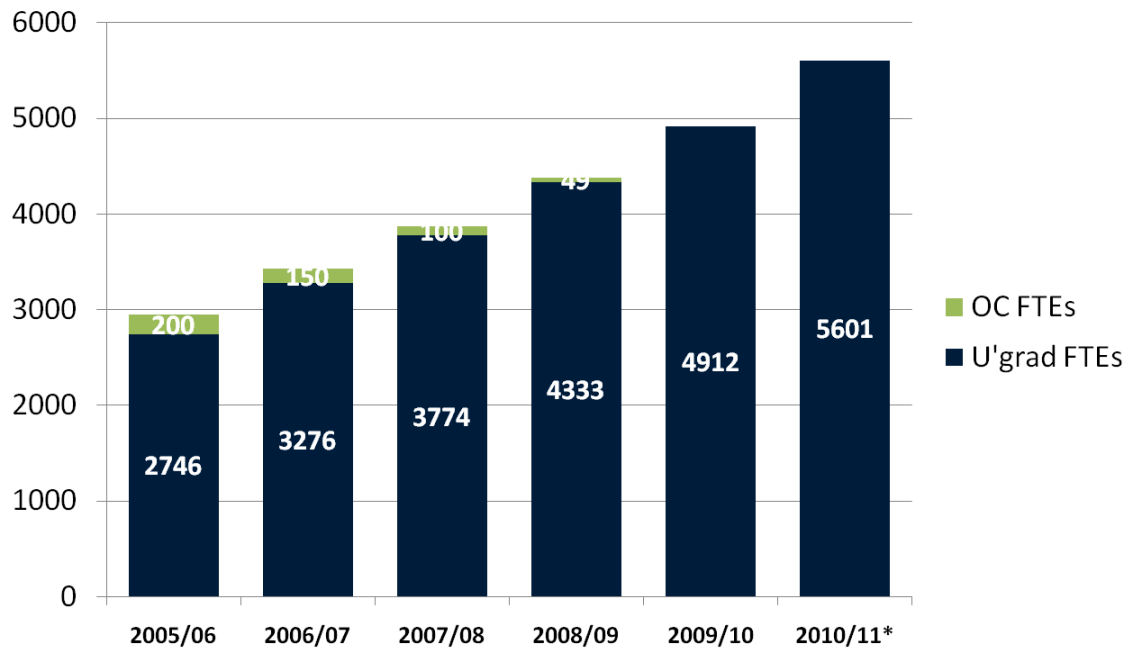
Graduate enrolment at UBC Okanagan grew 21% over the previous year. This increase largely reflects the growing reputation of the Okanagan campus and the significant investment in new faculty in recent years.

Graduate Headcount Data by Faculty and Degree, Winter Session, Nov 1

Faculty	Degree	2009W	2010W	Change
APSC	MASC-O	33	44	33%
	PHD-O	23	36	57%
APSC Total		56	80	43%
ARSC	MA-O	59	67	14%
	MSC-O	57	68	19%
	PHD-O	75	93	24%
ARSC Total		191	228	19%
EDUO	MA-O	4	9	
	MED-O	95	117	23%
	PHD-O		1	
EDUO Total		99	127	28%
FCCS	MFA-O	14	14	0%
GSTO	PHD-O		7	
HSD	MSN-O	29	37	28%
	MSW-O	58	47	-19%
	PHD-O		1	
HSD Total		87	85	-2%
Grand Total		447	541	21%

