

# THE UNIVERSITY OF BRITISH COLUMBIA



## Vancouver Senate Secretariat

Enrolment Services  
Senate and Curriculum Services  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

## Vancouver Senate

### AGENDA

#### THE FIFTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2009/2010 ACADEMIC YEAR

**WEDNESDAY, JANUARY 20, 2010**

**7:00 P.M.**

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

1. **Senate Membership (information)**  
Declaration of Vacancy: One faculty representative of the Joint Faculties to replace resigning Senator Dr. Yusuf Altintas
2. **Minutes of the Meeting of December 16, 2009 -- Prof. Stephen J. Toope (approval) (circulated)**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope**
5. **Academic Policy Committee -- Dr. Paul Harrison**  
Thursday Noon-hour Break (information) (circulated)
6. **Admissions Committee -- Dr. David Fielding**
  - a. Bachelor of Science in Natural Resources Conservation - Changes in Admission Requirements (approval) (circulated)
  - b. Bachelor of Science in Forestry - Changes in Admission Requirements (approval) (circulated)
  - c. Bachelor of Science in Wood Products Processing/Minor in Commerce - Changes in Admission Requirements (approval) (circulated)
  - d. Bachelor of Commerce: College/University Transfer Students - Changes in Admission Requirements (approval) (circulated)
  - e. English Language Admission Standard: LPI Requirement for First-Year English Courses - Calendar Change on Admission (approval) (circulated)
  - f. Change of Degree Program/Campus - Calendar Change on Admission (approval) (circulated)
  - g. Policy on Admission - Calendar Change on Admission (approval) (circulated)
  - h. Bachelor of Science in Applied Biology - Calendar Change on Admission (approval) (circulated)

.../continued



7. **Curriculum Committee -- Dr. Peter Marshall**  
Curriculum Proposals from the Faculties of Arts, Commerce and Business Administration, and Science (approval) (circulated)
8. **Teaching & Learning Committee<sup>1</sup> -- Ms. Margaret Friesen with guest presenter Dr. Margo Fryer, Director, Learning Exchange and UBC Community Learning Initiative**  
Item of Broad Academic Interest: Community Service Learning and Community-based Research at UBC (information) (circulated)
9. **Tributes Committee -- Dr. Sally Thorne**  
Memorial Minute for Dr. Patricia Marchak (approval) (circulated)
10. **Report from the Associate Vice-President, Enrolment Services & Registrar -- Mr. James Ridge**
  - a. Annual Report on Enrolment 2009/2010 (with guest presenters Mr. Andrew Arida, Associate Director, Enrolment and Mr. Ashley Lambert-Maberly, Senior Planning Analyst, PAIR) (information) (circulated)
  - b. 2010/2011 Academic Year (information) (circulated)
11. **Proposed Agenda Items**
12. **Other Business**

Section 16 (b) of the *Rules and Procedures of Senate* states that meetings will adjourn no later than 9:30 p.m.

Regrets: Lauren Hume, telephone 604.822.5239 or e-mail: [lauren.hume@ubc.ca](mailto:lauren.hume@ubc.ca)

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

---

1. Recommended maximum of 30 minutes for this item.



# THE UNIVERSITY OF BRITISH COLUMBIA



## Vancouver Senate Secretariat

Senate and Curriculum Services

Enrolment Services

2016–1874 East Mall

Vancouver, BC V6T 1Z1

[www.senate.ubc.ca](http://www.senate.ubc.ca)

## Vancouver Senate

### MINUTES OF DECEMBER 16, 2009

#### Attendance

**Present:** Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dr. Y. Altintas, Ms. K. Aminoltejari, Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dean M. A. Bobinski, Dr. J. Brander, Principal M. Burgess, Dr. B. Cairns, Mr. B. Cappellacci, Mr. A. Cheung, Ms. B. Craig, Dr. J. Dennison, Ms. A. Dulay, Dr. D. Farrar (Provost & Vice-President, Academic), Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. L. Gorman, Mr. S. Haffey, Dr. W. Hall, Dr. P. G. Harrison, Mr. S. Heisler, Ms. K. Ho, Dean M. Isman, Dr. A. Ivanov, Mr. A. Johal, Dr. B. S. Lalli, Dr. B. Larson, Dr. D. Lehman, Mr. D. Leung, Dr. P. Loewen, Mr. B. MacDougall, Dr. P. L. Marshall, Dr. W. McKee, Mr. J. Mertens, Mr. C. Meyers, Ms. S. Morgan-Silvester (Chancellor), Principal L. Nasmith, Dr. C. Orvig, Dr. K. Patterson, Mr. B. Perrin, Ms. S. Purewal, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Mr. J. Sealy-Harrington, Ms. E. Segal, Dean R. Sindelar, Dr. S. Singh, Dr. R. Sparks, Dr. S. Thorne, Mr. B. Tomlinson, Dr. M. Upadhyaya, Mr. A. Wazeer, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Dr. T. Young.

**By invitation:** Mr. M. Bomford, Mr. C. Eaton, Ms. R. Vlaar.

**Regrets:** Dean T. Aboulnasr, Mr. G. Costeloe, Mr. G. Dew, Dr. W. Dunford, Dean B. Evans, Dr. S. Farris, Ms. A. Johl, Ms. A. Kelly, Dr. S. B. Knight, Mr. W. McNulty, Dean D. Muzyka, Dr. G. Öberg, Ms. I. Parent, Dean S. Peacock, Dr. J. Plessis, Dean J. Saddler, Mr. M. Sami, Ms. A. Shaikh, Dean C. Shuler, Dr. B. Stelck, Dean G. Stuart, Mr. D. Thakrar, Dean R. Tierney, Mr. D. Verma, Dr. M. Vessey, Dr. R. Wilson.

**Recording Secretary:** Ms. L. M. Collins.

#### Call to Order

The Chair called to order the fourth regular meeting for the 2009/2010 academic year.



## Minutes of the Previous Meeting

### CORRECTION

The Secretary had received the following correction to the minutes of the meeting of November 18, 2009, and the assembly acquiesced:

**p. 09/10 61, UBC Equity & Diversity Strategic Plan > Discussion**

Amend the first sentence as follows (additions in bold):

Mr. Heisler expressed some concerns about the AMS Equity Officer program, suggesting that it ~~involved excessive paperwork and that it was not meeting its objectives.~~ **was an example of a program with great intentions but a forced follow-through that worked against the original intent - something he hoped this Plan would avoid.** He also noted that the Plan appeared to be very heavy on reporting, and that paperwork may not achieve buy-in at the departmental level.

<i>Mr. Mertens</i>	}	<i>That the minutes of the meeting of November 18, 2009 be adopted as corrected.</i>
<i>Dr. Rucker</i>		

Carried.

## Remarks from the Chair and Related Question

### AUCC AND G13 GOVERNMENT ADVOCACY

Recalling his remarks at the previous meeting, Prof. Toope stated that the Association of Universities and Colleges in Canada (AUCC) and the Group of 13 universities continued to develop close connections with government officials to promote increased funding for research. He noted uncertainty with respect to the federal budget. In response to a question about how individual researchers might assist with advocacy efforts, Prof. Toope suggested that it would be most helpful to write to Members of Parliament to encourage continued investment in direct and indirect costs of research.



## **METRO VANCOUVER AND ACADEMIC LAND USE**

Prof. Toope reported on the November 25 meeting of the GVRD/UBC Joint Committee, a committee that had been established under a memorandum of understanding (MOU) between the University and Metro Vancouver to govern the land use relationship between the two entities. The President described the meeting as an interesting and helpful exchange, wherein Metro Vancouver representatives clarified that they were no longer satisfied with the terms of the existing MOU. UBC representatives agreed to report back to the full Board of Governors to seek guidance. The President acknowledged the work of Governors Dr. Andrew Irvine and Ms. Susan Yurkovich in effectively representing UBC's position. After subsequent discussions, the Board remained opposed to a bylaw introducing additional land use regulation. In the interest of ensuring a role for Senate in the discussion, Mr. Stephen Owen, Vice-President, External, Legal, and Community Relations, had requested a meeting with the Senate Academic Building Needs Committee.

## **TRIP TO ASIA**

Prof. Toope described a recent visit to Korea and Hong Kong as very positive. Dr. John Hepburn, Vice-President, Research & International, had also visited Beijing and Taipei. UBC representatives met with institutional partners and alumni. UBC alumni in the region continued to display great enthusiasm and support for their alma mater.

## **STUDENT HOUSING DEMAND SURVEY**

Prof. Toope reported that a recent housing demand survey completed by thousands of UBC students had indicated a strong commitment to live on campus. In order to respond to student needs, the Board of Governors had set a target of providing on-campus housing for 45 percent of UBC students. Given the current ability to accommodate 25 percent of the student body, this commitment would mean a significant investment over the following five to 10 years. Because student housing was not directly funded by the government,



---

*Remarks from the Chair and Related Questions, continued*

securing funding for the additional housing represented a significant challenge. In response to a question, Prof. Toope stated that the optimal mix of types of student housing had not yet been considered at this early phase, although it would be important to consider needs at various points in a student's career.

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

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

#### **Senate Meeting of October 14, 2009**

New Awards.

#### **Senate Meeting of November 18, 2009**

Curriculum Proposals from the Faculty of Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Medicine, and Dentistry).

Individual Joint Doctoral Programs Proposal.

New Awards.

### **Academic Policy Committee**

Committee Chair Dr. Harrison presented the report.

### **IMAGINE DAY 2009: SUMMARY REPORT**

In December 2008, Senate had approved a proposal to modify the academic year to allow for annual orientation programming for students on the first day of classes of the Winter Session. Imagine UBC subsequently replaced the majority of undergraduate classes with academic and student life programming to support and enhance the orientation and transition of new and returning students.

The Academic Policy Committee had subsequently received a summary report from Student Development on the Imagine Day programming that had taken place in September 2009. The Committee had circulated the report to Senate for information.



---

*Academic Policy Committee, continued*

## **DISCUSSION**

Mr. Wazeer observed that a September 2009 poster session by faculty in Political Science had been particularly effective in connecting undergraduate students with research. He suggested that other units consider a similar approach.

## **Admissions Committee**

Committee Chair Dr. Fielding presented the reports.

## **REVIEW OF UBC UNDERGRADUATE ADMISSIONS POLICIES**

The following is an excerpt from the report.

