

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT

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The Okanagan Senate

AGENDA

THE SIXTH REGULAR MEETING OF THE OKANAGAN SENATE
 FOR THE 2011/2012 ACADEMIC YEAR

WEDNESDAY, FEBRUARY 29, 2012

3:30 PM TO 5:30 PM

ASC 130 | UBC OKANAGAN CAMPUS

- 1. Minutes of the Previous Meeting, January 25, 2012 - Dr. Peter Arthur (approval)**
 (Master Pages 3 - 12)
- 2. Business Arising from the Minutes - Dr. Peter Arthur**
- 3. President's Comments and Related Questions - Prof. Stephen J. Toope**
- 4. From the Board of Governors (information) - Dr. Peter Arthur**

Confirmation that the recommendations resulting from the UBC Okanagan Senate meetings of December 15, 2011 and January 25, 2012 have been accepted by the Board of Governors, effective February 2, 2012 as required under the *University Act*:

- a) Senate Meeting of December 15, 2011
 - i. New award
 - ii. Curriculum proposals from the Faculties of Applied Science, and Arts and Sciences
- b) Senate Meeting of January 25, 2012
 - i. Curriculum proposals from the Faculties of Arts and Sciences, Creative and Critical Studies, and Education
- 5. Admissions and Awards Committee Report - Dr. Spiro Yannacopoulos**
 Policy J-52: Admission for Secondary School Applicants following the BC/Yukon Curriculum (approval) (Master Pages 13 - 34)
- 6. Curriculum Committee - Dr. Dwayne Tannant**
 Curriculum proposals from the Faculties of Education, and Health and Social Development (approval) (Master Pages 35 - 53)

7. Nominating Committee Report – Dr. Gurupdesh Pandher

Standing Committee adjustments (approval) (Master Page 54)

8. Report from the Deputy Vice-Chancellor

UBC Okanagan 2012/2013 Operational Budget (presentation)

Dr. Wesley Pue, Provost, and Ms. Jackie Podger, Associate Vice-President, Administration and Finance, will present on behalf of Dr. Owsram who will be out of the country.

9. Report from the Provost – Dr. Wesley Pue

Space Audit Report (information)

Senators are invited to review the full initial report provided on the Provost's web page at http://www.ubc.ca/okanagan/provost/_shared/assets/space_planning_initial_report28400.pdf and the covering memo

http://www.ubc.ca/okanagan/provost/_shared/assets/feb_14_2012_memo_re_space_planning28399.pdf

Guest: Ms. Teresa Syrnyk

10. Report from the Associate Vice-President and Registrar – Mr. James Ridge

Enrolment Summary Report for the UBC Okanagan Campus Winter Term 2011/12 (information) (Master Pages 55 - 60)

Stephanie McKeown, Director, Educational Research, Planning & Analysis, will present the report.

11. Other Business**Next Meeting of the Okanagan Senate – March 28, 2012**

Kindly send meeting regrets to: Okanagan Senate Secretariat okanagan.senate@ubc.ca

Senate meetings schedule www.senate.ubc.ca/okanagan/schedule.cfm



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The Okanagan Senate

DRAFT MINUTES

FIFTH REGULAR MEETING OF THE 2011/2012 ACADEMIC YEAR

25 January 2012 | 3:30 – 5:30 p.m. | ASC 130

Present:	Prof. Stephen J. Toope (President and Chair); Dr. Doug Owsram (Deputy Vice-Chancellor and Vice-Chair); Mr. Ramine Adl; Dr. Linda Allan; Mr. Morgan Andreychuk; Dr. Peter Arthur; Dr. Philip Balcaen; Dr. Gordon Binsted; Dr. Lynn Bosetti; Dr. Ernest Alan Broome; Ms. Melia Campos; Dr. Kenneth Carlaw; Mr. Kirk Chavarie; Dr. Jan Cioe; Mr. Ian Cull; Dr. Fes deSally; Dr. R. Robin Dods; Mr. John Fache; Ms. Mayling Fennell; Mr. Jordan Haynes; Ms. Fern Helfand; Dr. Kasun Hewage; Dr. Sandy Hilton; Dr. Jim Johnson; Dr. Carolyn Labun; Dr. Cynthia Mathieson; Mr. Josiah McDermott; Dr. Abbas Milani; Ms. Darby Milner; Dr. Daniel Murray; Dr. Ben Nilson; Mr. Kyle Nolan; Dr. Gurupdesch Pandher; Ms. Laura Patterson; Dr. Andre Phillion; Dr. Wesley Pue; Dr. Deborah Roberts; Dr. Carole Robinson; Dr. Dwayne Tannant; Dr. Wisdom Tettey; Mr. Calvin Wain; Dr. Greg Wetterstrand
Regrets:	Ms. Cara Bonini (Leave); Ms. Melody Burton; Mr. Christopher Gorman; Dr. Miriam Grant; Dr. Eric Hall; Ms. Kaitlyn Levy; Ms. Sarah Morgan-Silvester; Dr. Dan Muzyka; Mr. James Ridge; Dr. Carol Scarff; Dr. Paul van Donkelaar; Ms. Kristin Vidi; Dr. Spiro Yannacopoulos
Senate Secretariat:	Mr. Christopher Eaton; Ms. Nathalie Hager; Mr. Steve Siblock (Recording Secretary)
Call to Order:	President Toope called the meeting to order at 3:32 p.m.

1.	<p>Minutes of the Previous Meeting</p> <table border="0"><tr><td data-bbox="321 268 483 369"><i>Dr. J. Cioe; Dr. D. Tannant</i></td><td data-bbox="492 268 565 369">}</td><td data-bbox="573 268 1433 411"><i>That the minutes of the meeting of December 15, 2011 be approved as circulated.</i> Approved.</td></tr></table>	<i>Dr. J. Cioe; Dr. D. Tannant</i>	}	<i>That the minutes of the meeting of December 15, 2011 be approved as circulated.</i> Approved.
<i>Dr. J. Cioe; Dr. D. Tannant</i>	}	<i>That the minutes of the meeting of December 15, 2011 be approved as circulated.</i> Approved.		
2.	<p>Business Arising from the Minutes</p> <p>The Chair noted there was no business arising from the previous Minutes.</p>			
3.	<p>President’s Comments and Related Questions</p> <p>The President extended his thanks to Dr. Jan Cioe for presiding as Chair at the December 15, 2011 Senate meeting.</p> <p>Professor Toope provided an update on the search for a successor to Deputy Vice-Chancellor Doug Owram, stating that a recommendation would be made at the Feb 2, 2012 Board meeting. An announcement would be made after the recommendation from the Committee was confirmed by the Board. He also provided Senate with an update to the search which was underway for new Vice-President, Communications and Community Partnership, which was moving into a second round of interviews with a recommendation expected in mid-February. Lastly, a process of consideration of reappointment for the UBC Vancouver Provost and Vice-President Academic, Dr. Farrar, would be occurring over the next couple of months.</p> <p>Speaking to the budget, President Toope emphasized its stability, describing the overall budget situation as “healthy, not wealthy” for both campuses. He indicated that the expected government grant would not increase, and that there were no indications at this time of any cuts to Education grants. Another budgetary pressure was a cap on the increase in domestic student tuition of 2 percent, which does not fully accommodate inflationary pressures. He noted that it was likely there would be an opportunity for all public sector employers to move beyond the current freeze on wage increases, but any modest increases would not be provided by the Province and would need to be funded through the current operating budget. Savings would need to be created in order to cover the costs of any negotiated increases in each of the employment groups.</p> <p>In his capacity as Board Chair of the Association of Universities and Colleges of Canada (AUCC), Professor Toope provided an overview of the following activities:</p> <ul style="list-style-type: none">• A significant meeting of 55 leaders from 36 AUCC member institutions across Canada occurred in early December, resulting in recognition of mental health issues and challenges for staff, faculty, and students at Canadian universities. AUCC has formed a working group to report back to the AUCC Board to			

Senate meeting schedules: <http://www.senate.ubc.ca/okanagan/schedule.cfm>

recommend collective approaches to campus mental health issues. At UBC, the VP Students' portfolio was spearheading in part major initiatives for both campuses to reflect the societal concerns of the realities of mental health problems. He acknowledged a generous gift of one million dollars from Bell Canada for a project focused on providing personalized on-line support for adolescents experiencing mental health problems.

- The AUCC was also focusing on questions of K-12 education for Aboriginal students. The AUCC hosted a live webinar bringing together Indigenous high-school students with Assembly of First Nations Chief Shawn Atleo to hear their aspirations and hopes for post-secondary education. The AUCC and the Assembly of First Nations would continue to work together to help generate ideas to improve post-secondary access to Indigenous students.
- A National Advocacy Day is being sponsored by the AUCC on January 31, bringing together university leaders, Ministers, parliamentarians and officials, and private sector supporters with the objective of highlighting to the Federal government how universities are driving innovation and research and creating collaborative partnerships.

The President reported on two meetings in Vancouver with the Prime Minister, one of which was with the "U15" group of Canada's fifteen leading research-intensive universities, and described them as very positive meetings, in which the Prime Minister spoke only in an approving manner about the universities. Data have shown that universities across the country have done a good job of creating and disseminating ideas that are being picked up by the private sector to benefit the economy. While there is pressure on the Federal budget, the AUCC has launched a coordinated effort across the country to make the case that core granting functions of the Granting Councils for research should be protected.

President Toope is co-chairing a Canada West task force on competitive arrangements for inter-university sport, comprised of five University Presidents and five Athletic Directors. The focus of their efforts is to make recommendations to Canada West and then to Canadian Interuniversity Sport (CIS) which are designed to help Canadian universities retain Canada's top athletes.

Dr. Cioe posed a question regarding a news item appearing in the *Kelowna Capital News* referring to a change in UBC admissions policies. Professor Toope indicated that a broad-based admissions process had proven to be successful as a pilot in the Sauder School of Business and other professional programs. For core undergraduate programs, a determination was made that there was an efficient way to roll-out this admissions process across other faculties in Vancouver, the goal being to reduce cutoff admissions percentages which are very high, and provide a mix of students to further enrich the classroom environment. Deputy Vice-Chancellor Dr. Owsram added that adopting broad-based admissions practices would be a natural

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	<p>progression for the Okanagan campus now that enrolment maximums were being reached. The Provost, Dr. Wesley Pue, indicated that the source of confusion was a news story taken from a Vancouver-only press release which had been incorrectly reported by the local Kelowna press.</p>
4.	<p>Deputy Vice-Chancellor's Remarks</p> <p>Dr. Owram thanked the assembly for electing him as Vice-Chair of Senate.</p> <p>He advised Senate that a professional space audit has been completed on campus with a report due in the next few weeks. This report will have a very strong influence on the allocation of space which will be used to help balance several conflicting priorities on campus.</p> <p>He also reported that the University has received a one-million dollar contribution from an Alumnus donor purposed to name the atrium of the Engineering, Management and Education building, and that a reception would be forthcoming. Dr. Owram also welcomed the students in the Southern Medical Program, who are now on campus enjoying the facilities of the new Health Sciences Centre.</p> <p>UBC Okanagan has fostered a positive relationship with the University of York in the United Kingdom, and is in the final stages of setting up a student mobility agreement. The first discipline in the agreement is anticipated to be Chemistry, with anticipated agreements moving into other sciences and faculties.</p> <p>Dr. Owram reported that the University was in the final stages of setting up a fund to support visiting international scholars, enabling the University to invite and host distinguished faculty and researchers on campus. In response to a question from Dr. Pandher, Dr. Owram indicated that the intent was to provide for shorter-term visitations.</p> <p>Dr. Phillion enquired whether the space audit would be a public document. Dr. Owram responded in the affirmative, and stated that it should be in a format which would be publishable online.</p> <p>Dr. Cioe enquired what the mechanism would be once the space audit report is published. Dr. Pue added that the needs would be brought into line with Government of British Columbia space standards, and that a wide circulation of the report would be critical to ensure that all corrections and oversights are identified. Dr. Cioe remarked that utilization of the residence facilities in the summer should not be overlooked.</p> <p>In response to a question, Dr. Pue clarified that the University's own space planning professionals from the Vancouver campus were performing the space audit, and that their care for and understanding of the academic environment was a positive factor.</p>

Senate meeting schedules: <http://www.senate.ubc.ca/okanagan/schedule.cfm>

			In response to a question regarding the financing of buildings on campus, Dr. Owrap explained that funding was based on a long-term interest rate charged from within UBC itself. President Toope added that the rate used had been the result of a detailed and robust consultation process.
5.	Report from the Agenda Committee		Mr. Calvin Wain presented the report, outlining the meeting dates of the Okanagan Senate for the 2012-2013 Academic Year.
	Mr. C. Wain; Dr. P. Arthur	}	That Senate approves the Okanagan Senate meeting dates for the 2012-2013 Academic Year as proposed. Approved.
6.	Report from the Curriculum Committee		Dr. Dwayne Tannant presented the report, outlining curriculum proposals from the Faculties of Arts and Sciences, Creative and Critical Studies, and Education.
	Dr. D. Tannant; Dr. W. Tettey	}	That Senate approve the new courses brought forward by the Faculties of Arts and Sciences, Creative and Critical Studies, and Education as set out in the attached documents. Approved.
7.	Report from the Nominating Committee		Dr. Gurupdes Pander presented the report outlining routine adjustments to Senate Subcommittee memberships.
	Dr. G. Pandher; Dr. D. Tannant	}	That Mr. Kyle Nolan, Graduate Student Representative, be named to the Agenda Committee to fill a vacancy; and That Mr. Kyle Nolan, Graduate Student Representative, be named to the Okanagan Senate Council Representative Committee Five to fill a vacancy. Approved.
			Dr. Pandher presented the report outlining amendments to Joint Senate and Board Policies: Policy #17 - Appointment of Registrar and Librarians, and Policy # 18 - Appointment of Designated Senior Academic Administrators.