D. Domestic Undergraduate Enrolment, Okanagan

Domestic Undergraduate FTE Enrolment Growth, 2005/6 to 2010/11



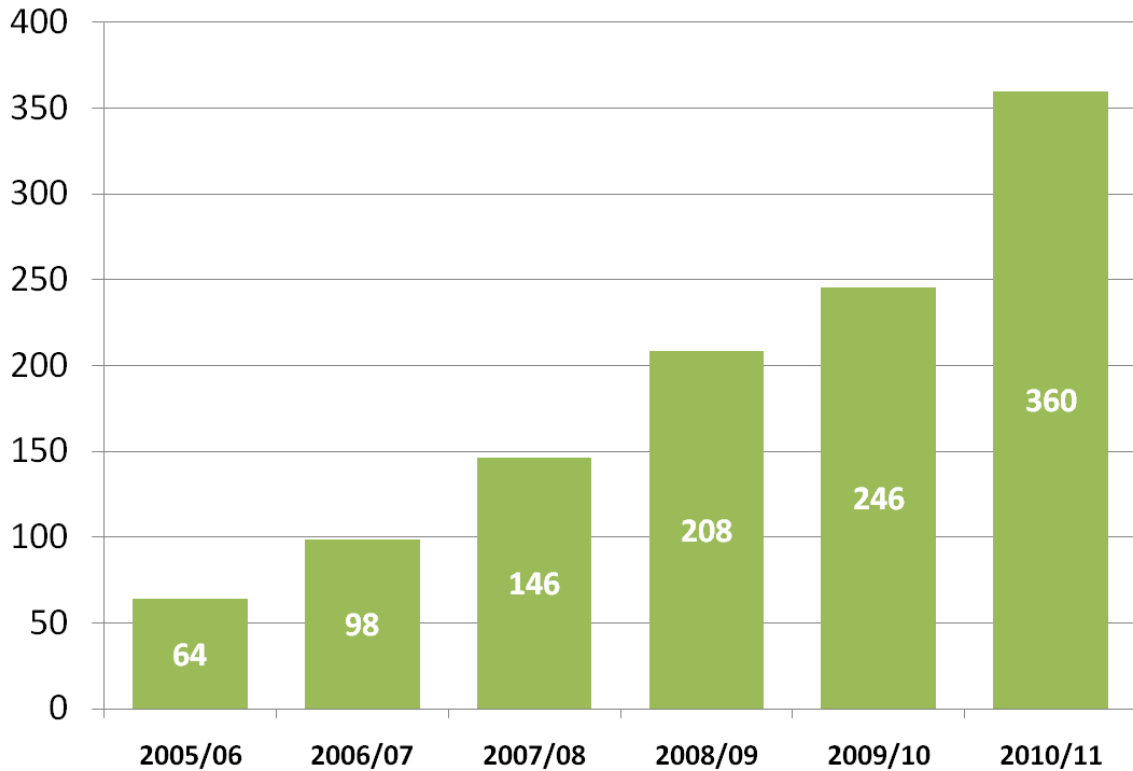
Note: The OC FTEs that appear from 2005/6 to 2008/9 are a transfer of FTEs over four years that was negotiated at the time the UBC's Okanagan campus and Okanagan College were established.

“Domestic undergraduate” includes all students whose citizenship is Canadian or who are permanent residents of Canada. In addition to student tuition, the University receives provincial government funding for all domestic students to a previously agreed upon maximum number of FTEs.

On the Okanagan campus, domestic undergraduate enrolment grew by 14% over the previous year and represents 95% of total government-funded enrolment.

E. ISI Undergraduate Enrolment, Okanagan

ISI Undergraduate FTE Enrolment Growth, 2005/6 to 2010/11



“ISI” refers to international undergraduate students who are in Canada on student or visitor visas and who pay full-cost tuition. ISI includes both degree and non-degree students. Not included as ISI students are international undergraduate students on exchange.

ISI enrolment at UBC Okanagan grew by 46%, a reflection of both significant increases in new student enrolment and improvements to ISI student retention.

F. Student Retention

Student Retention, 2009/10 to 2010/11

First-Time Full-Time Students

	domestic	international
BA-O	69.4%	81.0%
BASC-O	75.2%	37.5%
BFA-O	77.4%	75.0%
BMGT-O	80.2%	82.4%
BSC-O	87.6%	61.9%
BHK-O	80.6%	100.0%

Retention is defined as the percentage of first time, first year, full-time, degree-seeking students who register in second year the following year. Students are considered to have been retained even if they switch degree programs. In these cases, students are counted towards the retention rates of the programs in which they were initially registered. For example, a student who transfers from Arts to Management in second year is counted in Arts' retention rate.

Retention rates at UBC Okanagan have improved significantly since 2005. One area of concern, however, is the difference in retention between domestic and ISI students in some programs. Improved student retention is one of the priority issues identified by the SEM Planning Council and Steering Committee and significant work in this area is already underway on the Okanagan campus, including the First Year Student Experience and Supplemental Learning, two new programs aimed at supporting learners in their transition to UBC and supporting student academic success in challenging core courses.

III. New Student Enrolment

A. New Graduate Enrolment, Okanagan

New Graduate Enrolment by Faculty, 2008/09 to 2010/11

	2008/09	2009/10	2010/11
APSC	13	16	29
ARSC	69	88	78
EDUO	38	53	55
FCCS	4	5	5
GSTO	0	0	7
HSD	30	21	30
Total	154	183	204

New graduate enrolment at UBC Okanagan increased by 12% over the previous year, the largest increases being in Engineering (ApSc), Arts and Science and Education.