At the May 2008 meeting of the Vancouver Senate, the Admissions Committee was directed to undertake a review of UBC's undergraduate admission policies with a view to determining their effectiveness in meeting goals of TREK 2010 and the UBC Academic Plan and report back to the Senate with recommendations for any necessary changes. The report presented herein is intended to fulfill the reporting responsibility assigned to the Committee.

Prior to undertaking a detailed review of undergraduate admission policies, the Committee first identified relevant policies for examination in light of Senate approved Principles of Effective Undergraduate Admission to UBC (appendix 1). The policies were then prioritized and assigned to several working groups that were constituted to meet the Committee's mandate with representation from the Committee, Enrolment Services, the International Student Initiative, the Office of Planning and Institutional Research (PAIR), in consultation with representatives of UBC Okanagan where appropriate. The working groups were directed to undertake a detailed analysis of assigned policies and make any necessary recommendations for change. Five broad issues were identified by the Committee and assigned for review by working groups as follows:

1. Working Group 1 - Review of the English Language Admission Standard
2. Working Group 2 - Level and Subject Matter of Secondary School Courses Used for Admission to UBC Vancouver
3. Working Group 3 - Implications of Optional Provincial Examinations and Comparative Standards
4. Working Group 4 - Review of Broad Based Admission Practices



---

*Admissions Committee, continued*

5. Working Group 5 - Assessment and Monitoring of Changes in Admission Policies

<i>Dr. Fielding</i>	}	<i>That the report of the Admissions Committee on "Review of UBC Undergraduate Admission Policies" be received.</i>
<i>Dr. Anstee</i>		

**DISCUSSION**

Mr. Heisler asked whether first-year sessional averages varied by faculty. Dr. Anstee stated that there was some distinction based on program. Dr. Brander added that this variation had been controlled for in the regression analysis.

The motion was put and carried.

<i>Dr. Fielding</i>	}	<i>That the criteria for including secondary school courses in an admission average recommended herein be approved.</i>
<i>Dr. Patterson</i>		

The criteria listed in the report were as follows:

Secondary school courses included in an admission average must meet all of the following criteria:

1. Offered by a recognized institution. Recognized institutions, for the purpose of UBC admission, include those that are approved by:
  - a. the Ministry of Education (or equivalent) in the relevant educational jurisdiction. Ministry-approved schools may offer both ministry developed courses and locally developed courses. Locally developed courses that are approved to satisfy graduation requirements may be included in admission averages if they meet the other criteria below or;
  - b. a UBC-recognized accrediting body or;
  - c. the Senate Admissions Committee or;
  - d. a Senate-approved designate (e.g., Deans in cases of admission from non-accredited institutions on 'Deans Discretion').
2. Delivered at the Grade 12 level (or equivalent) or approved for substitution into an admission average by the Senate Admissions Committee;



---

*Admissions Committee, continued*

3. Subject matter is one of the following:
  - a. Academic in delivery;
  - b. Supportive of broad academic goals and objectives of the University (e.g., the selection of Aboriginal students);
  - c. Relevant to the selection of qualified students by a particular program or faculty. Inclusion of such courses in an admission average is subject to the approval of the Senate Admissions Committee on course-by-course basis.
4. Grades based on prior learning assessment and/or challenge exams are to be excluded from admission averages but may be used to satisfy program pre-requisites. For example, language course grades based on a challenge exam will not be included in admission averages; however, the same language courses may be used to satisfy the language requirements for a degree program at the University.

## **DISCUSSION**

Senators discussed the following issues:

- Whether grades for required courses based on challenge exams would be included in the calculation of an admission average. The assembly recognized Ms. Vlaar, who suggested that the Undergraduate Admissions office would send such cases to the faculty in question for consideration under the category of Dean's Discretion. Student Senators in particular were concerned about an apparent lack of clarity about how challenge exams would be treated in the admissions process.
- Growing concern about students enrolled in a high school concurrently taking courses at private colleges for higher grades to effectively buy higher grades. It was noted that current high school transcribing practices did not always show the origin of a grade. Dr. Fielding stated that the Ministry of Education was aware of this problem and planned to take action to address it.
- Whether the proposed criteria were sufficiently rigorous. There was the suggestion that they could be strengthened by stipulating an academic review of course content by UBC.

In response to a question, Dr. Fielding confirmed that the criteria were also being considered by the Okanagan Senate.

The motion was  
put and carried.



---

*Admissions Committee, continued*

<i>Dr. Fielding</i>	}	<i>That Senate delegate to the Admissions Committee the authority to grant final approval of courses to be used in the calculation of an admission average and published in the Calendar, with the proviso that all courses so approved meet the criteria specified by Senate.</i>
<i>Dr. Harrison</i>		

**DISCUSSION**

Senators discussed the following issues:

- Drs. Anstee and Loewen spoke against the motion to delegate, expressing the opinion that courses (and BC courses in particular) to be included in an admission average should be discussed by Senate as a whole.
- In response to requests for clarification, Dr. Fielding pointed out that the delegation would be permanent, i.e., until otherwise resolved by Senate, and that the Committee would report annually to the Senate with respect to actions taken under delegated authority.
- There was a suggestion that, in the interest of transparency, language be added to the Calendar to list all approved courses.

**MOTION TO AMEND**

<i>Mr. Haffey</i>	}	<i>That the motion be amended to begin as follows (addition in bold):</i>
<i>Dr. Anstee</i>		

*That Senate delegate to the Admissions Committee the authority to grant final approval of **extra-provincial** courses to be used in the calculation of an admission average...*

**Discussion of Amendment**

Dr. Brander spoke against the motion on the grounds that it would introduce an asymmetry in how BC and extra-provincial courses were treated.

The motion to amend was put and failed.



The main motion  
was put and  
carried.

## **POLICY J-50: SECONDARY SCHOOL GRADE ADJUSTMENTS FOR UNDERGRADUATE ADMISSION TO THE UNIVERSITY**

The following is an excerpt from the Committee's covering memorandum:

As part of its review of Undergraduate admission policies, the Committee has examined jurisdictional variations in grading scales and qualitative assessment of student performance. The Committee's findings indicate that the consideration of indigenous grading scales in admission decision results in more equitable decision making and better identifies applicants who are most likely to prosper at the University.

As outlined in the attached policy, grades presented for the calculation of an admission average will be adjusted to accurately assess the grades in terms of their ability to predict future performance at the University. Adjustments will be based primarily on a review of academic performance of students previously admitted from that educational jurisdiction. All grade adjustments approved by the Committee will be reported to Senate for information.

<i>Dr. Fielding</i>	}	<i>That Senate approve Policy J-50: Grade Adjustment for Secondary School Applicants for Undergraduate Admission to the University.</i>
<i>Dr. Rucker</i>		

## **DISCUSSION**

Senators discussed the following issues:

- Student Senators in particular expressed concern about what was meant by the phrase “educational jurisdiction,” which appeared in the “Purpose and Goals” section of the policy. There was discussion about how to potentially modify various sections of the policy to clarify.
- Student Senators requested reassurance that grades would not be adjusted by individual school. Dr. Fielding stated that the intent was to adjust grades for entire jurisdictions, where appropriate data was available, rather than evaluating and adjusting on a school-by-school basis. Senators expressed varying opinions about whether adjustments for individual schools should be permitted under the policy.



---

*Admissions Committee, continued*

- In response to a question, Dr. Fielding stated that there was no plan to provide detailed feedback to extra-provincial schools about how their students' grades had been adjusted by UBC.
- Adjusting grades from different jurisdictions was compared to international currency conversion, i.e., necessary to ensure fairness.
- There was discussion about how much information about grade adjustments would or should be available to applicants. While some Senators thought that individual applicants should be fully advised, others felt that it would be too complex a process to clearly explain.
- There was a question about how grade adjustments for international students that resulted in lower admission averages aligned with the University's goals to attract more international students. A Student Senator cited a recent experience of grades for courses taken at a British university as part of a student exchange program having been converted downward upon return to UBC and expressed concern that this would routinely be the case for international applicants.
- Several Senators spoke in favour of the policy as a way to treat applicants equitably and reasonably.

The motion was  
put and carried.

## BACHELOR OF SCIENCE IN NURSING CALENDAR ENTRY CHANGES

The Committee had reviewed and recommended for approval proposed changes to the Calendar entry on the Bachelor of Science in Nursing to remove references to the Post-Registered Nurse advanced standing entry option as it was no longer offered. The deadline to submit supplemental application and supporting documents had also been extended.

*Dr. Fielding  
Dr. Windsor-  
Liscombe*

}

*That Senate approve the proposed changes  
to the Calendar entry on Bachelor of Science  
in Nursing.*

Carried.



## **Joint Report from the Curriculum Committee and the Admissions Committee**

Curriculum Committee Chair Dr. Marshall presented the report.

### **GRADUATE PROGRAM IN CRANIOFACIAL SCIENCE**

<i>Dr. Marshall</i>	}	<i>That Senate approve the Graduate Program in Craniofacial Science with Prosthodontics as set out in the attached report.</i>
<i>Dr. Loewen</i>		

Carried.

### **Curriculum Committee**

*See also 'Appendix A: Curriculum Summary.'*

<i>Dr. Marshall</i>	}	<i>That the new and changed courses and programs brought forward by the Faculty of Applied Science, the College of Health Disciplines, the Faculty of Dentistry, the Faculty of Graduate Studies (Arts, Law, and Medicine), and the Faculty of Science be approved.</i>
<i>Mr. Mertens</i>		

### **DISCUSSION**

In response to a question about the suspension of admission to two UBC programs, the assembly recognized Ms. Collins, who stated that there was no policy on maximum duration for such suspensions, and that long-term planning for programs was normally undertaken by deans in consultation with the Provost.

In response to a question about the large number of proposed new courses from the Faculty of Applied Science, the assembly recognized Mr. Eaton, who noted that some course deletions to partially offset the number of new courses had been processed by the Curriculum Committee as Category 2 changes.

The motion was put and carried.



## **Student Awards Committee**

Committee member Dr. Cairns presented the report.

### **NEW AWARDS**

*See also 'Appendix B: New Awards.'*

<i>Dr. Cairns</i>	}	<i>That the new awards be accepted as listed and forwarded to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
<i>Dr. Patterson</i>		

Carried.

## **Tributes Committee**

Committee Chair Dr. Thorne presented the report.