Senate meeting schedules: <http://www.senate.ubc.ca/okanagan/schedule.cfm>

	<p>Dr. G. Pandher; Dr. J. Cioe</p>	<p>} <i>That Senate approve the amendments to Policy #17 – Appointment of Registrar and Librarians (Joint Senate and Board Policy); and to Policy # 18 – Appointment of Designated Academic Administrators (Joint Senate and Board Policy) as received by University Counsel and as presented in the attached document.</i></p> <p>Approved.</p>
8.	<p>Report from the Deputy Vice-Chancellor</p> <p>Dr. Owrarn indicated that the overall budget is stable, and that PSA and merit increases were being funded through the central budget rather than through the Faculty budgets. Most faculties would be able to add new strategic positions. The campus is now near the end of the budget development process. The University anticipates a zero grant increase and a tuition increase limited to two percent; PSA and merit increases are unfunded, resulting in an incremental decline of the budget. The largest drag on the budget is capital debt around buildings. The reduction of debt allows for savings on interest charges, allowing for strategic hiring in certain cases.</p> <p>In response to a question from Dr. Cioe, Dr. Owrarn confirmed that strategic hiring positions were new and not reflective of those previously announced.</p> <p>Dr. Owrarn outlined the capital debt would be down to approximately \$34 million, down from \$50 million in the original 2005-2006 plan. Dr. Dods applauded the resulting campus improvements and the debt reduction effort, a comment which also evoked the praise of Professor Toope for the progress made to date.</p> <p>Regarding capital priorities, Dr. Owrarn indicated that the space audit would primarily dictate priorities, but that the campus priorities continue to be library space, theatre space, combined space for health programs, and generic classroom space. Dr. Cioe and Dr. Dods added that there were other models of generic classroom space, and emphasized the importance of surveying faculty members for the types of classroom space required.</p>	
9.	<p>Report from the Provost</p> <p>Dr. Pue confirmed the importance of a wide distribution of the upcoming Space Audit report, indicating the necessity to correct any information at the Faculty level when it is distributed for review.</p> <p>Dr. Pue provided an update on three Dean searches currently underway. For the Dean of the Faculty of Applied Science, the search committee is being co-chaired by the Vancouver and Okanagan Provosts and is underway. In the Faculty of Health and Social Development, Dr. Gordon Binsted is currently the Acting Dean; the</p>	

Senate meeting schedules: <http://www.senate.ubc.ca/okanagan/schedule.cfm>

committee has been constituted and is making good progress. In the Faculty of Management, Dr. Spiro Yannacopoulos is standing as Acting Dean as well as Director of the Engineering department; the process of building the search committee has begun but the committee has not yet been constituted.

Dr. Pue spoke to the topic of Strategic Enrolment Management (SEM). He recounted that government targets have been met at an extraordinary pace, and enrolment management must now balance admissions targets across the campus in a deliberate manner. An Institutional Research Unit has been established which provides reports regularly to the Committee of Deans to ensure that resources assigned to teaching units are in line with enrolments.

Dr. Pue outlined the preparations being undertaken to move to a holistic admissions model, including presentations and consultations being held on campus, indicating that the competitiveness of admission to UBC Okanagan required a change in the selection process used for applicants.

Reporting on the portfolio of the Vice-Provost Research and Dean of the College of Graduate studies (Dr. Miriam Grant), Dr. Pue noted that Dr. Grant is working to enhance the office of Research Services and is looking for input from the academic community, and is looking for ways to enhance the support of graduate students on campus, including the expansion of research and economic partnerships.

In response to a question from Dr. Cioe regarding the multi-campus model for the Faculty of Applied Science, Dr. Pue recounted the current situation involves a single Faculty across two campuses, with curriculum approved locally and a budget firewall that prevents transferring monies from Vancouver. While some faculty may find they derive strength from the association with their colleagues in Vancouver, there is no consensus at this stage, and the necessary conversations have been initiated. These talks will continue to unfold as the School of Engineering goes through an external review process beginning in mid-February. Dr. Owrarn added that during the selection process of the next Dean, any candidates coming into the position would need to be open to a natural evolution of the structure of the Faculty.

Mr. Andreychuk enquired whether a UBC degree in Engineering coming from UBC Okanagan may be looked upon differently; Dr. Owrarn responded that a degree from UBC is consistent, but it was the Faculty structure that differed.

In response to a question from Dr. Cioe, Dr. Pue confirmed that the holistic admissions policy would be confirmed at Senate. On the topic of SEM, Dr. Pue indicated that the success of this type of enrolment management was dependent on having an accurate model which will successfully predict the transference of admissions offers into registrations.

Professor Toope responded to a question from Dr. Dods, indicating that as a system,

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	<p>UBC has been overproducing enrolments by three to four percent for a number of years, resulting in having slightly more students than are funded.</p> <p>In response to a question from Dr. Pandher, Dr. Pue emphasized the importance of having a dynamic SEM model that responds to the observed enrolment behavior of individual Faculties or departments, and cannot be a static model which does not adjust over time.</p> <p>Dr. Pue reviewed the importance of matching enrolment targets with the core budget from government, as students enrolled above the levels provided in the block grant are not funded and over time, students would be underserved when taking into account student services, housing and the basic infrastructure of the campus.</p> <p>Dr. Hilton inquired whether the block grant is reduced if student enrolment targets are not met. Dr. Owram indicated that the government would likely respond with a reduced grant if a recurring number of seats below target were not filled.</p>			
10.	<p>Report from the Associate Vice-President and Registrar</p> <p>Mr. Christopher Eaton presented the report for information in the absence of the Associate Vice-President and Registrar. The key dates for the Academic Year 2012-2013 were presented, developed by Enrolment Services according to the rules established by Senate.</p>			
11.	<p>Motion from the UBC Students' Union Okanagan (UBCSUO)</p> <p>Mr. Kirk Chavarie, President of the UBSCSUO and Student Senator-at-large, presented a motion requesting that Senate grant a day of academic concession on February 1st, 2012 to coincide with the Canadian Federation of Students' National Day of Action, aiming to raise public awareness about the role of post-secondary education and to persuade governments to reinvest in affordable, high-quality public education. The original motion follows:</p>			
	<table border="0"><tr><td>Mr. K. Chavarie; Dr. J. Cioe</td><td>}</td><td><i>That the UBC Okanagan Senate provide academic amnesty for those students who wish to participate in campus events as part of the National Day of Action on Wednesday, February 1, 2012 and that professors make flexible alternate arrangements, where academically possible, including re-scheduling examinations and the deadlines for submission of assignments, and provide reasonable access to materials covered during lectures for students who are absent from classes on February 1st, 2012, so that they may freely participate in the Day of Action with no fear of academic repercussions.</i></td></tr></table>	Mr. K. Chavarie; Dr. J. Cioe	}	<i>That the UBC Okanagan Senate provide academic amnesty for those students who wish to participate in campus events as part of the National Day of Action on Wednesday, February 1, 2012 and that professors make flexible alternate arrangements, where academically possible, including re-scheduling examinations and the deadlines for submission of assignments, and provide reasonable access to materials covered during lectures for students who are absent from classes on February 1st, 2012, so that they may freely participate in the Day of Action with no fear of academic repercussions.</i>
Mr. K. Chavarie; Dr. J. Cioe	}	<i>That the UBC Okanagan Senate provide academic amnesty for those students who wish to participate in campus events as part of the National Day of Action on Wednesday, February 1, 2012 and that professors make flexible alternate arrangements, where academically possible, including re-scheduling examinations and the deadlines for submission of assignments, and provide reasonable access to materials covered during lectures for students who are absent from classes on February 1st, 2012, so that they may freely participate in the Day of Action with no fear of academic repercussions.</i>		
	<p>Discussion from the floor of Senate resulted in amendments intended to keep the language consistent with terminology used in the University Calendar, and to</p>			

Senate meeting schedules: <http://www.senate.ubc.ca/okanagan/schedule.cfm>

		remove some of the specificity in what was deemed to be an academic concession. The Chair called for a vote on the amendments to the original motion as follows:
Dr. S. Hilton; Dr. C. Robinson	}	<i>That the original motion be amended to replace the word “amnesty” with “concession”, and to strike the phrase “including re-scheduling examinations and the deadlines for submission of assignments, and provide reasonable access to materials covered during lectures”.</i> Approved by majority vote.
		The Chair called for a vote on the final amended motion as follows:
Mr. K. Chavarie; Dr. J. Cioe	}	<i>That the UBC Okanagan Senate provide academic concession for those students who wish to participate in campus events as part of the National Day of Action on Wednesday, February 1, 2012 and that professors make flexible alternate arrangements, where academically possible, for students who are absent from classes on February 1st, 2012, so that they may freely participate in the Day of Action with no fear of academic repercussions.</i> Approved unanimously.
12.	Other Business	
	Mr. Christopher Eaton, acting as Secretary of Senate, called for the following motion:	
Dr. K. Carlaw; Dr. W. Tetley	}	<i>That Senate approve the election of Mr. John Fache as the student representative of the Faculty of Creative and Critical Studies, replacing Mr. Yaw Obrenu-Yamoah, as recommended by the UBC Students’ Union Okanagan (UBCSUO) effective until March 31, 2012 and thereafter until replaced.</i> Approved.
Adjournment:	There being no further business, the Chair adjourned the meeting at 4:58 p.m.	
Next Meeting:	Wednesday, February 29, 2012	

Senate meeting schedules: <http://www.senate.ubc.ca/okanagan/schedule.cfm>

Appendix A

Faculty of Arts and Sciences

New Course

INDG 405 (3) Indigenous Education: History and Revitalization

Faculty of Creative and Critical Studies

New Courses

CULT 215 (3) Cultural Industries

CULT 312 (3) Internet Culture

Faculty of Education

New Course

EDUC 432 (3) Assessment for Learning in the Secondary Classroom



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University Centre UNC 322
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To: Okanagan Senate
From: Fred Vogt, Deputy Registrar
Date: February 29, 2012
Re: Senate Policy Proposal – J-52: Admission for Secondary School Applicants following the BC/Yukon Curriculum

Senate Policy J-52 proposes that the same flexibility afforded to secondary school applicants following Canadian curricula outside of BC/Yukon re: substituting Grade 11 course grades in the admission average when a Grade 12 course grade is not yet available (Senate Policy J-51) be extended to secondary school applicants following the BC/Yukon curriculum. If accepted, Policy J-52 would take immediate effect for undergraduate admission to 2012W.

The immediate pressure to bring about this policy change is the current job action by BC's public school teachers.

As of February 2012, BC's public school teachers are engaged in a job action supported by the BC Teachers' Federation. The results of this job action are that a) public secondary school students within the BC/Yukon region may not receive March/April reports cards with interim course grade information, b) public school teachers within the BC/Yukon region may not submit students' official March/April interim grades to the school office, and/or c) public schools within the BC/Yukon region may not submit students' official interim grades to the BC Ministry of Education in April. UBC undergraduate applicants from the BC/Yukon region currently use interim Grade 12 course grades issued on official school report cards in March or April to self-report their grades to UBC. UBC verifies that which the students have self-reported via the receipt of a May data file from the BC Ministry of Education. Based upon any/all of the three possible results of the job action listed above, UBC's current admission process of using students' self-reported interim March/April grades will lead to 2012W admission decisions based upon academic information that is either unofficial or unverifiable.

If approved, Policy J-52 will serve an immediate need in addressing undergraduate admissions issues created by the current job action in BC schools.