B. New Undergraduate Enrolment, Domestic and ISI, Okanagan

New Student Enrolment by Faculty and Degree Program, Winter Session, Nov 1

Faculty	Degree	2009W			2010W			%Change
		Domestic	ISI	Total	Domestic	ISI	Total	
APSO	BASC-O	167	8	175	194	28	222	27%
APSO Total		167	8	175	194	28	222	27%
ARSC	BA-O	725	57	782	737	92	829	6%
	BSC-O	414	27	441	572	42	614	39%
	PHAR-O	35	1	36	37	1	38	6%
ARSC Total		1174	85	1259	1346	135	1481	18%
EDUO	BEDE-O	4		4	1		1	
	BEDS-O	26		26	33		33	27%
EDUO Total		30		30	34		34	13%
FCCS	BA-O	22		22	30		30	36%
	BFA-O	44	4	48	53	4	57	19%
FCCS Total		66	4	70	83	4	87	24%
HSD	BAHS-O	7		7				
	BHK-O	112	3	115	136	1	137	19%
	BSN-O	102		102	103		103	1%
	BSW-O	16		16	15		15	-6%
HSD Total		237	3	240	254	1	255	6%
MGMT	BMGT-O	137	30	167	144	48	192	15%
MGMT Total		137	30	167	144	48	192	15%
Non-Degree Programs		81		81	75	4	79	-2%
Grand Total		1892	130	2022	2130	220	2350	16%

Note that for reporting purposes, new undergraduate enrolment is expressed in headcount (HC) rather than FTE (i.e. the University recruits individual students and not FTE) whereas total enrolment (current plus new students) and Ministry funded targets are always expressed as FTEs.

In 2010/11, new undergraduate student enrolment grew by 16% overall, an increase of 13% in new domestic enrolment and 69% in new ISI enrolment. The biggest growth was in the Bachelor of Science program (39%), perhaps related to the introduction of the Southern Medical Program.

C. Admission Cut-Offs and Mean Admission Averages, Okanagan

Admission Cut-Offs and Mean Admission Averages, 2010/11

		Year 1		Year 2		Year 3	
		GPA cut-off	mean average	GPA cut-off	mean average	GPA cut-off	mean average
APSO	BASC-O	75%	82%	2.5	67%	2.50	65
	BSC-O	70%	83%	2.0	72%	2.00	72
	PHAR-O	70%	85%				
ARSC/FCCS	BA-O	70%	79%	2.0	73%	2.00	73
FCCS	BFA-O	67%	73%	2.0	-	2.00	77
HSD	BHK-O	78%	82%	2.0	74%		
	BSN-O	84%	72%	3.0	84%	3.00	75
	BSW-O	n/a		n/a		2.65	-
MGMT	BMGT-O	75%	82	2.0	70%	2.50	71

Admission cut-offs represent the minimum academic average that students must present to be eligible for admission to a specific faculty. Cut-offs vary from faculty to faculty, as do the courses on which admission averages are based, and within faculties, admission cut-offs vary depending on year of entry.

Admission cut-offs for UBC Okanagan have consistently been in the 70-75% range for direct entry students in most degree programs, although the actual mean admission averages of students admitted to the programs is typically higher. For most transfer students, the admission cut-off is between 2.0 and 2.5. Since averages are converted from gpas to % at the point of admission, it is difficult to compare admission cut-offs with mean admission averages for students with advanced standing.

Note: Where the mean admission average is below the admission cut-off, this usually indicates that a number of transfer students have been admitted to first year. Nursing (BSN) is an example of this. Typically, transfer student admission cut-offs are lower than the admission cut-offs for students applying directly from high school, even when students are applying to the same year of the same program.

D. Geographic Diversity of New Undergraduate Students

UBC seeks to attract students not just from the local region or from around the province but from across the country as well. This is one measure of an institution's national reputation, and for UBC Okanagan, recruiting students from outside the province is considered critical to continued enrolment growth.

New Enrolment based on High School Last Attended, First year, Direct Entry

		2009	2010	2009	2010
Domestic	Okanagan Region	441	443	34.4%	28.5%
	Metro Vancouver	211	284	16.5%	18.3%
	Other BC	211	232	16.5%	14.9%
	Other Canada	259	361	20.2%	23.2%
	Foreign	57	68	4.4%	4.4%
Total Domestic		1179	1388	92.0%	89.3%
ISI	Okanagan Region	2	3		
	Metro Vancouver	9	30	0.7%	1.9%
	Other BC	5	9	0.4%	0.6%
	Other Canada	4	12	0.3%	0.8%
	Foreign	82	112	6.4%	7.2%
Total ISI		102	166	8.0%	10.7%
All		1281	1554	100.0%	100.0%

UBC's Okanagan campus continues to attract large numbers of students from the Okanagan Region, while at the same time increasing its share of new students from out-of-province and elsewhere in British Columbia, including Metro Vancouver.