### **CANDIDATES FOR EMERITUS STATUS**

The Committee recommended the following candidates for emeritus status:

Bowen, Bruce D.: Professor Emeritus of Chemical and Biological Engineering  
Buck, William: Clinical Associate Professor Emeritus of Dermatology and Skin Science  
Coupe, Robert: Clinical Associate Professor Emeritus of Dermatology and Skin Science  
Hoffman, Geoffrey W.: Associate Professor Emeritus of Physics and Astronomy  
Quamme, Gary A.: Professor Emeritus of Medicine  
Rhodes, Edward C.: Professor Emeritus of Human Kinetics  
Ricou, Laurence R.: Professor Emeritus of English  
Riding, Keith: Clinical Professor Emeritus of Surgery



---

*Tributes Committee, continued*

Segal, Cecil: Clinical Associate Professor Emeritus of Dermatology and Skin Science

Dr. Thorne  
Dr. Orvig

} *That the attached list of individuals for emerita or emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professors Emeriti, Associate Professors Emeriti, Assistant Professors Emeriti, Senior Instructors Emeriti, Instructors II Emeriti, Instructors I Emeriti, General Librarians Emeriti and Administrative Librarians Emeriti be added to the Roll of Convocation.*

#### **CORRECTION**

Dr. Thorne reported that Dr. Derek Atkins had been erroneously included on the list circulated to Senate in advance of the meeting. The Faculty Relations Office had confirmed that Dr. Atkins did not intend to resign at that time. The list was amended accordingly by consent.

The motion was  
put and carried.

#### **Report from the Provost and Vice-President, Academic**

##### **SOUTH CAMPUS ACADEMIC PLAN: CULTIVATING PLACE**

At the request of Dr. Farrar, the assembly recognized guest presenter Mr. Mark Bomford, Director of Programming at the Centre for Sustainable Food Systems – UBC Farm. Dr. Farrar invited Mr. Bomford and Senator Andrew Riseman to give an overview of the recently completed South Campus Academic Plan: *Cultivating Place*.

Highlights of the presentation were as follows:

- Cultivating Place aimed to fulfill a request of the Board of Governors made in December 2008 to provide an academically rigorous and globally significant academic plan for the 24-hectare area on South Campus focused on sustainability.



---

*Cultivating Place, continued*

- *Cultivating Place* was intended to build upon a 1999 document *Reinventing the UBC Farm* that was nearing the end of its academic lifespan. The goal was to transform the way societies operate so that they can become more sustainable, not just in terms of food, but encompassing all aspects of a healthy lifestyle, community, and environment.
- Academic programming on South Campus had seen steady and rapid growth. The number of students who visited the farm as part of their credit course instruction had risen from fewer than 50 in 1999 to exceed 2,500 student visits in the 2009 calendar year.
- Steadily increasing revenues from farm gate sales, grants, and donations had allowed programs to grow without direct GPO support.
- *Cultivating Place* had been developed by a 12-member committee with seven faculties represented. This consultative process proceeded hand-in-hand with the Sustainability Academic Strategy.
- The committee identified that one of the greatest strengths of the South Campus site was its ability to integrate people, disciplines, concepts, and operations in a way that was very difficult to do in a classroom.
- In the area of teaching and learning, a current success was inter-generational pedagogy. A future direction was to formalize faculty associate positions. A “big idea” was to establish an immersive sustainability residential college.
- In the area of research and partnerships, a current success was land-based carbon management. A future direction was integrated land-based Aboriginal community health. A “big idea” was biophysical and socioeconomic measurement of the rural-urban interface.
- Looking forward, academic leadership would be applied to ensure that new infrastructure and facilities support innovative academic goals.

## **DISCUSSION**

Several Senators expressed strong support for the plan.

In response to a question, Prof. Toope confirmed that the use of South Campus as academic land could possibly be jeopardized if Metro Vancouver were to implement additional regulatory constraints on land use.

Prof. Toope reported that the Plan had been very well received by the Board of Governors. He thanked the South Campus Academic Plan Committee.



## **Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to be held on Wednesday, January 20, 2010.



## **APPENDIX A: CURRICULUM SUMMARY**

### **Faculties of Graduate Studies and Dentistry**

Graduate Program in Craniofacial Science with Prosthodontics

#### **NEW COURSES**

DENT 525  
DENT 526  
DENT 527  
DENT 528  
DENT 529  
DENT 530  
DENT 531  
DENT 532  
DENT 533  
DENT 534  
DENT 535  
DENT 725  
DENT 726  
DENT 727

### **Faculty of Applied Science**

#### **NEW COURSE CODE**

BMEG

#### **NEW COURSES**

APSC 364 (3)  
MECH 224 (1)  
MECH 225 (1)  
MECH 493 (3)  
MINE 438 (3)  
MINE 485 (3)

### **College of Health Disciplines**

#### **NEW COURSE**

IHHS 410



---

*Appendix A: Curriculum Summary, continued*

## **Faculty of Dentistry**

### **SUSPENSION OF ADMISSION**

Dental Hygiene Degree Program: Direct Entry Admission Option

## **Graduate Studies**

### **ARTS**

#### **NEW STREAM**

Linguistics Cognitive Systems Stream

### **LAW**

New Course

LAW 524 (2-4)d

### **MEDICINE**

#### **SUSPENSION OF ADMISSION**

Physiology Graduate Program



## **APPENDIX B: NEW AWARDS**

**Robin Woodsworth Campbell Memorial Bursary:** Bursaries totalling \$2,100 have been endowed by the estate of Henry (Harry) C. Campbell in memory of his son, Robin Woodsworth Campbell (1949-2002), for undergraduate students who are family descendants of Interior Salish, Coast Salish, Northern Coast or Wakashan language groups. Born in France at Neuilly-sur-Seine, Robin Campbell made his career as an artist on Hornby Island, B.C., working mainly in bronze, stone and clay sculpture. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First award available for the 2010/11 Winter Session - \$60,000 endowed)

**Dr Morton Dodek Award in Family Practice:** A \$1,000 award is offered to a resident in the Department of Family Practice who demonstrates care, compassion, and competency. The award was created by Dr Arthur and Judith Dodek in honour of Dr Morton Dodek, a graduate of UBC's first medical class in 1954 who spent many years as a full service family physician and exemplified commitment to family medicine. The award is made on the recommendation of the Director of the Family Practice Residency Program in the Faculty of Medicine. (First award available for the 2009/10 Winter Session)

**Bhagwan Kaur wife of Gokal Singh of Halwara Award in Arts:** Awards totalling \$1000 have been endowed by Ranjit Hall in honour of his mother, Bhagwan Kaur, loving wife of Gokal Singh of Halwara Punjab India for students in the Faculty of Arts who have made a significant contribution to the community or student body. Recommendation is made by the Faculty. (First award available for the 2010/11 Winter Session - \$30,000 endowed)

**Gayle Stewart-Philip Thunderbird Memorial Award:** One or more awards, ranging from a minimum value of \$500 to the maximum allowable under athletic association regulations, are offered in memory of Gayle Stewart-Philip in honour of her love for UBC and for the UBC Thunderbirds. The awards are offered to outstanding members of Thunderbird teams, with a preference to members of the UBC Varsity Basketball teams, in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First award available for the 2009/10 Winter Session - \$50,000 endowed and \$25,000 pledged for top up)

**Wastewater Treatment Graduate Research Scholarship:** Scholarships totalling \$1,200 have been endowed by the Environmental Engineering Group as a result of an international conference, held in Vancouver in May 2009. The awards are offered to support students in either the Ph.D. or M.A.Sc. Programs in Environmental Engineering, within the Department of Civil Engineering specifically, to students involved in research related to nutrient removal, nutrient recovery and wastewater treatment. If there is no suitable recipient in any given year, the income from the endowment may be re-capitalized to increase the scholarship value in future years or carried forward in the spending budget at the discretion of the Pollution Control and Waste Management Sub-Group of the Department of Civil Engineering in consultation with the Faculty of Graduate Studies.



---

*Appendix B: New Awards, continued*

The awards are made on the recommendation of the Pollution Control and Waste Management Sub-Group in the Department of Civil Engineering, in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session - \$45000 donated: \$43,800 endowed and \$1200 in this year's budget as per donor's request)

**Shirley M. Wong Entrance Bursary in Education:** Bursaries totaling \$2400 have been endowed by Dr. Shirley M. Wong, Associate Professor Emerita in Curriculum Studies. The bursaries are offered to students entering the Bachelor of Education Program on the basis of academic standing and financial need. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First award available for the 2010/11 Winter Session - \$70,858 endowed)

**Jerome Ziskrout Prize in Professional Responsibility and Ethics:** A \$500 prize is offered by colleagues and friends to celebrate the achievements of Jerome (Jerry) D. Ziskrout on his retirement. Jerry championed the creation of the Professional Responsibility and Ethics course at UBC Law and is esteemed by students and faculty for his commitment to excellence in his teaching. The award is made on the recommendation of the Faculty of Law to a student completing the course in Professional Responsibility and Ethics within the J.D. program, with high academic standing. (First award available for the 2009/10 Winter Session - \$5000 donated up front)

#### **PREVIOUSLY-APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE:**

**Award 1749 – University of BC Dental Alumni Association Award** - A \$1200 award is offered to a fourth year dental student who demonstrates leadership and service to the alumni affairs office in the Faculty of Dentistry over the four year D.M.D program. The award recommendation is made by the Faculty in consultation with the office of alumni affairs.

How amended: award was updated to better reflect the spirit of the title of the award. The Dental Alumni Association wanted to focus their support to student service and not academic standing in oral biology.

**Award 08155 – John K WEGLO Bursary in Materials Engineering** - A \$550 bursary has been endowed by John K. Weglo. The award is offered to an undergraduate or graduate student in Materials Engineering.

How amended: The original award description offered a bursary to a student in Materials and has been changed to offer a bursary to a student in Materials Engineering which is the new name replacing Metals (Metallurgy) and Materials Engineering.

**4634 Outstanding International Student Award** - Several entrance merit awards are offered to outstanding international students entering undergraduate programs at the University of British Columbia. These awards may be used in conjunction with President's Entrance Scholarships. The awards are not renewable and are not dependent upon



---

*Appendix B: New Awards, continued*

final grades. The awards are made on the recommendation of the International Student Initiative office.

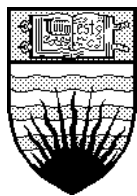
How amended: The award description now specifies that these awards are only open to undergraduate students and are awarded on the recommendation of ISI. Since the international PES has changed to a flat \$500, reference to \$10,000 limit indicated in the original description has been removed.