An analysis was conducted in 2011 to assess the impact of substituting final Grade 11 grades for missing Grade 12 grades for BC/Yukon secondary school applicants (see attached *Report On Hypothetical Outcomes Of Using Grade 11 Grades For BC Secondary School Applicants, 2011*). The report shows that in 80% of cases, the use of Grade 11 grades as substitutes for missing Grade 12 grades in March lead to the same admission decision that was rendered in May on a complete set of Grade 12 grades. For the remaining cases, the vast majority were denied admission on Grade 11 grades but later admitted on Grade 12 grades. The analysis suggests that

in 97% of cases, using final Grade 11 course grades as substitutes for missing Grade 12 course grades to results in the same end result as waiting until late April/May for a complete set of Grade 12 course grades.

The first point in the proposed policy speaks to general admission criteria with reference to possible inclusion of Broad Based Admission (BBA) practices. This point is essential as policy foundation for practice already adopted on the Vancouver campus. The wording does not implement BBA practices at the Okanagan, rather it creates a general framework which will allow BBA to be adopted in the future, if Senate approves, without requiring further change to Policy J-52.

I would request that Senate approve Policy J-52: *Admission for Secondary School Applicants following the BC/Yukon Curriculum* as presented. Because the situation is very similar in Vancouver and because Policy J-51 already exists for non-British Columbian students, this proposal has been drafted as a joint policy between the two Senates to apply to all BC/Yukon secondary school applicants to the University.

Respectfully submitted,

Fred Vogt
Deputy Registrar

THE UNIVERSITY OF BRITISH COLUMBIA

**SENATE POLICY:
J-52****CAMPUS SENATE**
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1**DRAFT VERSION 1.8****Number & Title**

J-52: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*

Effective Date:

1 April 2012 for admission to 2012 Winter and thereafter.

Approval Date:

Proposed for consideration at the *Okanagan Senate* on 29 February 2012 and the *Vancouver Senate* on 14 March 2012.

Review Date:

This policy shall be reviewed one (1) year after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Admissions Committee of the Vancouver Senate and *Admissions and Awards Committee of the Okanagan Senate*.

Authority:

University Act, S. 37(1)

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

(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty,

and to determine which faculty the students pursuing a course of study must register.”

Purpose and Goals:

This policy is designed to provide a mechanism for academic assessment of secondary school applicants from the BC/Yukon curriculum to undergraduate direct-entry programs, including for the use of final *Grade 11 course* grades when a grade for a required *Grade 12 course* is not yet available.

Applicability:

This policy is applicable to secondary school applicants to *direct-entry undergraduate programs* at the *University* from the *BC/Yukon Secondary School Curriculum*.

Exclusions:

This policy does not apply to applicants who have another basis of admission.

Definitions:

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

Admission Average shall mean the academic average calculated by the University to determine the applicant's relative academic competitiveness based upon at least four *Grade 12 courses* (or the *Grade 11 course* equivalents under this policy) as specified for the program to which they are applying.

BC/Yukon Secondary School Curriculum shall mean a secondary school program of study described and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

Broad Based Admissions shall mean the consideration of non-academic and academic information (other than the *admission average* and pre-requisite courses) in undergraduate admission decisions.

Extra-Provincial Curriculum or *Extra-Provincial Curricula* shall mean any Canadian secondary school system not following the BC/Yukon Secondary School Curriculum.

Direct-entry undergraduate program shall mean a *course of study* offered by the University leading to a degree or diploma to which applicants are generally admitted based primarily upon their secondary school academic performance or transfer from a comparable program at another institution.

Final course grade, shall mean the grade normally issued at the completion of the course.

Grade 11 Course shall mean a course designated by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon to be at the Grade 11 academic level.

Grade 12 Course shall mean a course designated by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon to be at the Grade 12 academic level.

Interim course grade shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

Policy:

1. Academic criteria, generally as indicated by a calculated *admission average* and the completion of pre-requisite courses, are the primary basis for determining admissibility to *direct-entry undergraduate programs*; however, with the approval of Senate, faculties and programs may elect to use *Broad Based Admission* or other criteria to select from applicants who meet or exceed *admission averages*.
2. An *admission average* will be calculated where all *Grade 12 courses* required for admission have been completed or are in-progress and all required verifiable or official final or interim course grades are available to the University.
3. Where available, *final* or *interim course grades* for *Grade 12 courses* shall be used in calculating an *admission average*; however, should one or more of the required *Grade 12 courses* not have a *final* or *interim course grade* at the time of academic assessment, the *final course grade* for one or more appropriate *Grade 11 courses* will be substituted into the calculation of the *admission average* as follows:
 - a. for specified *Grade 12 courses* (English for all programs, or prerequisite mathematics or science courses for some programs), a *final course grade* for a *Grade 11* course in the same subject-area shall be substituted
 - b. for other *Grade 12 courses*, a *final course grade* for a *Grade 11* course may be substituted so long as the course meets the criteria for inclusion as a secondary school courses in an *admission average* but is at the *Grade 11 level*, and is not in a subject area that is already being used in the calculation of the admissions average.
4. *Grade 11 courses* that may be substituted for *Grade 12 courses* shall be set out in the procedures to this policy by the Responsible Committee.

5. Offers of admission and scores for *Broad Based Admission* decisions based on *admission averages* that include one or more *final course grades* for *Grade 11* courses and/or *interim course grades* for *Grade 12* courses are subject to the satisfactory completion of all required courses and maintenance of a required *academic average* as noted in the official offer of admission. Failure to meet either condition may result in the withdrawal of admission.
6. The *Responsible Committees* shall set out the timing for admission decisions for admission to direct-entry undergraduate programs as a procedure to this policy.
7. The *University* shall ensure that no applicant who would have been admissible based upon their final or interim *Grade 12* course grades as available by 15 May is denied admission on the basis of their final *Grade 11* course grades.

Academic Calendar Statement (Okanagan):

<p>Faculty/School: N/A Dept./Unit: Enrolment Services Faculty/School Approval Date: N/A Effective Session: 2012W. To be published in the Academic Calendar upon approval for the purpose of informing prospective students.</p>	<p>Date: 1 February 2012 Contact Person: Michael Bluhm, Associate Director, Undergraduate Admissions Phone: 604.822.9489 Email: michael.bluhm@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants Following the BC/Yukon High School Curriculum Admission Requirements</p> <p><i>Admission Requirements</i></p> <p><u>Academic averages for the purpose of admission to the UBC Okanagan campus are primarily based on Grade 12 final or in-progress course grades available in the spring; however, an applicant's full academic history (including grades for completed Grade 11 courses) may be</u></p>	<p>Draft Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,22,63,0</p> <p>Present Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants Following the BC/Yukon High School Curriculum Admission Requirements</p> <p><i>Admission Requirements</i></p>

considered, particularly where sufficient Grade 12 grade information is not yet available.

[93] The minimum academic qualification for admission is secondary school graduation, including the following Grade 12 courses:

[94]

Grade	Required Courses ^{1,2}
Grade 12	English 12 or English 12 First Peoples Three additional UBC Okanagan campus-approved Grade 12 courses ¹

¹ Or approved equivalent International Baccalaureate, Advanced Placement, or post-secondary courses. See [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum; Advanced Placement and International Baccalaureate Courses Approved to Satisfy Prerequisites](#); and [Post-Secondary Courses that Count Toward BC or Yukon High School Graduation](#).

² See [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#) for programs requiring courses at the Grade 11 level.

[95] The admission average will be calculated on English 12 or English 12 First Peoples and the three additional UBC Okanagan campus-approved Grade 12 courses from the table below, or the equivalents. **Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.**

[...]

[93] The minimum academic qualification for admission is secondary school graduation, including the following Grade 12 courses:

[94]

Grade	Required Courses ^{1,2}
Grade 12	English 12 or English 12 First Peoples Three additional UBC Okanagan campus-approved Grade 12 courses ¹

¹ Or approved equivalent International Baccalaureate, Advanced Placement, or post-secondary courses. See [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum; Advanced Placement and International Baccalaureate Courses Approved to Satisfy Prerequisites](#); and [Post-Secondary Courses that Count Toward BC or Yukon High School Graduation](#).

² See [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#) for programs requiring courses at the Grade 11 level.

[95] The admission average will be calculated on English 12 or English 12 First Peoples and the three additional UBC Okanagan campus-approved Grade 12 courses from the table below, or the equivalents.

[...]

Calendar Statement (Vancouver):

<p>Approval Date: Effective Session: Effective immediately Year for change: For publication as soon as possible Faculty/School: all</p>	<p>Date: 1 February 2012 Contact Person: Michael Bluhm, Associate Director, Undergraduate Admissions Phone: 604.822.9489 Email: michael.bluhm@ubc.ca</p>
<p>Homepage > Admissions > Applicants Following the BC/Yukon Secondary School Curriculum > Admission Requirements</p> <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0</p> <p>Revised Entry:</p> <p>Academic criteria are the primary basis for determining admissibility to UBC's Vancouver campus; however, many programs consider non-academic information as well. Academic averages for the purpose of admission to UBC's Vancouver campus are primarily based on Grade 12 final or in-progress course grades available in the spring; however, an applicant's full academic history (including grades for completed Grade 11 courses) may be considered, particularly where sufficient Grade 12 grade information is not yet available.</p> <p>..</p> <p>The admissions average will be calculated on English 12, or English 12 First Peoples, and three additional approved Grade 12 courses. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.</p>	<p>Homepage > Admissions > Applicants Following the BC/Yukon Secondary School Curriculum > Admission Requirements</p> <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0</p> <p>Current Entry</p> <p>The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses, or the equivalent.</p>

Consultations

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

1. Executive Enrolment Committee
2. Enrolment Services
 - a. Undergraduate Admissions Office

History:

Up until 1992, UBC used both Grade 11 and Grade 12 course grades to render admission decisions for BC/Yukon Secondary School applicants. Following the lead of a number of other Canadian universities (UBC Senate Minutes, April 22, 1992), Senate approved a revision of requirements for BC/Yukon Secondary School applicants so that the admission average would be based solely upon grades in four Grade 12 courses.

In 2009, again following the lead of other Canadian universities, the UBC Vancouver Senate approved a pilot project that allowed the substitution of a final Grade 11 course for an unavailable interim Grade 12 course for secondary school applicants following Canadian Extra-Provincial Curricula. In 2011, the outcomes of the pilot project were reviewed and it was determined that there were not any significant differences in first-year performance between the students admitted on Grade 11 and Grade 12 courses and those admitted on Grade 12 courses only. As a result, policy J-51 was approved, allowing for the ongoing use of final Grade 11 course grades for secondary school applicants from Canadian jurisdictions outside of BC when an interim Grade 12 course grade is not yet available.

Related Policies:

J-51: Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula

Appendix:

None.

Procedures:

Calculation of Interim Admission Averages

1. The calculation of an interim admission average shall be based on the following, with course-by-course substitutions outlined below.
 - applicant must have all required courses either in progress, completed, or anticipated to be complete by the end of their ultimate year of secondary school;
 - the admission average is based on the required grade 12 courses and appropriate number of elective courses;
 - if one or more of required or elective *Grade 12 courses* does not yet have a final or interim grade then a final *Grade 11 course* grade(s) shall be substituted into the admission average as follows:
 - for required *Grade 12 courses* (English or a prerequisite mathematics or science course), only a final grade in a *Grade 11 course* in the same subject-area (i.e., a course that is directly laddered to the *Grade 12 course*) shall be substituted;
 - for elective *Grade 12 courses* (i.e., course is UBC-approved as it meets the *Criteria for Including Secondary School Courses in an Admission Average*), a final *Grade 11 course* grade may be substituted so long as the course is a) not in a subject area that has already been included at the Grade 12 level (e.g. Biology 12 already included, don't include Biology 11), and b) meets the UBC-approved criteria but is at the Grade 11 level.
 - In all cases, an applicant's admission average will be optimized such that the highest possible average is calculated while adhering to the rules outlined above.

Timing of Admission Decisions

1. The University will make initial admission decisions for direct-entry undergraduate programs based upon data that is available /verifiable as of 15 March each year for the following Winter Session; the admission average used for these decision will be made based upon final or interim Grade 12 course grades (or equivalent final Grade 11 course grades).
2. An additional round of admission decisions for BC/Yukon Secondary School applicants will be made based upon data that is available /verifiable as of 15 May; the admission average used for these decisions will be made based upon final or interim grade 12 course grades only.

Grade 11 Grade Substitutions

BC/Yukon curriculum Grade 12 courses	BC/Yukon curriculum Grade 11 courses that may be used as a substitute
BC First Nations Studies 12	BC First Nations Studies 11
Biology 12	Biology 11
Calculus 12	n/a
Chemistry 12	Chemistry 11
Economics 12	Economics 11
English Literature 12	English Literature 11
English 12 or English 12 First Peoples	English 11 or English 11 First Peoples
Français Langue 12 or French 12	Français Langue 11 or French 11
Geography 12	Social Studies 11 ¹
Geology 12	Earth Science 11
German 12	German 11
History 12	Social Studies 11 ¹
Japanese 12	Japanese 11
Law 12	n/a
Mandarin 12	Mandarin 11
Principles of Mathematics 12 or Pre-Calculus 12	Principles of Mathematics 11 or Pre-Calculus 11
Physics 12	Physics 11
Punjabi 12	Punjabi 11

Note: ¹ Social Studies 11 may not be double-counted if both Geography 12 and History 12 are in progress.