IV. Enrolment Planning 2011/12

Enrolment targets for 2011/12 reflect the long-term enrolment strategy developed by the the DVC Executive in consultation with the Strategic Enrolment Management Planning Council. For the Okanagan campus, enrolment at the graduate level and of domestic undergraduates will continue to grow until the Ministry's target of 6,923 FTE is achieved. Growth is being forecast at a rate of 5% annually, although actual enrolment growth has consistently been in the 10-15% range since 2005. For most of that period, enrolment growth was largely fuelled by the introduction of new programs—Engineering, Management, and Human Kinetics—and it is unclear what the growth pattern is likely to be now that the academic programs are stable. 5% is a conservative estimate of growth based on UBC Okanagan's growing reputation both provincially and nationally and on the fact that the Vancouver campus will be managing undergraduate enrolment downward over the next several years. ISI undergraduate enrolment is also expected to continue to grow at the same strong rate over the next several years.

Graduate enrolment will continue to grow to approximately 750 FTE over the next several years, at which point the DVC Executive group and the SEM Planning Council

will reassess the proportion of graduate to undergraduate students on the Okanagan campus.

Two particular areas of focus for 2011/12 are a rethinking of summer session and implementation of the Admissions BPR recommendations, both of which have the potential to impact significantly on enrolment.

A. Summer Session

There are many factors—a new financial sustainability model; heightened emphasis on high impact student experiences; a desire to increase international student enrolment; the need to operate the campuses more efficiently and effectively, to name just a few—that are encouraging the SEM Planning Council, in consultation with faculties and others, to rethink the role of summer enrolment in our overall strategic enrolment management plan. This is not to suggest that either UBC campus is interested in becoming a semestered school; they're not. Both faculty and students, however, have made the case that the introduction of a more robust summer session could distinguish UBC in the post-secondary marketplace (especially for international students); allow more students to take advantage of our exchange, co-op, research and community-service learning opportunities without necessarily lengthening time to completion; facilitate the development of some unique academic programming; and potentially serve students better by allowing them to spread their learning over the three terms or to move through their degree programs at a faster pace. UBC Okanagan has already taken several steps to enhance summer session, including the provision of additional core courses and an earlier release of the summer schedule.

Further consultation on this issue will take place over the coming year led by the Offices of the Provost and the AVP Students.

B. Implementation of the Admissions BPR Recommendations

During the past year, Enrolment Services launched a comprehensive review and redesign of UBC's admission processes. The review ranged from first point of contact through application, admission and registration for first year courses. The recommendations that came out of that review are aimed at transforming the experiences of new undergraduate UBC students by ensuring that information gathering, the process of choosing UBC and selecting a program of study, applying for admission and awards, and registering for courses is simple and intuitive and, most importantly, prepares the student for academic success. This will be the subject of a full briefing of Senate at a future date.

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT

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January 26, 2011

To: Okanagan Senate

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

Subject: 2011/2012 Academic Year, Draft Term Dates to 2016/2017 (information)

2011/2012 Academic Year

The draft academic year for 2011/2012 is available for your review at: www.calendar.ubc.ca/okanagan/academicyear.cfm?go=2011,all&action=draft.

These draft dates were circulated widely throughout the campus in October and November 2010. All academic units that list program-specific dates were consulted.

Key dates for 2011/2012 Winter Session:

Term 1

Tuesday, September 6, 2011	Term 1 begins
Thursday, November 10, 2011	Midterm Break
Friday, December 2, 2011	Last day of Term 1 classes for most Faculties
Tuesday, December 6, 2010	First day of exams Term 1
Tuesday, December 20, 2011	Last day of exams Term 1
Number of Teaching Days	60

Term 2

Monday, January 9, 2012	Term 2 begins
February 20-24, 2012	Midterm Break
Thursday, April 12, 2012	Last day of Term 2 classes for most Faculties
Monday, April 16, 2012	First day of exams Term 2
Monday, April 30, 2012	Last day of exams Term 2
Number of Teaching Days	62

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 or 250-807-9619.

<http://www.senate.ubc.ca/okanagan/termdates.cfm>

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

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

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