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

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

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





December 17, 2009

**ACADEMIC POLICY COMMITTEE**  
**Vancouver Senate**  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

To: Vancouver Senate

From: Academic Policy Committee

Re: Thursday Noon-Hour Break (information)

---

As the Senate was informed at its meeting of 13 May 2009, the Academic Policy Committee has undertaken a review of the policy prohibiting the scheduling of classes from 12:30 to 2:00 pm each Thursday. The Committee has consulted with and received data from faculties and administrative offices, considered detailed documents prepared by student representatives, and discussed the matter at its meetings in November and December of 2009. The importance of a time for non-scheduled curricular or non-curricular activities and meetings to regularly occur during the school day has been made clear to the Committee, but so have the difficulties in fully implementing the existing policy.

In its deliberations, the Committee has attempted to balance the aspirations of UBC - as exemplified by *Place and Promise* commitments to creating an “outstanding work environment” and providing “enriched educational experiences and rewarding campus life” - with the realities of limited classroom space and student and instructor demands for reasonably compact schedules. The Committee is aware of the difficulties faced by faculties in finding suitable and sufficient spaces and times for instruction, and thus the erosion of this policy in current practice, but still views this break as an important mechanism to facilitate the scheduling activities beyond those in classes.

The Committee has determined that there is not a consensus to rescind or amend the policy, but is acutely aware that its full implementation is challenged by the reality of our scheduling and space situations. As such, the Committee can make no recommendation to Senate at this time for any changes to the existing policy, but takes this opportunity request that faculties and departments endeavour to implement the policy as much as is possible.

Respectfully submitted,

Paul G Harrison, Chair



# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5945

January 8, 2010

To: Vancouver Senate

From: Admissions Committee

Re: **Changes in Admission Requirements (Bachelor of Science in Natural Resources Conservation, Bachelor of Science in Forestry, Bachelor of Science in Wood Products Processing/Minor in Commerce and Bachelor of Commerce) (approval)**

---

**a) Bachelor of Science in Natural Resources Conservation – Changes in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Bachelor of Science in Natural Resources Conservation program. Applicants must complete Chemistry 11 for admission to the program.

***Motion:*** *That Senate approve the proposed changes to admission requirements for applicants to the Bachelor of Science in Natural Resources Conservation program, effective for entry to the 2010 Winter Session and thereafter.*

**b) Bachelor of Science in Forestry – Changes in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Bachelor of Science in Forestry program. Applicants who have completed more than one Grade 12 Science course will have additional elective options in first year. The revised calendar entry also includes additional information on the program's broader-based admission application process.

***Motion:*** *That Senate approve the proposed changes in admission requirements for applicants to the Bachelor of Science in Forestry program, effective for entry to the 2010 Winter Session and thereafter.*

**c) Bachelor of Science in Wood Products Processing/Minor in Commerce – Changes in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Bachelor of Science in Wood Products Processing/Minor in Commerce program. The revised calendar entry outlines a modified application deadline and a list of courses applicants must complete for admission to the program.

***Motion:*** *That Senate approve the proposed changes in admission requirements for applicants to the Bachelor of Science in Wood Products Processing/Minor in Commerce, effective for entry to the 2010 Winter Session and thereafter.*



**d) Bachelor of Commerce: College/University Transfer Students – Changes in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Bachelor of Commerce program. College and university transfer students may satisfy the program's English admission requirement by completion of either ASTU 150 or ENGL 100, in addition to the Arts One or a Coordinated Arts Program satisfying the 3-credit Writing component of the Faculty of Arts Writing and Research requirement.

***Motion:*** *That Senate approve the proposed changes in admission requirements for applicants to the Bachelor of Commerce program, effective for entry to the 2010 Winter Session and thereafter.*

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee



## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>Faculty:</b> Forestry  <b>Departments:</b> Forest Sciences and Forest Resources Management  <b>Faculty Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 10W, Term 1  <b>Year for Change:</b> 2010</p>	<p><b>Date:</b> Oct. 27, 2009  <b>Contact Person:</b> Scott Hinch  <b>Phone:</b> 2-9377  <b>Email:</b> scott.hinch@ubc.ca</p>
<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,418,173">http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,418,173</a></p> <p><u>Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Forestry &gt; B.Sc. in Natural Resources Conservation &gt; Admission</u></p> <p><b>Proposed Calendar Entry</b></p> <p>The Faculty will accept applications from students with varying educational preparation:</p> <ul style="list-style-type: none"> <li>▪ directly from secondary school graduation, or</li> <li>▪ following completion of at least 24 credits at UBC or its equivalent at another post-secondary institution.</li> </ul> <p>Students entering from secondary school must have met the general University entrance requirements (see <a href="#">Admissions</a>) and have completed Principles of Mathematics 12 and one of Biology 12, Chemistry 12, or Physics 12, as well as Chemistry 11, and one of Biology 11 and Physics 11.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,418,173">http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,418,173</a></p> <p><u>Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Forestry &gt; B.Sc. in Natural Resources Conservation &gt; Admission</u></p> <p><b>Present Calendar Entry:</b></p> <p>The Faculty will accept applications from students with varying educational preparation:</p> <ul style="list-style-type: none"> <li>▪ directly from secondary school graduation, or</li> <li>▪ following completion of at least 24 credits at UBC or its equivalent at another post-secondary institution.</li> </ul> <p>Students entering from secondary school must have met the general University entrance requirements (see <a href="#">Admissions</a>) and have completed Principles of Mathematics 12 and one of Biology 12, Chemistry 12, or Physics 12, as well as <del>two of Biology 11, Chemistry 11, and Physics 11.</del></p> <p><b>Type of Action:</b> Change Grade 11 admission requirements.</p> <p><b>Rationale:</b> At present the program requires students without Grade 12 Chemistry to take CHEM 111. This requirement is being dropped; in its place the program would like to ensure that all entering students have Chemistry to at least the Grade 11 level.</p>







## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>Faculty:</b> Forestry  <b>Department:</b>  <b>Faculty Approval Date:</b> Nov. 3, 2009  <b>Effective Session:</b> 10W, Term 1  <b>Year for Change:</b> 2010</p>	<p><b>Date:</b> Oct. 27, 2009  <b>Contact Person:</b> Peter Marshall  <b>Phone:</b> 2-4918  <b>Email:</b> peter.marshall@ubc.ca</p>
<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,166">http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,166</a>  <a href="#">Homepage</a> &gt; <a href="#">Faculties, Colleges, and Schools</a> &gt; <a href="#">The Faculty of Forestry</a> &gt; <a href="#">Bachelor of Science in Forestry (B.S.F.)</a> &gt;  <b>Proposed Calendar Entry:</b>  <b>Admission</b>  Students may apply to enter the B.S.F. program with varying educational preparation: <ol style="list-style-type: none"> <li>1. directly from secondary school graduation;</li> <li>2. following completion of university-level work at UBC or the equivalent at another post-secondary institution;</li> <li>3. after the completion of a two-year forestry diploma program at a recognized college or institute of technology;</li> <li>4. from an approved one- or two-year forestry transfer program at a BC college; or</li> <li>5. following completion of a specified suite of courses at Nanjing Forestry University.<sup>1</sup></li> </ol> <p><sup>1</sup>Details regarding which courses offered by Nanjing Forestry University constitute this suite may be found on the Faculty of Forestry's website. The number of applicants accepted through this application route will be limited to five per year for each of the two program majors. All university requirements for international applicants must be met. See <a href="#">Admissions</a>.</p> <p>Students entering from secondary school must have met the general University entrance requirements (see <a href="#">Admissions</a>) and have completed Principles of Mathematics 12 and one of Biology 12, Chemistry 12, or Physics 12, as well as two of Biology 11,</p> </p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,166">http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,166</a>  <a href="#">Homepage</a> &gt; <a href="#">Faculties, Colleges, and Schools</a> &gt; <a href="#">The Faculty of Forestry</a> &gt; <a href="#">Bachelor of Science in Forestry (B.S.F.)</a> &gt;  <b>Present Calendar Entry:</b>  <b>Admission</b>  Students may apply to enter the B.S.F. program with varying educational preparation: <ol style="list-style-type: none"> <li>1. directly from secondary school graduation;</li> <li>2. following completion of university-level work at UBC or the equivalent at another post-secondary institution;</li> <li>3. after the completion of a two-year forestry diploma program at a recognized college or institute of technology;</li> <li>4. from an approved one- or two-year forestry transfer program at a BC college; or</li> <li>5. following completion of a specified suite of courses at Nanjing Forestry University.<sup>1</sup></li> </ol> <p><sup>1</sup>Details regarding which courses offered by Nanjing Forestry University constitute this suite may be found on the Faculty of Forestry's website. The number of applicants accepted through this application route will be limited to five per year for each of the two program majors. All university requirements for international applicants must be met. See <a href="#">Admissions</a>.</p> <p>Students entering from secondary school must have met the general University entrance requirements (see <a href="#">Admissions</a>) and have completed Principles of Mathematics 12 and one of Biology 12,</p> </p>



Chemistry 11, and Physics 11. **Students that have completed more than one grade 12 science course will have extra elective options in first year. It is recommended that** students intending to enroll in the Forest Operations Major, Harvest Planning and Engineering Option have Physics **12 and Calculus 12.**

Meeting the minimum academic requirements outlined in this chapter and in [Admissions](#) does not guarantee admission to these programs. Due to limited enrolment, the admission of applicants will be determined competitively on the basis of admission average; however, preference may be given to those applicants who have indicated the Faculty of Forestry as their faculty of first choice.

### Broader-based Admission

Up to ten applicants from secondary school who meet minimum academic requirements, but who do not meet the required competitive average for admission, may be selected for admission by the admissions committee of the Faculty on the basis of additional information provided **in a supplemental application which is an optional part of the online application process.** The **Forestry** Admission Committee will consider all applicants who submit a supplementary application form and who have a final grade minimum average **within 5% of the competitive average for admission into the Forestry program to which they applied or** above the minimum average for admission to the University, **whichever is higher.** The **Forestry** Admissions Committee will consider the following information when making their decision:  
.....

Chemistry 12, or Physics 12, as well as two of Biology 11, Chemistry 11, and Physics 11. **S**tudents intending to enrol in the Forest Operations Major, Harvest Planning and Engineering Option ~~should~~ have ~~complete~~ Physics 1**1**.