FAQs on Senate Policy J-52

1. *If Policy J-52 is implemented for admission to 2012W, will any BC high school applicants be disadvantaged because they were not given enough notice of this change in UBC's admission practices?*

No. If approved, Policy J-52 can be implemented in such a way as to ensure that no student is disadvantaged by UBC's consideration of Grade 11 grades. Consider the following scenarios:

Scenario A:

Student has very strong Grade 11 and Grade 12 grades. UBC receives official data from the Ministry of Education in March. Because it is March, some Grade 12 course grades are missing and the student is admitted on a combination of Grade 11 and Grade 12 grades. The offer of admission is communicated in mid-late April.

Scenario B:

Student did not do well in Grade 11 and was told to focus on his/her Grade 12 grades in order to gain admission to UBC. The student has indeed worked hard and has strong Grade 12 grades. UBC receives official data from the Ministry of Education in March; based upon a combination of Grade 11 and Grade 12 grades, the student is not admitted. In May, UBC receives a complete set of official Grade 12 grades from the Ministry (no different than in previous years). The student is admitted and the offer of admission is communicated in mid-May.

In either scenario, the use of Grade 11 grades does not affect the student's likelihood of gaining admission on Grade 12 grades. Furthermore, research shows that the vast majority of students in Scenario A would have been admissible had we waited for Grade 12 grades – we arrive at the same admission outcome regardless of how the admission average is calculated.

Enrolment will be managed to ensure that the same competitive thresholds for admission are used in March (Grade 11 and Grade 12 grades) and May (Grade 12 grades only); in other words, we will not “fill all our seats” with students admitted in March. As such, a BC high school applicant admissible on Grade 12 grades will not be disadvantaged by UBC's use of Grade 11 grades earlier in the cycle.

2. *Does Policy J-52 change UBC's admission criteria?*

No. Students must still complete the courses identified in UBC Calendar to gain admission. Grade 11 course grades are merely used as substitutes to calculate an admission average when one of the required Grade 12 courses is not yet available.

Policy J-52 does change our admission *processes*. The receipt and use of official March data from the Ministry of Education (with Grade 11 and Grade 12 courses) takes the place of students self-reporting their grades in March and April (for the reasons outlined in 4 below). The practice of making another round of admission decisions in May (with a complete set of Grade 12 courses) remains unchanged.

3. *Does Policy J-52 become a moot point if the job action ends?*

No. A considerable amount of systems preparation is required to receive self-reported grades. Even if the job action is resolved in time for students to receive their report cards, there may not be enough time to ensure that UBC can receive and use verifiable self-reported grades to evaluate applicants.

4. *What happens if Policy J-52 is not approved?*

According to the British Columbia Labour Relations Board No.132/2011, in Phase One of the job action, BCTF members need not prepare or distribute report cards. If students do not receive report cards, then there is no way to verify the grades students self-report to UBC (the use of report cards is critical in ensuring that students self-report the same grades UBC will later receive from the Ministry). Therefore, if Policy J-52 is defeated, UBC will have to either a) admit students on grades that are neither verifiable nor official or b) wait until mid-May to start making offers of admission to BC secondary school applicants.

5. *If the job action is specific to the current admissions cycle (2012W), why is Policy J-52 presented as an ongoing change in admissions policy to be reviewed in one (1) year?*

Should Policy J-52 be approved for one year and then be reconsidered and approved for the longer term, messaging to the schools could be confusing. For example, if the policy were in place for September 2012, not for 2013, but potentially for 2014, prospective students could understandably be unclear on our criteria. By approving Policy J-52 as an ongoing change with a review period after one year, UBC can communicate the use of Grade 11 grades now, and review the success of the policy change after one cycle.

REPORT ON HYPOTHETICAL OUTCOMES OF USING GRADE 11 GRADES FOR BC SECONDARY SCHOOL APPLICANTS, 2011

November 2011

EXECUTIVE SUMMARY

- This study provides a simulation of UBC's 2011 undergraduate admission decisions for BC secondary school applicants had UBC made decisions earlier in the cycle using Grade 11 grades as substitutes for missing Grade 12 grades. The data provided for this study was made available to UBC in late February 2011 by the Ministry of Education. The study compares the outcome of the hypothetical admission decisions made in February with the actual admission decisions made in May.
- The use of Grade 11 grades as proxies for missing Grade 12 grades produced hypothetical admission averages that were on the whole 1.6 percentage points lower than actual admission averages.
- For faculties that used grades alone to determine admissibility, the use of Grade 11 grades in the hypothetical evaluations resulted in admission decisions that were 80% accurate (i.e. lead to the same admission result as if we had waited for Grade 12 grades in May). Accuracy was higher for semester schools (83%) than it was for linear schools (75%).
- Of the inaccurate admission decisions, the vast majority were false refusals (students were denied admission on their hypothetical admission averages in February who were later admitted on their actual admission averages in May).
- As a result, the analysis suggests that in 97% of admission decisions for BC/Yukon students, using final Grade 11 course grades as substitutes for missing Grade 12 course grades to render a first round of offers of admission in March (followed by a second round in late April/early May) results in the same end result as waiting until late April/early May for a complete set of Grade 12 courses.
- The use of Grade 11 grades has a much bigger impact on admission decisions for students from semester schools than from linear schools.
- In order to preserve the accuracy of the admission decision while still supporting a more holistic and timely admission process, it is recommended that Grade 11 grades only be used for applicants from semester schools.

DATA ANALYSIS

This analysis compares actual admission decisions for BC secondary school applicants to UBC Vancouver and UBC Okanagan 2011W based upon official Ministry of Education data obtained in May with hypothetical admission decisions based upon official Ministry of Education data obtained in February 2011. The data provided by the Ministry of Education contained final grades for Grade 11 and Grade 12 courses completed as of January 2011.

Table 1: Ministry of Education course data used to calculate hypothetical (February) and actual (May) admission decisions for applicants to UBC Vancouver and UBC Okanagan, 2011

School Calendar	Ministry of Education datafile used to evaluate	
	February (hypothetical)	May (actual)
Linear calendar schools <i>Includes all of Vancouver, West Vancouver; most of North Vancouver, Burnaby, and Richmond.</i>	Final grades for Grade 11 and Grade 12 courses completed by June of previous year	Final grades for Grade 11 and Grade 12 courses completed by June of previous year; Grade 11 and Grade 12 courses in progress as of March of current year (i.e. Term 2)
Semester calendar schools <i>Includes rest of BC school districts not mentioned above.</i>	Final grades for Grade 11 and Grade 12 courses completed by January of current year	Final grades for Grade 11 and Grade 12 courses completed by January of current year; Grade 11 and Grade 12 courses in progress as of April of current year (i.e. mid-point of second semester)

Table 1 provides a summary of the grades data used in both the hypothetical (February) and actual (May) admission decisions. Note that the currency of the data used varies depending upon the school calendar¹. For linear schools, hypothetical admission averages are calculated almost entirely on Grade 11 courses completed in June of the previous year; for semester schools, averages are calculated partially on Grade 11 and 12 courses completed in June of the previous year and partially on Grade 11 and 12 courses completed in January of the current year.

Hypothetical admission averages were calculated for UBC applicants' first choice of program based upon the February 2011 Ministry data. Where a completed Grade 12 course grade was not available, the corresponding completed Grade 11 course was used in its place. The substitutions adhered to the following criteria:

- An admission average was calculated only if the student had at least four viable Grade 11 or 12 courses (as per standard UBC admission criteria) in their February 2011 data.
- An admission average was only calculated if the student presented the required Grade 12 courses on their May data (i.e. the May evaluation did not render a 0.0% average).
- Course substitutions were made based upon course name. For example, English 11 was used as a proxy for a missing English 12 grade. There were only two exceptions:

¹ Linear schools have courses that run the full year with report cards issued in November and March. Semester schools have courses that run from Sept to January (with a report card in November) and February to June (with a report card in late April/early May).

- Social Studies 11 was used as a proxy for a missing Geography 12 or History 12 grade, as neither of these senior courses are taught at the junior level.
- Both Francais Langue 11 and French 11 were used as a proxy for missing French 12 grade (whichever was higher).
- Only one grade per discipline was used. In other words, an average would never be calculated with both a Math 11 and a Math 12 grade.
- A Grade 12 grade was always used if available, even if the Grade 11 grade in the same subject was higher.
- IB and AP courses were substituted as per UBC admission practices.

In total, 6,054 hypothetical February 2011 admission averages were calculated for BC secondary school applicants and compared against a May admission average. This represents 65% of the total number of BC high school applicants for whom UBC had an admission average calculated by the end of May 2011. This low rate of completion is due to the fact that many BC secondary school students have not yet submitted their PSI Choices form (the document that authorizes the Ministry to release students' grades to post-secondary institutions) by February. This practice would change should UBC decide to start using Grade 11 grades and a more comprehensive data file should be available. However, for the time being, the current study only considers a subset of UBC's 2011 BC secondary school applicant pool.

Of the 6,054 applicants included in this study, 3,760 were admitted based upon official May data (including those admitted on BBA decisions) and 2,294 were either refused outright or put on hold. Furthermore, of the 6,054 applicants with a mid-May admission average, 4,570 also had an average calculated earlier on in the cycle based upon self-reported grades. Within the context of this study, official Ministry of Education grades available in May serves as the baseline comparators for applicants evaluated on grades alone; student self-reported data serves as the baseline comparators for applicants evaluated with a mandatory supplementary application (i.e. BBA).

Overall, the mean May admission average of the 6,054 students used in this study was 88.1%. Using final Grade 11 courses grades as substitutes for missing Grade 12 grades in February, the mean admission average was 86.5%, 1.6 percentage points lower. This suggests that the use of Grade 11 grades as proxies for missing Grade 12 grades will produce lower admission averages (assuming that student / school behavior re: Grade 11 grades does not change once it becomes known that UBC uses Grade 11 grades in the admission decision). It is also important to note that the discrepancy between hypothetical and actual admission averages is much higher for linear schools than it is for semester schools. This is likely due to the greater currency of the semester school grades (see Table 1).

Table 2: Mean admission averages; actual May evaluations and hypothetical February evaluations (using Grade 11 grades as proxies for missing Grade 12 grades), UBC Vancouver and UBC Okanagan, 2011

	School Calendar		
	All	Linear	Semester
May	88.1%	89.1%	89.0%
February	86.5%	86.5%	88.0%
Change	-1.6%	-2.6%	-1.0%

Based upon the hypothetical admission averages, applicants were re-evaluated and placed in one of four categories:

- “True Admit”: Students who were admitted to their first choice of program on Grade 12 grades (official May data) who would have been admitted on verified February data, using Grade 11 grades as substitutes.
- “True Refuse”: Students who were NOT admitted to their first choice of program on Grade 12 grades (official May data) who would NOT have been admitted on verified February data, using Grade 11 grades as substitutes.
- “False Admit”: Students who were NOT admitted to their first choice of program on Grade 12 grades (official May data) who would have been admitted on verified February data, using Grade 11 grades as substitutes.
- “False Refuse”: Students who were admitted to their first choice of program on Grade 12 grades (official May data) who would NOT have been admitted on verified February data, using Grade 11 grades as substitutes.

One additional variable was identified in the data. The use of Grade 11 grades is of particular importance for students who attend semester schools. Most students who attend linear schools receive a report card with a complete set of in progress Grade 12 grades in March, arguably enough time for UBC to render a timely offer of admission. On the other hand, students who attend semester schools do not get a report card with a complete set of Grade 12 grades until late April (sometimes even early May), leaving insufficient time to render a timely offer of admission.

Table 3: Comparison of admission outcomes: actual May admission decisions (Ministry of Education data) vs. hypothetical outcomes of using Grade 11 grades as proxies for missing Grade 12 grades in February, applicants evaluated on grades alone, UBC Vancouver and UBC Okanagan, 2011

	Applicant Type					
	March report card issued (linear school)		April report card issued (semester school)		All	
	N	%	N	%	N	%
True Admit	397	41%	444	57%	2257	48%
True Refuse	330	34%	206	26%	1495	32%
False Admit	20	2%	28	4%	157	3%
False Refuse	231	23%	105	13%	821	17%
Total	978	100%	783	100%	4730	100%

Note: The “March” / “April” report card categories evaluate the hypothetical admission decisions against actual decisions made on self-reported data. The “All” category evaluates the hypothetical admission decisions against actual decisions made on official May grades, regardless of whether or not the student self-reported.