Meeting the minimum academic requirements outlined in this chapter and in [Admissions](#) does not guarantee admission to these programs. Due to limited enrolment, the admission of applicants will be determined competitively on the basis of admission average; however, preference may be given to those applicants who have indicated the Faculty of Forestry as their faculty of first choice.

### Broader-based Admission

Up to ten applicants from secondary school who meet minimum academic requirements, but who do not meet the required competitive average for admission, may be selected for admission by the admissions committee of the Faculty on the basis of additional information provided ~~on a supplementary application form. Such applicants may also be interviewed. All applicants who do not meet the admission average cutoff for early admission will be sent a copy of this form, with an invitation to submit it for possible consideration by the Admission Committee. Submission is optional.~~ The Admission Committee will consider all applicants who submit a supplementary application form and who have a final grade minimum average ~~equal to or~~ above the minimum average for admission to the University ~~(67%).~~ The Admissions Committee will consider the following information when making their decision:  
.....



	<p><b>Type of Action:</b> Addition of more information to the admissions statement for the BSF program. Change the BBA description.</p> <p><b>Rationale:</b> The additional information will enable prospective applicants to be better prepared for the program. The proposed language reflects the current BBA application process and tightens the range of averages that would be considered for BBA. Although the lowest competitive admission average for our programs at present is 75%, and we have no intention of lowering our admissions averages, the proposed wording allows flexibility should the University minimum admissions average be increased in the future.</p>
--	--







## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>Faculty:</b> Forestry  <b>Department:</b> Wood Science  <b>Faculty Approval Date:</b> May 7, 2009</p> <p><b>Effective Session for Change:</b>          2009W</p>	<p><b>Date:</b> May 4, 2009  <b>Contact Person:</b> Simon Ellis  <b>Phone:</b> (604) 822-3551  <b>Email:</b> <a href="mailto:simon.ellis@ubc.ca">simon.ellis@ubc.ca</a></p>
<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,329,816">http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,329,816</a></p> <p><u>Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Forestry &gt; Bachelor of Science in Wood Products Processing &gt; Minor in Commerce</u></p> <p><b>Proposed Calendar Entry:</b></p> <p>Enrolment in this program is limited. An application form may be obtained from the Dean's Office. The completed form must be returned no later than <b>May</b> 15. At the time of application, students must be eligible for <b>third</b>-year standing in the Wood Products Processing program with a cumulative average of at least 68% in the previous two years. <b>Applicants must have successfully completed one of MATH 100, 102, 104, 180 or 184 and both of ECON 101 and 102 (or ECON 310 and 311).</b> Meeting the stated requirements does not guarantee admission to the program.</p> <p>The program consists of COMM 329, COMM 457, COMM 465, COMM 473, COMM 493; and one of COMM 398, 399, or 458. Upon successful completion of this Minor program, the notation "Minor in Commerce" will appear on the student's transcript.</p> <p>The Commerce Minor is intended to be completed over two years.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,329,816">http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,329,816</a></p> <p><u>Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Forestry &gt; Bachelor of Science in Wood Products Processing &gt; Minor in Commerce</u></p> <p><b>Present Calendar Entry</b></p> <p>Enrolment in this program is limited. An application form may be obtained from the Dean's Office. The completed form must be returned no later than <del>October</del> 15. At the time of application, students must be eligible for <del>fourth</del>-year standing in the Wood Products Processing program with a cumulative average of at least 68% in the previous two years. Meeting the stated requirements does not guarantee admission to the program.</p> <p>The program consists <del>of ECON 101 (3) and 102 (3); one of MATH 100 (3), 102 (3), 104 (3), 120 (3), 180 (4), or 184 (4);</del> COMM 329 (3), COMM 457 (3), COMM 465 (3), COMM 473 (3), COMM 493 (3); and one of COMM 398 (3), 399 (3), or 458 (3). Upon successful completion of this Minor program, the notation "Minor in Commerce" will appear on the student's transcript.</p> <p>The Commerce Minor is intended to be completed over two years.</p> <p><b>Type of Action:</b>          Add to the description of the Minor in Commerce.</p> <p><b>Rationale:</b>          This modified Calendar entry is consistent with changes approved in the Minor in Commerce a couple of years ago. The Calendar description was not updated at the time.</p>







## Change to Course or Program

<p><b>Faculty: Sauder School of Business</b>  <b>Department: Undergraduate Office</b>  <b>Faculty Approval Date: 5Nov2009</b></p> <p><b>Effective Session __09W Term</b>  <b>Year for Change: 2009</b></p>	<p><b>Date: 20Nov2009</b>  <b>Contact Person: Pamela Lim</b>  <b>Phone: 604-822-9216</b>  <b>Email: Pam.lim@sauder.ubc.ca</b></p>
<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,295,131">http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,295,131</a></p> <p><u>Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Commerce and Business Administration &gt; Bachelor of Commerce &gt; Admission</u></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>College/University Transfer Students (including UBC students transferring faculties)</b></p> <p>Students who have completed 27 transferable credits (with a minimum grade point average of 2.00 on a 4-point scale) at an accredited post-secondary institution are eligible to be considered for admission to second year of the B.Com. program. Students must have completed the following UBC courses (or their equivalents):</p> <ul style="list-style-type: none"> <li>▪ ENGL 112 (<b>ASTU 150, ENGL 100</b>, Arts One or a Coordinated Arts Program satisfying the <b>3-credit Writing component of the Faculty of Arts Writing and Research requirement</b> is acceptable), with a minimum grade of 60%</li> <li>▪ ECON 101 and 102</li> <li>▪ MATH 104</li> <li>▪ 15-18 credits of electives<sup>1</sup></li> </ul> <p>Electives must not include any business courses. Statistics courses will be included in the admission average; however, they will not count toward the B.Com. program. Applicants to the</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,295,131">http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,295,131</a></p> <p><u>Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Commerce and Business Administration &gt; Bachelor of Commerce &gt; Admission</u></p> <p><b>Present Calendar Entry:</b></p> <p><b>College/University Transfer Students (including UBC students transferring faculties)</b></p> <p>Students who have completed 27 transferable credits (with a minimum grade point average of 2.00 on a 4-point scale) at an accredited post-secondary institution are eligible to be considered for admission to second year of the B.Com. program. Students must have completed the following UBC courses (or their equivalents):</p> <ul style="list-style-type: none"> <li>▪ ENGL 112 (Arts One or a Coordinated Arts Program satisfying the Faculty of Arts <del>English</del> requirement is acceptable), with a minimum grade of 60%</li> <li>▪ ECON 101 and 102</li> <li>▪ MATH 104</li> <li>▪ 15-18 credits of electives<sup>1</sup></li> </ul> <p>Electives must not include any business courses. Statistics courses will be included in the admission average; however, they will not count toward the B.Com. program. Applicants to the B.Com. program are required to complete all</p>



<p>B.Com. program are required to complete all core courses in English, economics, and mathematics, as these are prerequisites to most second year courses. Students must complete the above courses by the document deadline of June 30.</p> <p>Admission to Year 2 of the B.Com. program is based on academic performance and overall records of leadership and accomplishment. Successful applicants are motivated and focused, actively participate in extracurricular activities, and demonstrate leadership potential and teamwork skills.</p> <p>Admission and grade point average requirements are available from the <a href="#">Faculty</a>.</p> <h3>BC College Commerce Transfer Programs</h3> <p>For students applying to transfer into Year 3 of the B.Com. Program for September 2008:</p> <p>Students who have completed second-year Commerce at a college offering a transfer program to the B.Com. are eligible to be considered for admission to third year. Students must have completed 54 transferable credits, including the following UBC courses:</p> <ul style="list-style-type: none"> <li>▪ all first year requirements, including ENGL 112 (<b>ASTU 150, ENGL 100</b>, Arts One or a Coordinated Arts Program satisfying the <b>3-credit Writing component of the Faculty of Arts Writing and Research requirement</b> is acceptable), with a minimum grade of 60%; ECON 101, 102; MATH 104; and 15-18 credits of electives (electives must not include any business or statistics courses), and</li> <li>▪ five of the seven following second-year required core courses: COMM 290, 291, 292, 293, 294, 295, 298; no more than one of COMM 296, 391, or 392 may</li> </ul>	<p>core courses in English, economics, and mathematics, as these are prerequisites to most second year courses. Students must complete the above courses by the document deadline of June 30.</p> <p>Admission to Year 2 of the B.Com. program is based on academic performance and overall records of leadership and accomplishment. Successful applicants are motivated and focused, actively participate in extracurricular activities, and demonstrate leadership potential and teamwork skills.</p> <p>Admission and grade point average requirements are available from the <a href="#">Faculty</a>.</p> <h3>BC College Commerce Transfer Programs</h3> <p>For students applying to transfer into Year 3 of the B.Com. Program for September 2008:</p> <p>Students who have completed second-year Commerce at a college offering a transfer program to the B.Com. are eligible to be considered for admission to third year. Students must have completed 54 transferable credits, including the following UBC courses:</p> <ul style="list-style-type: none"> <li>▪ all first year requirements, including ENGL 112 (Arts One or a Coordinated Arts Program satisfying the Faculty of Arts <del>English</del> requirement is acceptable), with a minimum grade of 60%; ECON 101, 102; MATH 104; and 15-18 credits of electives (electives must not include any business or statistics courses), and</li> <li>▪ five of the seven following second-year required core courses: COMM 290, 291, 292, 293, 294, 295, 298; no more than one of COMM 296, 391, or 392 may substitute for one of the second-year Commerce courses.</li> </ul>
---	---



<p>substitute for one of the second-year Commerce courses.</p> <p>Applicants must complete the required courses listed above by the document deadline of June 30.</p> <p>Admission to Year 3 of the B.Com. program will be based on academic performance, overall records of leadership and accomplishment. Successful applicants are motivated and focused, actively participate in extracurricular activities, and demonstrate leadership potential and teamwork skills.</p> <p>Admission and grade point average requirements are available from the <u>Faculty</u>.</p>	<p>Applicants must complete the required courses listed above by the document deadline of June 30.</p> <p>Admission to Year 3 of the B.Com. program will be based on academic performance, overall records of leadership and accomplishment. Successful applicants are motivated and focused, actively participate in extracurricular activities, and demonstrate leadership potential and teamwork skills.</p> <p>Admission and grade point average requirements are available from the <u>Faculty</u>.</p> <p><b>Type of Action:</b> Addition of ASTU 150 and ENGL 100 to satisfy the BCOM English requirement.</p> <p>Change language Faculty of Arts “English Requirement” to “Writing &amp; Research Requirement”.</p> <p><b>Rationale:</b> To bring BCOM admission requirements for transfer applicants in line with Faculty of Arts adoption (May 2009) of Writing &amp; Research requirement (replacing English requirement); and to include courses satisfying the Writing component of the new Writing &amp; Research requirement - ASTU 150 or ENGL 100 – as acceptable courses to satisfy the BCOM English admission requirement for transfer applicants.</p>
---	---



# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5945

January 8, 2010

To: Vancouver Senate

From: Admissions Committee

Re: **Calendar Changes on Admission (English Language Admission Standard: Language Proficiency Index Requirement for First-Year English Courses, Change of Degree Program/Campus, Policy on Admission and Bachelor of Science in Applied Biology)(approval)**

---

**e) English Language Admission Standard: Language Proficiency Index Requirement for First-Year English Courses – Calendar Change on Admission (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on the LPI requirement for first-year English courses. The proposed changes reflect the introduction of the Writing and Research Requirement for applicants to the Faculty of Arts, approved by Senate in May 2009.