As we can see from the above, the accuracy rate of the hypothetical admission averages is higher for semester schools (83% combined true admit/refuse) than it is for linear schools (75% combined true admit/refuse). This is likely due to the fact that by February, linear school students are being evaluated

almost entirely upon work completed as of June in the previous year, whereas semester students are being evaluated on work completed in a much more recent timeframe (as of January of the current year).

Of course, not all applicants were admitted on grades alone; some applicants were admitted under consideration of BBA criteria. For these applicants, the hypothetical admission decision based upon Grade 11 grades is much more difficult to construct. A student admitted on BBA whose Grade 11 average is higher than their Grade 12 average is clearly a True Admit; conversely, a student refused on BBA whose Grade 11 average is lower than their Grade 12 average is clearly a True Refuse. However, if a student admitted on BBA criteria and Grade 12 grades saw their admission average go down on Grade 11, we cannot say for certain that the student would be a False Refuse. Did their admission average go down enough to negate the strength of their BBA criteria and reverse the admission decision? Because this cannot be determined, at best, we can only classify such a scenario as a *potential* False Refuse. The same is true for a False Admit.

Table 4: Comparison of admission outcomes: actual May admission decisions (self-reported data) vs. hypothetical decisions in February, UBC Vancouver and UBC Okanagan, applicants evaluated on BBA, 2011

	Applicant Type					
	March report card (linear school)		April report card (semester school)		All	
	N	%	N	%	N	%
True Admit	36	12%	35	18%	149	14%
True Refuse	118	39%	71	37%	405	37%
Potential False Admit	13	4%	10	5%	80	7%
Potential False Refuse	135	45%	75	39%	467	42%
Total	302	100%	191	100%	1,101	100%

Note: The "March" / "April" report card categories evaluate the hypothetical admission decisions against actual decisions made on self-reported data. The "All" category evaluates the hypothetical admission decisions against actual decisions made on official May grades, regardless of whether or not the student self-reported.

Clearly, the consistency of Grade 11 grades being lower than Grade 12 grades is high, to the point that it increases the number of students we would potentially refuse on Grade 11 grades/BBA who we would admit on Grade 12 grades/BBA (all students admitted to BCOM and BHK; select students admitted to BA, BSc, and BASC.). However, if we re-calculate the admission decisions offering a five percentage point "bump" in Grade 11 grades, the level of potential false refuses becomes much more acceptable. In other words, an applicant with a Grade 11 average of 80% would be treated as if they have an average of 85%.

Table 5: Admission outcomes of using Grade 11 grades as proxies for missing Grade 12 grades and adjusting by 5%, UBC Vancouver and UBC Okanagan, applicants evaluated on BBA, 2011

	Applicant Type					
	March report card (linear school)		April report card (semester school)		All	
	N	%	N	%	N	%
True Admit	128	42%	95	50%	484	44%
True Refuse	108	36%	62	32%	366	33%
Potential False Admit	23	8%	19	10%	119	11%
Potential False Refuse	43	14%	15	8%	132	12%
Total	302	100%	191	100%	1101	100%

Note: The “March” / “April” report card categories evaluate the hypothetical admission decisions against actual decisions made on self-reported data. The “All” category evaluates the hypothetical admission decisions against actual decisions made on official May grades, regardless of whether or not the student self-reported.

DISCUSSION

We know from previous studies that both Grade 11 and Grade 12 BC secondary school course marks are significant predictors of first-year performance in the same discipline (See Appendix A for more details). Grade 12 course marks are generally better predictors and can be said to typically have a “small-to-medium-sized” correlation with first-year performance in the same discipline, whereas Grade 11 marks have a “small” correlation. However, the actual difference in predictive ability between Grade 11 and Grade 12 marks is not large. Furthermore, it can be hypothesized that should it be known by the general population that UBC uses Grade 11 grades to make admission decisions, prospective student performance in Grade 11 courses will change.

There is a tension that exists in UBC’s admission decision-making model between the validity of the admission decision (i.e. to what extent are the criteria used to admit the student a valid predictor of first-year success) and the timeliness of the admission decision:

- Later grades (i.e. Grade 12 grades) are currently slightly better predictors of first-year success than earlier Grade 11 grades.
- Later grades (i.e. Grade 12 grades) are not available early enough in the cycle to support a more holistic admission decision-making model while still generating a timely offer of admission.

Therefore, while we can be comfortable that Grade 11 grades are valid admission criteria, we should limit the use of Grade 11 grades in the admission decision solely for the purpose of rendering a timely offer of admission. A timely offer of admission is typically defined as an offer made to the student a) in enough time to allow full consideration of the offer and b) not too much earlier or later than offers made by UBC’s

key competitors². Previous research has shown that an earlier offer does not necessarily increase yield of admitted students; however, an offer made too late does have a negative effect on yielding some applicant groups. Therefore, an offer made too early compromises the accuracy of the admission decision without an effective (or warranted) increase in timeliness. An offer made later increases accuracy, but to the detriment of the timeliness of the admission decision.

Therefore, this analysis suggests that the ideal use of Grade 11 grades for BC students would be as follows:

- Collect semester school grades in February (new practice). Grades will include all courses completed as of January of senior year. Required Grade 12 courses started in February missing a grade will be substituted by a Grade 11 grade in the same discipline.
- Collect linear school grades in March (current practice). Grades will include all courses completed as of June of junior year and Term 2 (March) report cards from senior year. No substitutions of Grade 11 courses are required.
- Offers of admission are rendered by the third week of March (one month earlier than current practice).

This analysis does not support an across-the-board use of February grades data for UBC's admission decisions. In this scenario, all linear school applicants would be evaluated entirely on grades obtained in their Grade 11 year³. This would decrease the validity and the accuracy (i.e. more "false admits" and "false refusals") of our admission decisions. And, we would likely not see a benefit in increased yield of admitted students (due to more timely offers of admission) as most of our key competitors do not make offers in February). Such an approach would also substantially increase inequity between admission practices for linear and semester school systems.

However, containing the use of Grade 11 grades as substitutes to *semester schools only* has many benefits:

- Admission decisions would be based upon a mix of Grade 11 and Grade 12 grades.
- We would be targeting our efforts on those schools that give us later information – this will increase the timeliness of our admission decisions.
- We would be targeting our efforts on those schools where the accuracy of the admission decisions using Grade 11 grades was highest.
- We would minimize disruption in the system, as the admission process for linear schools would remain status quo.

² Based upon 2011 survey data, the top five destinations of UBC's BC direct-entry decliners were: Simon Fraser University (172), McGill University (85), University of Victoria (56), The University of Toronto (53), and (tie) the University of Waterloo / Queen's University (33).

³ Linear school students do receive a report card in November of their senior year. However, these grades are not collected by the Ministry of Education and would therefore be unverifiable.

APPENDIX A: SUMMARY OF CORRELATIONS AND SHARED VARIANCE, GRADE 11, GRADE 12 AND FIRST-YEAR UBC COURSE GRADES, BC SECONDARY SCHOOL STUDENTS, 2003 – 2006

	Correlations (<i>r</i>)					Shared Variance (<i>r</i> ²)			
		Math 11	Math 12	Ses. Avg.	UBC Math	Math 11	Math 12	Ses. Avg.	UBC Math
Math 11	relationship		0.585	0.325	0.389		34.2%	10.6%	15.1%
	N		10,151	11,363	7,436				
Math 12	relationship	0.585		0.31	0.478	34.2%		9.6%	22.8%
	N	10,151		10,731	7,823				
	Correlations (<i>r</i>)					Shared Variance (<i>r</i> ²)			
		Chem 11	Chem 12	Ses. Avg.	UBC Chem	Chem 11	Chem 12	Ses. Avg.	UBC Chem
Chemistry 11	relationship		0.525	0.399	0.395		27.6%	15.9%	15.6%
	N		8,166	9,957	5,274				
Chemistry 12	relationship	0.525		0.435	0.522	27.6%		18.9%	27.2%
	N	8,166		8,748	5,420				
	Correlations (<i>r</i>)					Shared Variance (<i>r</i> ²)			
		Phys 11	Phys 12	Ses. Avg.	UBC Physics	Phys 11	Phys 12	Ses. Avg.	UBC Physics
Physics 11	relationship		0.51	0.427	0.399		26.0%	18.2%	15.9%
	N		4,973	8,895	4,294				
Physics 12	relationship	0.51		0.471	0.48	26.0%		22.2%	23.0%
	N	4,73		5,349	3,391				
	Correlations (<i>r</i>)					Shared Variance (<i>r</i> ²)			
		Biol 11	Biol 12	Ses. Avg.	UBC Bio	Biol 11	Biol 12	Ses. Avg.	UBC Bio
Biology 11	relationship		0.58	0.347	0.386		33.6%	12.0%	14.9%
	N		6,218	7,328	3,941				
Biology 12	relationship	0.58		0.393	0.46	33.6%		15.4%	21.2%
	N	6,18		7,957	4,674				
	Correlations (<i>r</i>)					Shared Variance (<i>r</i> ²)			
		Engl 11	Engl 12	Ses. Avg.	UBC Engl	engl11	engl12	Ses. Avg.	UBC Engl
English 11	relationship		0.651	0.341	0.397		42.4%	11.6%	15.8%
	N		11,191	11,272	8,358				
English 12	relationship	0.651		0.346	0.393	42.4%		12.0%	15.4%
	N	11,191		11,961	8,697				

		Correlations (<i>r</i>)				Shared Variance (<i>r</i> ²)			
		Social St 11	History 12	Ses. Avg.	UBC Hist	SS11	hist12	Ses. Avg.	UBC Hist
Social Studies 11	relationship	1	0.487	0.341	0.268		23.7%	11.6%	7.2%
	N	12,020	3507	12,020	1,104				
History 12	relationship	0.487	1	0.351	0.401	23.7%		12.3%	16.1%
	N	3,507	3,510	3,510	801				
		Correlations (<i>r</i>)				Shared Variance (<i>r</i> ²)			
		Social St 11	Geog 12	Ses. Avg.	UBC Geog	Social St 11	Geog 12	Ses. Avg.	UBC Geog
Social Studies 11	relationship	1	0.442	0.341	0.295		19.5%	11.6%	8.7%
	N	12,020	3,083	12,020	1,051				
Geography 12	relationship	0.442	1	0.357	0.413	19.5%		12.7%	17.1%
	N	3,083	3,095	30,95	649				
		Correlations (<i>r</i>)			Shared Variance (<i>r</i> ²)				
		Spanish 11	Spanish 12	Ses. Avg.	Spanish 11	Spanish 12	Ses. Avg.	UBC Spanish	
Spanish 11	relationship	1	0.612	0.348		37.5%	12.1%	Not Avail	
	N	1,345	592	1,345					
Spanish 12	relationship	0.612	1	0.264	37.5%		7.0%		
	N	592	694	694					
		Correlations (<i>r</i>)			Shared Variance (<i>r</i> ²)				
		French 11	French 12	Ses. Avg.	French 11	French 12	Ses. Avg.	UBC French	
French 11	relationship	1	0.672	0.352		45.2%	12.4%	Not Avail	
	N	5,967	2,666	5,967					
French 12	relationship	0.672	1	0.307	45.2%		9.4%		
	N	2,666	3,483	3,483					

Notes:

Data was compiled from 11,191 students who entered UBC directly from a BC secondary school between 2003 and 2006

All correlations are significant at the 0.01 level (2-tailed).

Grade 12 course grades do not include the provincial examination component of the course.

The first-year UBC grade used in this study is calculated from the average grade of all 100-level courses taken in the same discipline. For example, the relationship between “Math 12” and “UBC Math” looks at the Math 12 (course only) grade and the mean grade of any of the following courses taken at UBC Vancouver or Okanagan in the student’s first-year of study: MATH 100, MATH 101, MATH 102, MATH 103, MATH 104, MATH 105, MATH 111, MATH 116, MATH 120, MATH 121, MATH 142, MATH 152, MATH 160, and/or MATH 180.

UBC data is not available for first-year French and Spanish courses.

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

February 29, 2012

To: Okanagan Senate

From: Curriculum Committee

Subject: February Curriculum Proposals (approval)

The 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 revised program and the new policy brought forward by the Faculties of Education, and Health and Social Development as set out in the attached proposals.*

For the Committee,
Dr. Dwayne Tannant
Chair, Curriculum Committee

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February 29, 2012

To: Okanagan Senate

From: Curriculum Committee

Subject: February Curriculum Proposals (approval)

Enclosed please find the following for your consideration:

From the Faculty of Education

1. The following revised program:
 - a. Secondary Teacher Education Program (STEP)

From the Faculty of Health and Social Development

1. The following new policy:
 - a. Bachelor of Human Kinetics – Academic Regulations: Academic Standing



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THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form Change to Program – Okanagan Campus

Category: 1

<p>Faculty: Faculty of Education Faculty Approval Date: November 17, 2011 Faculty Approval Date: November 17, 2011/January 20, 2012R Effective Session: For admission to 2012S (the 2012/13 application cycle). Change to be included in the Academic Calendar as soon as possible for the purpose of informing prospective students.</p>	<p>Date: January 23, 2012 Contact Person: Ms. Lorraine Carrier Phone: 250.807.8125 Email: lorraine.carrier@ubc.ca</p>
<p>Proposed Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs Secondary Teacher Education Program (STEP)</p> <p>Secondary Teacher Education Program (STEP)</p> <p>[12974] Admission Requirements</p> <p>[11698] Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,976</p> <p>Present Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs Secondary Teacher Education Program (STEP)</p> <p>Secondary Teacher Education Program (STEP)</p> <p>[12974] Admission Requirements</p> <p>[11698] Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities</p>

<p>Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p> <p>[14880] Note: completion of the STEP French, Humanities, Math-Science, or Middle School Education specialties meet the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate <u>and a UBC Bachelor of Education degree (B.Ed. degree).</u></p> <p><u>STEP Trades and Technology Education specialty: to be eligible for the B.Ed. degree, students who completed the BCIT Technology Teacher Education Diploma (BCIT-TTED) must complete 24 credits of university transferable Arts/Science coursework; students who completed the Okanagan College Trades Technology Teacher Education Diploma (OC-TTED) must complete 30 credits of university transferable Arts/Science coursework.</u></p> <p>[...]</p> <p>[11716] Program of Study for STEP French Education Specialty</p> <p>Summer Session (July–August) Credits Term 2</p>	<p>Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p> <p>[14880] Note: completion of the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties meets the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate.</p> <p>[14881] To complete the requirements for the UBC Okanagan campus B.Ed. degree, STEP students are required to complete an additional 6 approved credits in Education coursework. Students having excess credit in Arts, Science and/or Fine Arts courses prior to admission to the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties may apply this credit toward fulfillment of this requirement. (Excess credit is defined as credit that was not applied to fulfill requirements for a previously completed undergraduate or graduate degree).</p> <p>[...]</p> <p>[11716] Program of Study for STEP French Education Specialty</p> <p>Summer Session (July–August) Credits Term 2</p>
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EDUC 447 The Adolescent in the Classroom	3	EDUC 447 The Adolescent in the Classroom	3
EDUC 450 Policy and Organization: The School, Community, and Society	3	EDUC 450 Policy and Organization: The School, Community, and Society	3
EDUC 453 Information Communication Technology for Secondary Teachers	3	EDUC 453 Information Communication Technology for Secondary Teachers	3
EDUC 456 Special Needs in Secondary Education	3	EDUC 456 Special Needs in Secondary Education	3
Winter Session Term 1		Winter Session Term 1	
EDUC 405 Concept Studies Module I: The Culture of Education	8	EDUC 405 Concept Studies Module I: The Culture of Education	8
EDUC 427 Learning Communities Seminar: Secondary Education	3	EDUC 427 Learning Communities Seminar: Secondary Education	3
<u>EDUC 432 Assessment for Learning in the Secondary Classroom</u>	<u>3</u>		
EDUC 488 Curriculum and Instruction: French Immersion	3	EDUC 488 Curriculum and Instruction: French Immersion	3
EDUC 491 Curriculum and Instruction: French as a Second Language	3	EDUC 491 Curriculum and Instruction: French as a Second Language	3
Winter Session Term 2		Winter Session Term 2	
EDUC 426 Practicum Classroom Instruction	3	EDUC 426 Practicum Classroom Instruction	3
EDUC 428 Learning Communities Practicum: Secondary Education	15	EDUC 428 Learning Communities Practicum: Secondary Education	15
EDUC 459 ESL in Secondary Education	3	EDUC 459 ESL in Secondary Education	3
Summer Session (May–June) Term 1		Summer Session (May–June) Term 1	
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4	EDUC 430 Guided Reflective Inquiry Project (four weeks)	4
<u>INDG 405 Indigenous Education: History and Revitalization</u>	<u>3</u>		
Total	<u>60</u>	Total	54

<p>[11716] Program of Study for STEP French Education Specialty</p> <p>Summer Session (July–August) Term 2 Credits</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p>Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p><u>EDUC 432 Assessment for Learning in the Secondary Classroom</u> 3</p> <p>EDUC 488 Curriculum and Instruction: French Immersion 3</p> <p>EDUC 491 Curriculum and Instruction: French as a Second Language 3</p> <p>Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction 3</p> <p>EDUC 428 Learning Communities Practicum: Secondary Education 15</p> <p>EDUC 459 ESL in Secondary Education 3</p> <p>Summer Session (May–June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks) 4</p>	<p>[11716] Program of Study for STEP French Education Specialty</p> <p>Summer Session (July–August) Term 2 Credits</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p>Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p>EDUC 488 Curriculum and Instruction: French Immersion 3</p> <p>EDUC 491 Curriculum and Instruction: French as a Second Language 3</p> <p>Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction 3</p> <p>EDUC 428 Learning Communities Practicum: Secondary Education 15</p> <p>EDUC 459 ESL in Secondary Education 3</p> <p>Summer Session (May–June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks) 4</p>
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<p><u>INDG 405 Indigenous Education: History and Revitalization</u> <u>3</u></p> <p style="text-align: right;">Total <u>60</u></p> <p>[14964] Program of Study for STEP Humanities Specialty</p> <p>Summer Session (July - August) Term 2</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p style="text-align: center;">Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p><u>EDUC 432 Assessment for Learning in the Secondary Classroom</u> <u>3</u></p> <p>EDUC 495 Curriculum and Instruction, Humanities: English 3</p> <p>EDUC 496 Curriculum and Instruction, Humanities: Social Studies 3</p> <p style="text-align: center;">Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction 3</p> <p>EDUC 428 Learning Communities Practicum: Secondary Education 15</p> <p>EDUC 459 ESL in Secondary Education 3</p>	<p style="text-align: right;">Total 54</p> <p>[14964] Program of Study for STEP Humanities Specialty</p> <p>Summer Session (July - August) Term 2</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p style="text-align: center;">Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p>EDUC 495 Curriculum and Instruction, Humanities: English 3</p> <p>EDUC 496 Curriculum and Instruction, Humanities: Social Studies 3</p> <p style="text-align: center;">Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction 3</p> <p>EDUC 428 Learning Communities Practicum: Secondary Education 15</p> <p>EDUC 459 ESL in Secondary Education 3</p>
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<p>Summer Session (May - June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks) 4</p> <p><u>INDG 405 Indigenous Education: History and Revitalization</u> <u>3</u></p> <p style="text-align: right;">Total <u>60</u></p> <p>[11748] Program of Study for STEP Math-Science Education Specialty</p> <p>Summer Session (July–August) Credits Term 2</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p style="text-align: center;">Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p><u>EDUC 432 Assessment for Learning in the Secondary Classroom</u> <u>3</u></p> <p>EDUC 480 Curriculum and Instruction: Secondary Mathematics 3</p> <p>EDUC 482 Curriculum and Instruction: Secondary Science 3</p> <p style="text-align: center;">Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction 3</p> <p>EDUC 428 Learning 15</p>	<p>Summer Session (May - June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks) 4</p> <p style="text-align: right;">Total 54</p> <p>[11748] Program of Study for STEP Math-Science Education Specialty</p> <p>Summer Session (July–August) Credits Term 2</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p style="text-align: center;">Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p>EDUC 480 Curriculum and Instruction: Secondary Mathematics 3</p> <p>EDUC 482 Curriculum and Instruction: Secondary Science 3</p> <p style="text-align: center;">Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction 3</p> <p>EDUC 428 Learning 15</p>
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<p>Communities Practicum: Secondary Education</p> <p>EDUC 459 ESL in Secondary Education 3</p> <p>Summer Session (May–June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks) 4</p> <p><u>INDG 405 Indigenous Education: History and Revitalization</u> 3</p> <p>Total 60</p> <p>[11763] Program of Study for STEP Middle School Education Specialty</p> <p>Summer Session (July–August) Term 2 Credits</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p>Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p><u>EDUC 432 Assessment for Learning in the Secondary Classroom</u> 3</p> <p>EDUC 493 Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods 3</p>	<p>Communities Practicum: Secondary Education</p> <p>EDUC 459 ESL in Secondary Education 3</p> <p>Summer Session (May–June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks) 4</p> <p>Total 54</p> <p>[11763] Program of Study for STEP Middle School Education Specialty</p> <p>Summer Session (July–August) Term 2 Credits</p> <p>EDUC 447 The Adolescent in the Classroom 3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society 3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers 3</p> <p>EDUC 456 Special Needs in Secondary Education 3</p> <p>Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education 8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education 3</p> <p>EDUC 493 Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods 3</p> <p>EDUC 494 Curriculum and 3</p>
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<p>EDUC 494 Curriculum and Instruction: Middle School Education, Integrated Methods</p> <p style="text-align: right;">3</p> <p style="text-align: center;">Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction</p> <p style="text-align: right;">3</p> <p>EDUC 428 Learning Communities Practicum: Secondary Education</p> <p style="text-align: right;">15</p> <p>EDUC 459 ESL in Secondary Education</p> <p style="text-align: right;">3</p> <p style="text-align: center;">Summer Session (May–June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks)</p> <p style="text-align: right;">4</p> <p><u>INDG 405 Indigenous Education: History and Revitalization</u></p> <p style="text-align: right;"><u>3</u></p> <p style="text-align: right;">Total <u>60</u></p>	<p>Instruction: Middle School Education, Integrated Methods</p> <p style="text-align: center;">Winter Session Term 2</p> <p>EDUC 426 Practicum Classroom Instruction</p> <p style="text-align: right;">3</p> <p>EDUC 428 Learning Communities Practicum: Secondary Education</p> <p style="text-align: right;">15</p> <p>EDUC 459 ESL in Secondary Education</p> <p style="text-align: right;">3</p> <p style="text-align: center;">Summer Session (May–June) Term 1</p> <p>EDUC 430 Guided Reflective Inquiry Project (four weeks)</p> <p style="text-align: right;">4</p> <p style="text-align: right;">Total <u>54</u></p>
<p>[11780] Program of Study for STEP Trades Technology Education Specialty</p> <p style="text-align: center;">Summer Session (July–August) Term 2 Credits</p> <p>EDUC 447 The Adolescent in the Classroom</p> <p style="text-align: right;">3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society</p> <p style="text-align: right;">3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers</p> <p style="text-align: right;">3</p> <p>EDUC 456 Special Needs in Secondary Education</p> <p style="text-align: right;">3</p> <p style="text-align: center;">Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education</p> <p style="text-align: right;">8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education</p> <p style="text-align: right;">3</p> <p><u>EDUC 432 Assessment for</u></p> <p style="text-align: right;"><u>3</u></p>	<p>[11780] Program of Study for STEP Trades Technology Education Specialty</p> <p style="text-align: center;">Summer Session (July–August) Term 2 Credits</p> <p>EDUC 447 The Adolescent in the Classroom</p> <p style="text-align: right;">3</p> <p>EDUC 450 Policy and Organization: The School, Community, and Society</p> <p style="text-align: right;">3</p> <p>EDUC 453 Information Communication Technology for Secondary Teachers</p> <p style="text-align: right;">3</p> <p>EDUC 456 Special Needs in Secondary Education</p> <p style="text-align: right;">3</p> <p style="text-align: center;">Winter Session Term 1</p> <p>EDUC 405 Concept Studies Module I: The Culture of Education</p> <p style="text-align: right;">8</p> <p>EDUC 427 Learning Communities Seminar: Secondary Education</p> <p style="text-align: right;">3</p>

	<p>The Assessment for Learning in the Secondary Classroom course EDUC 432(3) is specifically designed to address assessment issues for students in STEP. It is partially addressed by faculty in different courses but 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 assessment.</p> <p>The addition of the 6 credits to the STEP also provides for the completion of a 60 credit B.Ed. Degree for the STEP French, Humanities, Math Science and Middle School Education specialties. Previously students in the above specialties were required to complete an additional 6 elective credits to complete B.Ed. degree requirements, often delaying the conferral of a B.Ed. degree and limiting employment opportunities outside of the province of BC.</p> <p>The Trades Tech. students must still complete the academic credits currently required to obtain a B.Ed. degree :</p> <p>“STEP Trades Technology Specialty: To be eligible for the B.Ed. degree, students who completed the BCIT-TTED must complete 24 credits of university transferable Arts/Science coursework; students who completed the OC-TTTE must complete 30 credits of university transferable Arts/Science coursework.”</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form Change to Program – Okanagan Campus

Category: 1

<p>Faculty: Faculty of Health and Social Development School: School of Health and Exercise Sciences Faculty/School Approval Date: November 11, 2011 Effective Session: 2012W; to be included in the Academic Calendar immediately for the purpose of advising students.</p>	<p>Date: January 9, 2012 Contact Person: Dr. Paul van Donkelaar Phone: 250.807.8858 Email: paul.vandonkelaar@ubc.ca</p>
<p>Proposed Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges School of Health and Exercise Sciences Bachelor of Human Kinetics Academic Regulations</p> <p>Academic Regulations</p> <p>[15799] In addition to the general policies and regulations set out in Policies and Regulations, the following academic regulations listed apply to undergraduate students in this Faculty.</p> <p><u>Academic Standing</u></p> <p><u>Supplementary to the University's policy on Academic Standing [link to http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,91,0], the regulations below are applicable to B.H.K. students in this Faculty.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,346,1061,1288</p> <p>Present Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges School of Health and Exercise Sciences Bachelor of Human Kinetics Academic Regulations</p> <p>Academic Regulations</p> <p>[15799] In addition to the general policies and regulations set out in Policies and Regulations, the following academic regulations listed apply to undergraduate students in this Faculty.</p>

On Academic Probation

On Academic Probation will be assigned to a student who, while not falling under the provisions for Failed standing, has:

- earned a term cumulative average of less than 55%; or
- enrolled in 9 or more credits in a term and passed fewer than 60% of those credits; or
- enrolled in fewer than 9 credits in a term and passed fewer than 50% of those credits.