***Motion:*** *That Senate approve the revised calendar entry on English Language Admission Standard.*

**f) Change of Degree Program/Campus – Calendar Change on Admission (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Change of Degree Program/Campus. Requests for readmission and change of degree program will be considered for both the Summer and Winter sessions.

***Motion:*** *That Senate approve the revised calendar entry on Change of Degree Program/Campus, effective for entry to the 2011 Winter Session and thereafter.*

**g) Policy on Admission – Calendar Change on Admission (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Policy on Admission. The proposed changes better reflect the use of broad-based admission information in admission decisions.

***Motion:*** *That Senate approve the revised calendar entry on Policy on Admission.*

**h) Bachelor of Science in Applied Biology – Calendar Change on Admission (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission to the Bachelor of Science in Applied Biology program. The proposed changes remove references to the Bachelor of Science Agroecology program, which has been replaced by the Bachelor of Science in Applied Biology and reflect recent changes in mathematics admission requirements for applicants following the BC/Yukon Secondary School Curriculum.

***Motion:*** *That Senate approve the changes in admission requirements for applicants to the Bachelor of Science in Applied Biology program, effective for entry to the 2010 Winter Session and thereafter.*

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee









## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>Faculty:</b> Faculty of Arts <b>Department:</b> Arts Studies in Research and Writing Program <b>Senate Approval Date:</b> In May 2009, Senate approved the Writing and Research Requirement, which necessitates the calendar changes outlined below. <b>Effective Session:</b> 2009 Winter Session</p>	<p><b>Date:</b> November 25, 2009 <b>Contact Person:</b> Katharine Patterson, Chair, Arts Studies in Research and Writing Program <b>Tel.</b> 604 822-4078 <b>E-mail:</b> <a href="mailto:katpatte@interchange.ubc.ca">katpatte@interchange.ubc.ca</a></p>
<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Admissions</a> &gt; <b>English Language Admission Standard</b></p> <p>[...]</p> <p><b>Language Proficiency Index (LPI) Requirement for First-Year English Courses</b></p> <p><b>Students registered in most undergraduate programs at UBC must fulfill a requirement of</b> at least 3 credits of first-year English.</p> <p><b>To be eligible to register in first-year English courses, students must complete the LPI or be exempt from it.</b> The LPI is administered by the Department of Applied Research and Evaluation Services through the <a href="#">LPI Office</a>. Please refer to your faculty's "English Requirements" and the <a href="#">The Language Proficiency Index Requirement for First-Year English</a> for more details. <b>Students in the Faculty of Arts are not required to complete the LPI or be exempt from it.</b></p> <p><b>Students in the Faculty of Arts must</b></p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Admissions</a> &gt; <b>English Language Admission Standard</b></p> <p>[...]</p> <p><b>Language Proficiency Index (LPI) Requirement for First-Year English Courses</b></p> <p><del>All</del> programs at UBC <del>require</del> at least 3 credits of first-year English; most require 6 credits. <del>Although it is not necessary to complete the LPI prior to registering for UBC, it is necessary to have completed it before enrolling in any first-year English course, Arts One, the Arts Foundations Program, or Science One at UBC.</del> The LPI is administered by the Department of Applied Research and Evaluation Services through the <a href="#">LPI Office</a>. Please refer to <del>each</del> faculty's "English Requirements" and the <a href="#">The Language Proficiency Index Requirement for First-Year English</a> for more details.</p> <p><b>Note:</b> <del>Unless a student meets this requirement by exemption, the LPI examination must be taken prior to enrolment in any first-year English course at UBC, or in any of the</del></p>





**fulfill the Writing and Research Requirement. There is no first-year English degree requirement in the Faculty of Arts except for students majoring in English.**

**Note:** A student's registration in other courses may be halted if the English **or writing** requirement for the student's degree has not been met by the faculty's allotted completion time.

~~programs listed above.~~ A student's registration in other courses may be halted if the English requirement for the student's degree has not been met by the faculty's allotted completion time.

---

**Type of Action:** Reflect changes to undergraduate admission resulting from the introduction of the Writing and Research Requirement, approved by Senate in May 2009.

**Rationale:** The Writing and Research Requirement has a 3 credit writing component that can be filled by successfully completing ASTU 150, CAP, Arts One, or ENGL 100. Only ENGL 100 has the LPI as an eligibility criterion for registration.



**UBC Calendar Change Proposal Form**

<p><b>Effective Session:</b> Effective for the 2011 admission to UBC.</p> <p><b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising students.</p>	<p><b>Date:</b> December 3, 2009</p> <p><b>Contact Person:</b> Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions</p> <p><b>Phone:</b> 604-822-4240</p> <p><b>Email:</b> rosalie.vlaar@ubc.ca</p>
<p><b>URL from Web Calendar:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><u>Homepage</u> &gt; <u>Admissions</u> &gt; Change of Degree Program/Campus</p> <p>Currently attending UBC students who wish to change faculties or apply for readmission to a new faculty must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.</p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form.</p> <p>Students applying to change degree programs are required to meet faculty or school pre-requisites and admission average. Certain programs may require Change of Degree applicants to meet a competitive admission average.</p> <p>Students who wish to change campus from UBC Vancouver to UBC Okanagan, or <i>vice versa</i>, must complete the Change of Degree Program/Campus form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee. Students changing</p>	<p><b>URL from Web Calendar:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><u>Homepage</u> &gt; <u>Admissions</u> &gt; Change of Degree Program/Campus</p> <p>Currently attending UBC students who wish to change faculties or apply for readmission to a new faculty must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.</p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form. <b>Readmission and Change of Degree Program forms are considered for the Winter Session only.</b></p> <p>Students applying to change degree programs are required to meet faculty or school pre-requisites and admission average. Certain programs may require Change of Degree applicants to meet a competitive admission average.</p> <p>Students who wish to change campus from UBC Vancouver to UBC Okanagan, or <i>vice versa</i>, must complete the Change of Degree Program/Campus form on the <a href="#">Student</a></p>





<p>campuses must meet all faculty or school requirements and meet the competitive average for the program. Students may transfer a maximum of 60 credits unless registered in a special inter-campus program.</p>	<p><a href="#">Service Centre</a> and pay the \$60.00 application fee. Students changing campuses must meet all faculty or school requirements and meet the competitive average for the program. Students may transfer a maximum of 60 credits unless registered in a special inter-campus program.</p> <p><b>Type of Action:</b> Allow for change of program in both the Summer and Winter sessions.</p> <p><b>Rationale:</b> UBC currently disadvantages its own students by allowing transfer applicants from other institutions to apply to begin their studies in some programs in the Summer Session but not allowing the same for our own students, who are currently restricted to making program changes for the Winter Session only.</p> <p>The rationale for different practices was that the UBC student could continue in the program they were currently registered in for the Summer and then 'switch' in the Fall. This rationale does nothing to assure the UBC student that they will be admitted to their desired program.</p> <p>Restricting program changes to the Winter Session was also a result of the historical practice of waiting for Sessional averages from UBC students in order to determine admissibility. Now that admission can be determined after the first term of the Winter Session, this restriction is no longer necessary.</p>
---	--





## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>Effective Session:</b> To be posted to the calendar upon approval for the purpose of advising students.</p>	<p><b>Date:</b> December 3, 2009 <b>Contact Person:</b> Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions <b>Phone:</b> 604-822-4240 <b>Email:</b> rosalie.vlaar@ubc.ca</p>
<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,13,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,13,0,0</a></p> <p><u>Homepage</u> &gt; <u>Admissions</u> &gt; Policy on Admissions</p> <p><b>Proposed Calendar Entry:</b></p> <p>The University of British Columbia seeks applications from students who can benefit from and contribute to the varied and stimulating academic life at this university. The University's admission regulations and procedures are intended to identify such students and to ensure that they enter programs at a level that will allow them to get the maximum benefit from their university studies.</p> <p>Academic criteria are the bases of admission for the majority of applicants offered admission but additional criteria may be used in some programs. Programs to which admission may be based on both academic and other criteria are identified in the faculty and school entries.</p> <p>Excellent students who do not meet all of the published admission requirements may be considered for admission in exceptional cases by the dean of the faculty or the dean's designate.</p> <p>The number of new students that can be admitted to each program is dependent on a number of factors and is usually not known when the first offers of admission are made. The chances of receiving an offer of admission may be increased by the early submission of an application and supporting documentation.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,13,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,13,0,0</a></p> <p><u>Homepage</u> &gt; <u>Admissions</u> &gt; Policy on Admissions</p> <p><b>Present Calendar Entry:</b></p> <p>The University of British Columbia seeks applications from students who can benefit from and contribute to the varied and stimulating academic life at this university. The University's admission regulations and procedures are intended to identify such students and to ensure that they enter programs at a level that will allow them to get the maximum benefit from their university studies.</p> <p>Academic criteria are the bases of admission for the majority of applicants offered admission but additional criteria may be used in some programs <del>in the selection of a limited number of qualified students</del>. Programs to which admission may be based on both academic and other criteria are identified in the faculty and school entries.</p> <p>Excellent students who do not meet all of the published admission requirements may be considered for admission in exceptional cases by the dean of the faculty or the dean's designate.</p> <p>The number of new students that can be admitted to each program is dependent on a number of factors and is usually not known when the first offers of admission are made. The chances of receiving an offer of admission</p>