A student placed On Academic Probation at the end of the Winter Session will normally be allowed to register in a maximum of 9 credits in the following term. This restriction may be waived at the discretion of the Faculty. The credit restriction will only be enforced if the student is notified before the subsequent term begins.

On Academic Probation is changed to In Good Standing if a student's cumulative average in the term in which he or she was on Academic Probation is 55% or higher.

Failed Standing

A student placed on Failed standing for the first time will normally be required to discontinue his or her studies for a period of one academic year (12 months) prior to resuming his or her program of study. A student who already has a Failed standing on his or her academic record (from any UBC program) will be required to withdraw from the University and may only be readmitted under the Advancement Regulations [link to <http://www.calendar.ubc.ca/okanagan/?tree=3,41,93,0>]. Failed standing will be assigned at the end of the Winter Session

(April) based on performance in that session. The evaluation will consider all courses taken in the session. Failed standing will be assigned to a student who has:

- **a sessional cumulative average less than 50%, passing fewer than 50% of the credits attempted in that session; or**
- **a sessional cumulative average of less than 45%.**

Courses taken in the Summer Session are not taken into consideration for assigning Failed standing, although they are applicable for On Academic Probation.

[15800] Dean's Honour Roll

[15801] Students in any Winter Session with a sessional average of at least 80% while taking 27 or more credits will receive the notation "Dean's Honour Roll" on their official transcript of academic record.

[15800] Dean's Honour Roll

[15801] Students in any Winter Session with a sessional average of at least 80% while taking 27 or more credits will receive the notation "Dean's Honour Roll" on their official transcript of academic record.

Type of Action: In compliance with the University-wide policy on 'Academic Standing' (see below), include an academic standing policy to enable On Academic Probation and Failed Standing for the Bachelor of Human Kinetics program.

Rationale: The School of Health and Exercise Sciences currently does not have a policy for academic probation or failed standing. This revision would rectify that situation.

Academic Calendar References:

The Senate policy on Academic Standing:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,91,0>

[Homepage Policies and Regulations](#)
[Academic Assessment](#)

Academic Standing

Academic Standing

There are three levels of academic standing:

- In Good Standing;
- On Academic Probation; and
- Failed.

All students on initial entry to the University are In Good Standing. The academic standing of a student may change to On Academic Probation or Failed as the result of academic performance evaluations, as described in each program's academic regulations.

The purpose of On Academic Probation standing is to raise awareness with the student that he or she is at risk academically so that the student can take corrective action that will improve the likelihood of his or her eventual success. On Academic Probation is noted in the Student Information System but not on official Transcripts of Academic Record. Students will be notified of being placed On Academic Probation as quickly as possible after the end of each term.

Placements of students On Academic Probation standing are evaluated at the end of each academic term (December, April, and August). It is important to note that a student may be given a Failed standing directly, and that On Academic Probation is not necessary for a Failed standing to result from unsatisfactory academic performance.

A student On Academic Probation may have restrictions placed on his or her

	<p>registration as described in each faculty's section on academic regulations (see Faculties, Schools, and Colleges). A student who had been required to discontinue studies, and later successfully appealed for readmission, will be placed On Academic Probation.</p> <p>A student who receives an academic standing of Failed will be required to discontinue studies for either a set period of time, until certain requirements are met, or permanently, based upon the academic regulations of the student's faculty. Normally, the student will be required to discontinue studies at the University starting immediately. However, a student enrolled in and attending one or more courses will be permitted to complete those courses if the determination of an academic standing of Failed is only made after the last date for withdrawal without a W being recorded on the transcript.</p> <p>A student appealing to be permitted to continue his or her studies immediately, despite having received an academic standing of Failed, may not register for or attend courses while awaiting the results of their appeal, except as noted above. Therefore, a student On Academic Probation should maintain contact with his or her faculty advisor in case circumstances arise that might adversely affect academic performance.</p> <p>The Senate policy on Advancement Regulations:</p> <p>http://www.calendar.ubc.ca/okanagan/?tree=3,41,93,0</p> <p>Homepage Policies and Regulations Academic Assessment Advancement Regulations</p>
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Advancement Regulations

Advancement practices vary among faculties, colleges, and schools (collectively, "faculties") and are described in individual faculty sections in the Academic Calendar. General regulations applicable to all faculties include the following:

1. Except in special cases, or where the faculty provides otherwise, no student may repeat a course more than once.
2. Each faculty has regulations on advancement. Students who do not meet the required standard in any session will be assigned Failed standing and will be required to discontinue or withdraw.
3. A student in a year of study which may normally be taken in the first or second year following secondary school graduation who is assigned Failed standing will be required to either discontinue for at least one year or to withdraw.
4. Students who are assigned Failed standing in one faculty may transfer to another faculty if they meet the advancement and admission requirements of the second faculty.
5. Students who have been required to discontinue or withdraw may be readmitted subject to the regulations of the faculty that they wish to enter.
6. A student at any level of university study who fails for a second time will be required to withdraw from the University. After a period of at least one year, an appeal for permission to re-enrol will be considered. Such an appeal will be granted only after the appeal has been reviewed and approved by the

	<p>dean of the faculty concerned. A negative decision by the dean may be appealed to the standing committee of the Okanagan Senate.</p>
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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Senate Secretariat
Enrolment Services
University of British Columbia
University Centre UNC 322
3333 University Way
Kelowna, BC V1V 1V7
(250) 807-9259 Fax (250) 807-8007
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February 8, 2012

To: Okanagan Senate

From: Nominating Committee

Re: Standing Committee Membership Adjustments (approval)

The Okanagan Nominating Committee recommends that Senate approves the following standing committee membership adjustment, effective immediately until March 31, 2012 and thereafter until successors are appointed.

That Mr. John Fache (student) be named to the Admissions and Awards Committee replacing Mr. Yaw Obrenu Yamoah.

For the Committee,
Dr. Gurupdesch Pandher
Chair, Nominating Committee



UBC ANNUAL REPORT ON ENROLMENT, 2011/12

Okanagan campus

The 2011/12 UBC Annual Report on Enrolment was submitted and presented to the UBC Board of Governors by Dr. David Farrar (Provost and Vice President Academic) and Dr. Doug Oworm (Deputy Vice Chancellor & Principal) on 1 December 2011. The report was prepared on their behalf by Planning & Institutional Research (PAIR). This report is a summary of the 2011/12 UBC Annual Report on Enrolment, which highlights enrolment on the Okanagan campus.

I. INTRODUCTION

Enrolment planning is informed by *Place and Promise: The UBC Plan*, the University's overall strategic plan, as well as academic plans and government funding decisions. Long-term enrolment objectives are developed to support 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 Provost and the Associate Vice President Students lead the Strategic Enrolment Management Committee on the Okanagan campus with the Deans of each faculty. In conjunction with staff in Enrolment Services and Educational Research, Planning & Analysis, these university-wide plans are translated into specific faculty and program enrolment targets. These targets and forecasts are modeled based on current trends and retention rates, along with assumptions about new student intake. Enrolment targets are represented in terms of full-time equivalents (FTE), rather than student headcount. This is because we are funded by the government on a per FTE basis, and are

asked to report on our delivered FTE at the end of each fiscal year (April 1st to March 31st).

Each year the Provincial Government provides funding letters to all post-secondary institutions in British Columbia (BC), which provides information about the level of funding per domestic undergraduate student and graduate student FTE they will receive. "Domestic" student refers to undergraduate students who are Canadian citizens or permanent residents. International undergraduate FTEs are not counted against our government target. However, all graduate student FTEs are counted, regardless of domestic/international status. As of March 31st of each year, institutions report the number of FTE delivered against their government targets.

Unlike the Vancouver campus, where they have two separate targets for domestic undergraduate and graduate programs, the Okanagan campus has one combined government funded target for both. The undergraduate FTE are calculated based on normal program load; the divisor used to calculate FTE for each student is the normal number of credits that equal a full-time program for that student *within the winter terms*. Activity from undergraduate students enrolled in courses in the summer terms are added on top of their winter-term activity. So, a student may actually be counted as more than one FTE if s/he took a full-time course load in the winter terms and then took additional courses in the summer. Graduate student FTE are based on enrolment that occurs over the entire fiscal year (including summer terms), and are called 'annualized FTE.'

The Okanagan campus has essentially met its government funded target for the first time in 2011/12. In 2011, the government funded us 6,923 FTE and based on preliminary data, we estimate a utilization rate of about 96% (actually delivered FTE

of 6,656 against our government target of 6,923). Key enrolment objectives include developing enrolment management procedures to ensure steady state enrolment of domestic students, increasing both international enrolment and the enrolment of domestic students from other provinces and territories.

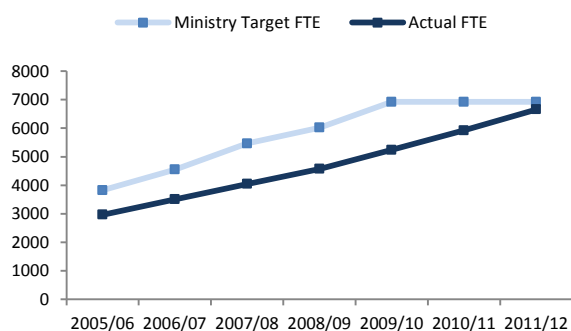
Aboriginal student enrolment is a particular focus. The overall aim is to increase aboriginal enrolment and graduation rates through a combination of new student recruitment and increased retention. Aboriginal Programs & Services on the Okanagan campus is also engaging in further partnerships with Aboriginal communities to identify and remove barriers to admission and identify ways that we can support Aboriginal students toward degree completion once enrolled at UBC.

II. ENROLMENT SUMMARY, 2011/12

A. ACTUAL FTE AGAINST FUNDED TARGETS

Strong growth in FTE enrolment at the Okanagan campus continued in 2011, in keeping with overall objectives to align enrolment to government funded targets. We estimate that total enrolment at the Okanagan campus will be within 200 FTE of government funded targets by March 2012. Total enrolment at the Okanagan campus has more than doubled since it opened as a UBC campus in 2005.

Figure 1: Okanagan Funded and Actual FTE



Since the campus is essentially now at fully funded levels, the growth curve will flatten. Additional increases will come from enrolments that do not impact funded FTE, such as international students.

B. TOTAL HEADCOUNT ENROLMENT

Our campus headcount enrolment grew by 12% over last year's reported headcount, as of November 1st of each year. Our graduate student headcount grew by over 27% compared with last year at the same time.

Table 1: Okanagan Campus Headcount Enrolment (Nov. 1st)

	2010/11	2011/12	% Change
Undergraduate	6,533	7,224	10.6%
Graduate	543	691	27.1%
Grand Total	7,076	7,915	11.9%

Total UBC enrolment (domestic and international) for 2011/12 is now at **56,204** students, an increase of 3% over last year. Okanagan campus enrolment data by faculty and program can be found in the Appendix section of this summary report.

C. GRADUATE ENROLMENT

The Okanagan campus has experienced intentional growth in graduate enrolment. Overall graduate enrolment has increased for both doctoral and masters programs (45.7% and 21%, respectively).

Table 2: Okanagan Graduate Headcount (Nov. 1st)

Faculty	2010W			2011W		
	Doctoral	Masters	Total	Doctoral	Masters	Total
Applied Science	36	44	80	65	72	137
Arts & Science	90	117	207	91	132	223
Education	2	117	119	5	122	127
Creative & Critical Studies	7	38	45	14	47	61
Health & Social Development	1	89	90	25	98	123
Management	2		2	1	19	20
Grand Total	138	405	543	201	490	691

This growth is consistent with our strategic plan to continue to build strength as a major global research university, and reflects growing demand for graduate education.