<p>Application and document deadlines are the latest dates on which an application or document will be accepted. Processing of applications does begin before these dates and in some cases programs may be filled by well qualified students before the document deadline.</p> <p>The University reserves the right, the published regulations notwithstanding, to deny admission and to limit enrolment by selecting from among qualified applicants those who will be admitted.</p>	<p>may be increased by the early submission of an application and supporting documentation. Application and document deadlines are the latest dates on which an application or document will be accepted. Processing of applications does begin before these dates and in some cases programs may be filled by well qualified students before the document deadline.</p> <p>The University reserves the right, the published regulations notwithstanding, to deny admission <del>on the basis of overall academic record</del> and to limit enrolment by selecting from among qualified applicants those who will be admitted.</p> <p><b>Rationale:</b> Edit for clarification. A number of programs at UBCV now include BBA information in the selection of many or all of their students.</p>
--	---





## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>Faculty:</b> Land and Food Systems <b>Department:</b> Agroecology <b>Approval Date:</b> Approved by Senate in December 2008 <b>Effective Session:</b> Winter 2010 <b>Year for Change:</b> Change Calendar ASAP in order to advise prospective students</p>	<p><b>Date:</b> December 3, 2009 <b>Contact Person:</b> Lynn Newman Saunders Assistant Dean, Students 604 822-9702 <a href="mailto:lynn.newman@ubc.ca">lynn.newman@ubc.ca</a></p>
<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,260,3">http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,260,3</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Colleges, and Schools</a> &gt; <a href="#">The Faculty of Land and Food Systems</a> &gt; <a href="#">B.Sc. in Agroecology</a> &gt; Admission</p> <p><b>This program is no longer admitting new students. Please refer to the B.Sc. in Applied Biology.</b> &lt;&lt; link to <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,897,0">&lt;&gt;</a></p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,260,3">http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,260,3</a></p> <p><b>Present Calendar Entry:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Faculties, Colleges, and Schools</a> &gt; <a href="#">The Faculty of Land and Food Systems</a> &gt; <a href="#">B.Sc. in Agroecology</a> &gt; Admission</p> <p><del>Students should refer to <a href="#">Admissions</a>. Students may gain admission directly from secondary school or transfer from a recognized university or college with a minimum of 24 credits, or as mature students.</del></p> <p><del>For admission to the Bachelor of Science in Agroecology program, students from Grade 12 British Columbia schools must meet the general University admission requirements and must have completed English 11 and 12; Social Studies 11; an approved language 11; Mathematics 11 and 12; at least two of Biology 11, Chemistry 11, and Physics 11; one of Chemistry 12, Physics 12, Biology 12, Geology 12; a course chosen from among the approved examinable Grade 12 courses.</del></p>





URL: <http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,68,0>

### Proposed Calendar Entry:

[Homepage](#) > [Admissions](#) > [Applicants Following the BC/Yukon Secondary School Curriculum](#) > **Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum**

Below are the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average:

Program	Degree	Faculty/ School	Average Calculated on the Following Required Courses or IB/AP Equivalents	Courses Required but not included in the Calculation of the Average
<b>Applied Biology</b>	B.Sc. ( <b>Applied Biology</b> )	Land and Food Systems	English 12 Principles of Mathematics 12 <b>or Pre- Calculus 12</b> One of Biology 12, Chemistry 12, Geology 12 or Physics 12 One other approved Grade 12 course	English 11 Language 11 Principles of Mathematics 11 <b>or Pre-Calculus 11</b> Two of Biology 11, Chemistry 11, or Physics 11 Social Studies 11

URL: <http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,68,0>

### Present Calendar Entry:

[Homepage](#) > [Admissions](#) > [Applicants Following the BC/Yukon Secondary School Curriculum](#) > **Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum**

Below are the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average:

Program	Degree	Faculty/ School	Average Calculated on the Following Required Courses or IB/AP Equivalents	Courses Required but not included in the Calculation of the Average
<del><b>Agroecology</b></del>	B.Sc. ( <del><b>Agroecolo</b></del> )	Land and Food	English 12 Principles of	English 11 Language 11





<b>gy)</b>	Systems	Mathematics 12 One of Biology 12, Chemistry 12, Geology 12 or Physics 12 One other approved Grade 12 course	Principles of Mathematics 11 Two of Biology 11, Chemistry 11, or Physics 11 Social Studies 11
------------	---------	--	--

**URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,897,1444>

**Proposed Calendar Entry:**

Homepage > Faculties, Colleges, and Schools > The Faculty of Land and Food Systems > B.Sc. in Applied Biology (APBI) > Admission

Students should refer to [Admissions](#). Students may gain admission directly from secondary school or transfer from a recognized university or college with a minimum of 24 credits, or as mature students.

For admission to the Bachelor of Science in Applied Biology, students from Grade 12 British Columbia schools must meet the general University admission requirements and must have completed English 11 and 12; Social Studies 11; an approved language 11; Principles of Mathematics 11 and 12 **or Pre-Calculus 11 and 12**; at least two of Biology 11, Chemistry 11 and Physics 11; one of Chemistry 12, Physics 12, Biology 12 and Geology 12; and a course chosen from among the approved Grade 12 courses.

**URL:**

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,897,1444>

**Present Calendar Entry:**

Homepage > Faculties, Colleges, and Schools > The Faculty of Land and Food Systems > B.Sc. in Applied Biology (APBI) > Admission

Students should refer to [Admissions](#). Students may gain admission directly from secondary school or transfer from a recognized university or college with a minimum of 24 credits, or as mature students.

For admission to the Bachelor of Science in Applied Biology, students from Grade 12 British Columbia schools must meet the general University admission requirements and must have completed English 11 and 12; Social Studies 11; an approved language 11; Principles of Mathematics 11 and 12; at least two of Biology 11, Chemistry 11 and Physics 11; one of Chemistry 12, Physics 12, Biology 12 and Geology 12; and a course chosen from among the approved **examinable** Grade 12 courses.





URL: <http://www.students.ubc.ca/calendar/index.cfm?tree=2,23,71,0>

### Proposed Calendar Entry:

[Homepage](#) > [Admissions](#) > [Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon](#) > **Specific Program Requirements**

The information contained in the table below applies to applicants from outside BC/Yukon, but is expressed in BC/Yukon terms. Undergraduate Admissions will determine course equivalency. These requirements are in addition to specific [Provincial Requirements](#).

### Specific Program Requirements for Students Applying from Outside of BC/Yukon

Program	Degree	Faculty/School	Secondary school graduation must include:
<b>Applied Biology</b>	B.Sc. ( <b>Applied Biology</b> )	Land and Food Systems	English 12 Principles of Mathematics 12 <b>or Pre-Calculus 12</b> Two of Biology 11, Chemistry 11, Physics 11 One of Biology 12, Chemistry 12, Geology 12, Physics 12

URL:

### Present Calendar Entry:

[Homepage](#) > [Admissions](#) > [Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon](#) > **Specific Program Requirements**

The information contained in the table below applies to applicants from outside BC/Yukon, but is expressed in BC/Yukon terms. Undergraduate Admissions will determine course equivalency. These requirements are in addition to specific [Provincial Requirements](#).

### Specific Program Requirements for Students Applying from Outside of BC/Yukon

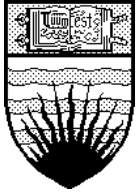
Program	Degree	Faculty/School	Secondary school graduation must include:
<b>Agroecology</b>	B.Sc. <b>Agroecology</b>	Land and Food Systems	English 12 Principles of Mathematics 12 Two of Biology 11, Chemistry 11, Physics 11





			One of Biology 12, Chemistry 12, Geology 12, Physics 12
		<p><b>Type of Action:</b></p> <p>Remove references to admission to the Agroecology program and add references to the new Applied Biology program. Incorporate the new BC secondary school mathematics curriculum into the proposed language.</p> <p><b>Rationale:</b></p> <p>UBC's Agroecology program has been replaced with a program in Applied Biology. This new program was approved by Senate in December 2008. Beginning in 2010 new students will no longer be admitted to Agroecology and admission criteria in the Calendar need to be removed. In their place will be the admission criteria for the B.Sc. in Applied Biology.</p> <p>The proposed text also reflects the new BC secondary school mathematics curriculum for the purpose of advising prospective students.</p>	





January 7, 2010

**CURRICULUM COMMITTEE**  
**Vancouver Senate**  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

To: Vancouver Senate

From: Senate Curriculum Committee

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

---

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

As such, the following is recommended to Senate:

**Motion:** *That the new and changed courses and programs brought forward by the Faculties of Arts, Commerce and Business Administration, and Science be approved.*

Respectfully submitted,

Peter Marshall, Chair  
Senate Curriculum Committee



# THE UNIVERSITY OF BRITISH COLUMBIA



7 January 2010

Enrolment Services  
Senate and Curriculum Services  
1874 – 2016 East Mall  
Vancouver, BC V6T 1Z1  
lindsey.lipovsky@ubc.ca  
T: 604-822-9134; F: 604-822-5945

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **PROPOSALS FROM THE FACULTY OF ARTS**

---

Attached please find submitted category 1 curriculum proposals for your consideration.