D. INTERNATIONAL ENROLMENT

International enrolment continues to show strong growth at both campuses. We consider International student status in two ways: ISI and International status. "ISI" refers to international undergraduate students who are in Canada on student or visitor visas and pay full-cost tuition. ISI includes both degree and non-degree students. ISI recruitment efforts focus primarily on undergraduate direct entry programs. While ISI classification captures most International students at the Okanagan campus, some students do not pay international fees (e.g. exchange students, dependents of diplomats). As of November 1, 2011, there were five International students on the Okanagan campus that were not paying International fees and were not included in our ISI count, but were included in our International student count.

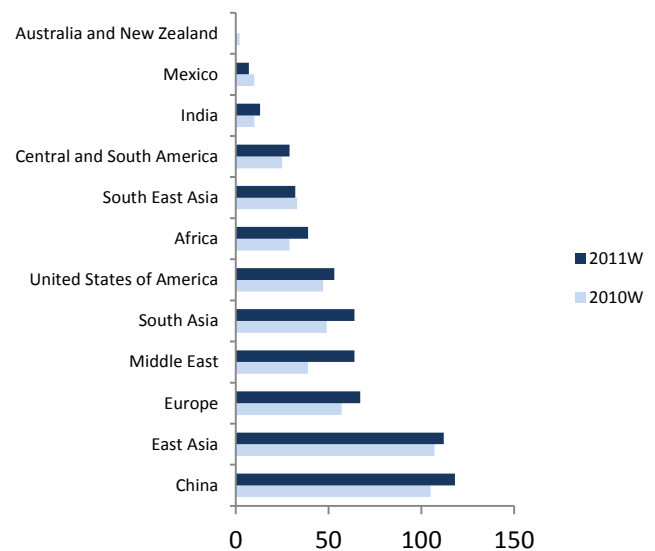
In the 2011 winter terms, there were 598 international students registered at the Okanagan campus, representing 8% of our total student enrolment (graduate and undergraduate students). This is a slight increase of 1% over last year. However, the proportion of graduate students who are international grew by 3%.

Table 3: International Graduate and Undergraduate Student Headcount (Nov. 1st)

	2011W		%
	Domestic	International	
Diploma & Certificate	10	-	-
Graduate Degree	546	145	21%
Non-Degree	199	5	2%
Post-Baccalaureate Degree	182	-	-
Undergraduate Degree	6,380	448	7%
Total	7,317	598	8%

At the Okanagan campus, students from China represent 20% of the international student body followed by East Asia at 19%, with South Korea representing 50% of the international student body from East Asia.

Figure 2: Okanagan International Student Headcount by Citizenship Region (Nov. 1st)



ISI recruitment strategies at the Okanagan campus continue to be extremely successful, showing a 10% increase in headcount over last year. This increase comes at a time when competition for these students continues to grow both nationally and internationally with some universities experiencing a decline in international student yield rates.

Table 4: International Undergraduate Headcount by Program and ISI Status

Faculty	Program	2011W			
		Domestic	ISI	Total	% ISI
Faculty of Applied Science	BASC-O	646	38	684	6%
Barber School of Arts & Science	BA-O	2,274	177	2,451	7%
	BSC-O	1,540	94	1,634	6%
Faculty of Creative & Critical Studies	BFA-O	165	10	175	6%
Faculty of Health & Social Development	BHK-O	529	7	536	1%
Management	BMGT-O	643	119	762	16%
Total		5,797	445	6,242	7%

As shown in Table 4, ISI enrolment at the Okanagan campus represents 7% of the total undergraduate enrolment (for direct entry programs) in the 2011 winter terms.

III. NEW UNDERGRADUATE STUDENT ENROLMENT

A. ADMISSION CUT-OFFS

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. UBC's Okanagan campus increased by 3 to 5 percentage points for cut-offs with direct entry students in most programs, due to increased demand from applicants. For most transfer students, the admission cut-off was between 2.0 and 2.5 on a 4-point scale.

Table 5: Okanagan Admission Cut-off GPA's

Faculty	Program	Year 1 (Direct entry)	
		2010/11	2011/12
Faculty of Applied Science	BASC-O	75%	78%
Barber School of Arts & Science	BSC-O	70%	75%
	PHAR-O	70%	75%
Arts & Science/Creative & Critical Studies	BA-O	70%	70%
Faculty of Creative & Critical Studies	BFA-O	67%	67%
Faculty of Health & Social Development	BHK-O	78%	75%
	BSN-O	84%	86%
Faculty of Management	BMGT-O	75%	75%

Table 6 provides the average incoming GPA of the first-year, new to UBC, direct entry students by program. As shown in Table 6, the incoming direct entry student average GPA's have remained fairly stable over most programs compared with last year's reported averages.

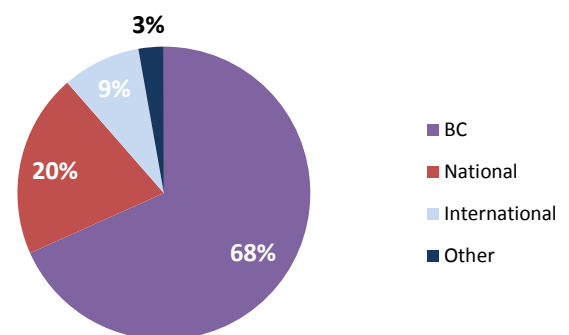
Table 6: Okanagan Admission Average GPA's
Year 1 (Direct entry)

Faculty	Program	2010/11	2011/12
Faculty of Applied Science	BASC-O	82.6%	83.9%
Barber School of Arts & Science	BSC-O	83.1%	84.3%
	PHAR-O	85.5%	85.4%
Arts & Science/Creative & Critical Studies	BA-O	79.2%	79.0%
Faculty of Creative & Critical Studies	BFA-O	80.3%	81.9%
Faculty of Health & Social Development	BHK-O	84.0%	81.2%
	BSN-O	86.8%	87.5%
Faculty of Management	BMGT-O	82.3%	82.0%

B. STUDENT ORIGINS: NEW UNDERGRADUATES

The vast majority of new domestic undergraduate degree students in 2011 are from BC secondary and post-secondary institutions (71% for the Okanagan campus). Domestic students at UBC are identified as such if they are Canadian citizens or are permanent residents of Canada. In addition to domestic students living in BC and the rest of Canada, UBC also attracts domestic students who are living abroad. This year we saw an increase of approximately 38% in the proportion of new students originating from BC's lower mainland coming to the Okanagan campus.

Figure 3: Okanagan New Student Enrolment, Undergraduate Degree Programs (2011)



The majority of new international undergraduate degree students are from international locations (65% for the Okanagan in 2011). UBC also attracts international students from institutions within BC and the rest of Canada. Recruitment strategies for international students will continue to focus on

international students living outside of Canada, as well as international students who are studying in Canada at local high schools, colleges and language schools.

C. NEW STUDENT RETENTION

Table 7 reports Okanagan campus student retention for UBC. This summary includes new to UBC, first-year, full-time students starting their programs on the Okanagan campus and enrolling at either the Okanagan or Vancouver campus in the following year. Of these students, we retained 74% of domestic and 61% of international students at the Okanagan campus, and an additional 7% of domestic and 21% of international students who transferred to the Vancouver campus.

Table 7: Retention of new, first year, full time* students (2010 into 2011 cohort)

	Retained by UBC and stayed at the Okanagan campus		Retained by UBC but transferred to the Vancouver campus	
	Dom.	ISI	Dom.	ISI
BA-O	70%	60%	6%	16%
BASC-O	72%	48%	8%	33%
BFA-O	58%	N/A	13%	N/A
BHK-O	85%	N/A	6%	N/A
BMGT-O	84%	64%	5%	20%
BSC-O	75%	74%	8%	19%
All programs	74%	61%	7%	21%

N/A indicates small numbers in the program.

*Full time is defined as registered enrolment in 24 or more credits.

For the first time on the Okanagan campus, students who received a “fail” sessional standing for the 2010 winter session were required-to-withdraw from the following programs for a period of at least 12 months, as per the policy on academic regulations: BA, BSc and BFA. As a result of this policy implementation, our attrition rates were a bit higher than last year. Although, when this policy is applied retrospectively to last year our campus attrition rates appear stable.

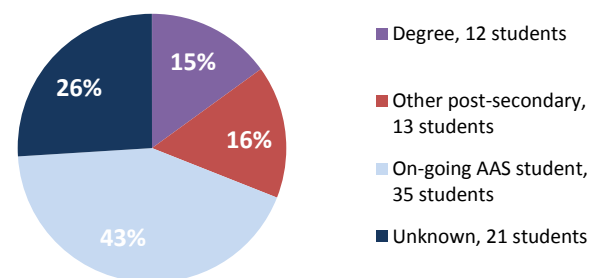
D. ABORIGINAL ACCESS STUDIES

A significant barrier to participation of Aboriginal students in post-secondary education is qualifying with academic course grades. In BC, 96% of

Aboriginal graduates do not meet university eligibility requirements. Aboriginal Access Studies at UBC’s Okanagan campus provides Aboriginal students the opportunity to enrol in University level courses under a carefully structured programme which provides them with transitional support as well as academic rigour. Students take a maximum of three courses per term while receiving a variety of academic, personal, cultural and social supports. Aboriginal Access students are admitted into degree programs upon the completion of 18 credits with a minimum grade of 60% in each course.

Over the 2007-2010 Winter sessions, a total of 81 Aboriginal students have registered in the Aboriginal Access Studies program at UBC’s Okanagan campus, and 74% of these students have remained in a post-secondary institution. 41 Aboriginal Access students have been retained at the Okanagan campus while 13 students have transferred to an alternate post-secondary institution.

Figure 4: Aboriginal Access Studies, 2007-2010 Winter Session Results



Degree programs that Aboriginal Access Studies students have successfully been admitted to include: Arts, Science, Management, Education and Social Work. With the continued increase in both Aboriginal Access Studies applicants and registered students, the goal is to have an intake of 100 students per year at the Okanagan campus.



APPENDIX: OKANAGAN HEADCOUNT ENROLMENT BY FACULTY, PROGRAM AND CITIZENSHIP

Faculty	Program	2010			2011		
		Domestic	International	Total	Domestic	International	Total
Non-degree	Access Studies	77		77	89		89
	Exchange	6		6	4		4
	Unclassified	93		93	91		91
	Visiting	13	4	17	19		19
Faculty total		189	4	193	203		203
Applied Science	Bachelor of Applied Science	564	34	598	646	38	684
	Master of Applied Science	18	26	44	27	43	70
	Master of Engineering				2		2
	Doctor of Philosophy	1	9	10	19	46	65
Faculty total		583	69	652	694	127	821
Arts & Sciences	Bachelor of Arts	1,913	162	2,075	2,076	172	2,248
	Bachelor of Science	1,404	74	1,478	1,541	94	1,635
	Pre-Pharmacy Studies	41	1	42	47	1	48
	Master of Arts	72	4	76	50	3	53
	Master of Science	59	10	69	67	12	79
	Doctor of Philosophy	71	48	119	60	31	91
Faculty total		3,560	299	3,859	3,841	313	4,154
Education	Bachelor of Education, Elementary	113		113	104		104
	Bachelor of Education, Secondary	74		74	77		77
	Certificate Programs				5		5
	Diploma Programs				5		5
	Master of Arts				9	2	11
	Master of Education	115	2	117	109	2	111
	Doctor of Philosophy	1		1	5		5
Faculty total		303	2	305	314	4	318
Creative & Critical Studies	Bachelor of Arts	196	3	199	200	5	205
	Bachelor of Fine Arts	165	10	175	165	10	175
	Master of Arts				27	2	29
	Master of Fine Arts	12	2	14	17	1	18
	Doctor of Philosophy				13	1	14
Faculty total		373	15	388	422	19	441
Graduate Studies	Doctor of Philosophy	7		7			
Faculty total		7	0	7	0	0	0
Health & Social Development	Bachelor of Arts in Health Studies	19		19	9		9
	Bachelor of Human Kinetics	365	7	372	528	7	535
	Bachelor of Science in Nursing	436		436	448	1	449
	Bachelor of Social Work	90		90	80		80
	Master of Arts				2		2
	Master of Science				11		11
	Master of Science in Nursing	37		37	40		40
	Master of Social Work	48		48	45		45
Doctor of Philosophy	1		1	23	2	25	
Faculty total		996	7	1,003	1,186	10	1196
Management	Bachelor of Management	555	114	669	643	119	762
	Master of Management				18	1	19
Faculty total		555	114	669	661	120	781
Grand Total		6,566	510	7,076	7,321	593*	7,914

*Total differs from Table 3 due to 5 students who are International but are not paying International fees.