*New Courses*

ASIA 258 (3)  
PSYC 402 (3)  
PSYC 404 (3)  
PSYC 408 (3)  
PSYC 409 (3)

*Calendar Changes*

POLI 492 (12)  
PSYC 414 (3)  
PSYC 466 (3)  
FIPR 434 (3/6)d  
FIPR 435 (3/6)d  
FIPR 436 (3/6)d





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Asian Studies Faculty Approval Date:</p> <p>Effective Session 2009W Term 1 Year 2009 for Change</p>	<p>Date: April 1, 2009 Contact Person: Maija Norman Phone: 822-9266 Email: maija@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 258 (3) Religion in South Asia The major religious traditions of South Asia, including Hinduism, Islam, Sikhism, and Buddhism; the significance of religious thought and practice in premodern India, as well as the continuing impact of religion in today's globalized South Asia.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: This course will introduce students to the major religions of India, as well as to important issues that impact the study of religion in the region, with attention to current social, political and scholarly concerns. The class is historical in its scope and content, but maintains simultaneous attention to present-day issues. The goal in doing so is to enable students both to appreciate the history of religion in India (and South Asia more generally) and to recognize the significance of religion, and its <i>study</i>, in the present day. This is an area that is not currently covered in existing courses.</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter; Term: 2; Year for Change: 2010</p>	<p>Date: April 27, 2009 Contact Person: Jim Enns Phone: 822-6634 Email: jenns@psych.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PSYC 402 (3) RESEARCH IN ANXIETY DISORDERS Focus on the cognitive, biological, and motivational underpinnings of anxiety disorders. Topics include current research methods, controversies in the research literature, and directions for future research. Prerequisites: Either PSYC 217 and 218, or PSYC 366 and PSYC 300.</p>	<p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: PSYC 402 will introduce 4<sup>th</sup>-year students to research on anxiety and its disorders. Although the topic of anxiety disorders is briefly covered in psychology 300, there is currently no undergraduate course devoted to research on topics related to psychopathology or to anxiety disorders. Anxiety is a common occurrence in human lives, and disorders arising from anxiety are the third most prevalent psychiatric condition. Research on anxiety disorders in the behavioral and cognitive sciences is immense and points to a number of unresolved issues about these conditions. The anxiety disorders offer a useful context in which to examine research in psychopathology and to provide students with the experience of conducting research on the biological, developmental, and cognitive factors involved in anxiety-related conditions. Current faculty members in the Psychology Department qualified to teach PSYC 402 are Lynn Alden and Sheila Woody.</p>
	<p>ID Number for Supporting Documents: PSYC 402-NEW PSYC 402-BUDGET IMPACT PSYC 402-LIBRARY CONSULT</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter Term 1 Year for Change: 2010</p>	<p>Date: February 5, 2009 Contact Person: Jim Enns Phone: 822-6634 Email: jenns@psych.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PSYC 404 (3) PSYCHOLOGY OF RELIGION. Cognitive, emotional, and motivational underpinnings of religious behavior; supernatural beliefs, magical thinking, ritual, sacrifice; religion's role in morality, prosociality, health, violence, and intergroup relations. Prerequisite: Either PSYC 217 and 218, or PSYC 366 and either PSYC 307 or PSYC 308.</p>	<p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: PSYC 404 will introduce 4<sup>th</sup>-year students to the growing psychological research on religious thought and behavior. Although the topic of religion is tangentially covered in some psychology courses (307, 308, 407), there is currently no undergraduate course devoted to the in-depth teaching of this topic. Religion is a recurrent and widespread aspect of human lives, religion-related events routinely make headlines around the world, and student interest is high. Research on religion in psychology and the behavioral and cognitive sciences is currently growing. This course also serves to contribute to a recent initiative by Dean of Arts, Nancy Gallini, to revitalize the interdisciplinary study of religion across departments at UBC. The current faculty member in the Psychology Department most likely to teach PSYC 404 is Ara Norenzayan, though others (Joe Henrich, Mark Schaller) are also qualified.</p> <p>ID Number for Supporting Documents: PSYC 404-NEW PSYC 404-BUDGET IMPACT PSYC 404-LIBRARY CONSULT PSYC 404-DEPT CONSULT</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter Term 1 Year for Change: 2010</p>	<p>Date: April 24, 2009 Contact Person: Jim Enns Phone: 822-6634 Email: jenns@psych.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>PSYC 408 (3) Research in Social Psychology</b> Representative studies on social psychological topics; emphasis on the formulation of significant questions and the design and execution of relevant research. Prerequisite: Either PSYC 217 and 218 or either PSYC 308 or PSYC 366.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>PSYC 408 (6) Social Psychological Research</b> Representative studies on social psychological topics; emphasis on the formulation of significant questions and the design and execution of relevant research. Prerequisite: <del>PSYC 308 and</del> either (a) <del>all of</del> PSYC 217, PSYC 218 or (b) PSYC 366 <del>or permission of the instructor.</del></p> <p><b>Type of Action:</b> Reduction in credits from 6 to 3 and change in title. Change in prerequisites.</p> <p><b>Rationale:</b> The current PSYC 408 (6) is proposed for change to a 3-credit course (a) to increase flexibility in student scheduling, (b) to maintain consistency with other current course offerings, and (c) to increase availability and diversity of 4<sup>th</sup> year courses.</p> <p>The change in title is proposed in order to make the course offerings provided by the Social/Personality area more consistent with the offerings provided by other areas of our department (e.g., Developmental, Cognitive).</p> <p><b>ID Number for Supporting Documents:</b> PSYC 408-NEW PSYC 408-BUDGET IMPACT PSYC 408-LIBRARY CONSULT</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter Term 1 Year for Change: 2010</p>	<p>Date: April 1, 2009 Contact Person: Jim Enns Phone: 822-6634 Email: jenns@psych.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PSYC 409 (3) COGNITIVE NEUROPSYCHOLOGY The structure of mind as revealed by brain injury, neurological illness, and surgical intervention. Topics include attention, memory, language, sense of self, topographic awareness, moral reasoning, emotion, theory of mind, and social awareness. Prerequisite: Either PSYC 217 and 218, or PSYC 366, and either PSYC 309 or PSYC 365.</p>	<p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: PSYC 409 will give 4<sup>th</sup>-year students an in-depth introduction to the cognitive consequences of brain injury and illness, which is one of the central research methodologies in cognition and cognitive neuroscience. Although some aspects of cognitive neuropsychology are touched on in other courses offered in Psychology (309, 309a, 365), the breadth and fundamental importance of this field warrants a course specifically devoted to the topic. Given the vast popular interest in mind and brain, PSYC 409 would provide a welcome new addition to our current offerings in the domain of cognition, cognitive neuroscience, and neuroimaging. Central to the course is a detailed introduction to critical scientific reasoning as it relates to inferring cognitive function from disruptions to normal brain function, a theme that aligns with the recent UBC initiative to develop and improve scientific learning (i.e., the Carl Wieman initiative) in our undergraduate curriculum. The current faculty member in the Psychology Department most likely to teach PSYC 404 is Todd Handy, though others (Alan Kingstone, Lawrence Ward) are also qualified.</p> <p>ID Number for Supporting Documents: PSYC 409-NEW PSYC 409-BUDGET IMPACT PSYC 409-LIBRARY CONSULT</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Political Science Faculty Approval Date:</p> <p>Effective Session 2010W Term One Year 2010 for Change</p>	<p>Date: July 16, 2009 Contact Person: Ben Nyblade Phone: 822-4559 Email: bnyblade@politics.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>POLI 492 (12) Honours Thesis</p> <p>In consultation with faculty, students develop a research project, report on their project during seminars, give feedback on their fellow students' projects, and write a thesis.</p>	<p>Present Calendar Entry:</p> <p><del>POLI 490 (6) Honours Seminar</del> <del>An advanced seminar dealing with some of the classic themes and emerging frontiers in the discipline.</del></p> <p>Type of Action:</p> <p>Replace two separate seminars during the 4<sup>th</sup> year honours program with one-year- long seminar focused on writing a thesis.</p> <p>Rationale:</p> <p>Students found that one term (particularly the final term of their degree) was simply not enough time to adequately develop their theses. We think it would be preferable to allow the thesis to develop over the course of a year with more time for interaction with faculty and fellow students. Thus we have expanded the thesis seminar to a year from a term and made it worth 12 credits.</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter; Term: 1; Year for Change: 2010</p>	<p>Date: April 23, 2009 Contact Person: Jim Enns Phone: 822-6634 Email: jenns@psych.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>PSYC 414 (3) RESEARCH IN DEVELOPMENTAL PSYCHOLOGY. Advanced study of current research in a specific area of developmental psychology. <i>Prerequisite:</i> Either PSYC 217 and 218 or PSYC 366, and one of PSYC 302, 315, 319, 322, 325</p>	<p><b>Present Calendar Entry:</b></p> <p>PSYC 414 <del>(6)</del> RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY. <del>Principal research methods and designs; students undertake supervised research projects.</del> <i>Prerequisite:</i> Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366; and one of PSYC 302, PSYC 315, PSYC 319, PSYC 322, PSYC 325 <del>or permission of the instructor.</del></p> <p><b>Type of Action:</b> Change in number of credits from 6 to 3, minor change in title, and change in course description.</p> <p><b>Rationale:</b> Reducing PSYC 414 from its current 6 credits to 3 credits is proposed primarily to (a) to increase flexibility in student scheduling, as has been done recently with many upper-level courses in Psychology. (b) to focus on in-depth research in developmental psychology (according with instructor expertise), and (c) to accommodate increasing student interest in research questions on human development.</p> <p>The minor changes in title and course description are to make it consistent with other 4<sup>th</sup> year offerings, which are either identified by specialized topic area (e.g., PSYC 412 (3) Cognitive Development) or by their focus on methodology (e.g., PSYC 463 (3) Research in Sensation and Perception).</p> <p><b>ID Number for Supporting Documents:</b> PSYC 414-CHANGE PSYC 414-BUDGET IMPACT PSYC 414-LIBRARY CONSULT</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Science Department: Psychology Faculty Approval Date:</p> <p>Effective Session Winter Term <u>1</u> Year 2010 for Change</p>	<p>Date: April 28, 2009 Contact Person: Jim Enns Phone: 604 822 6634 Email: jenns@psych.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b> PSYC 466 (3): Research in Animal Learning and Cognition. Examination and evaluation of studies of animal learning and cognition; includes one or more research projects based on material covered. Prerequisites: Either PSYC 217 and 218, or PSYC 366, and one of PSYC 304, 360, 363, 365; or one of BIOL 365, 455; or one of PHYL 301, 426.</p>	<p><b>Present Calendar Entry:</b> PSYC 466 <del>(6)</del> <del>Research Methods in Animal Learning and Cognition.</del> <del>Supervised research project on learning, memory or other cognitive process.</del> Prerequisite: Either (a) <del>all of</del> PSYC 217, PSYC 218 or (b) PSYC 366; and one of PSYC 304, <del>PSYC 306, PSYC 309,</del> PSYC 360, PSYC 363, PSYC 365, <del>BIOL 310.</del></p> <p><b>Type of Action:</b> change from 6 credits to 3 credits, minor change in title, and change in prerequisites.</p> <p><b>Rationale:</b> Reducing PSYC 466 from its current 6 credits to 3 credits is proposed primarily to(a) to increase flexibility in student scheduling, as has been done recently with many upper-level courses in Psychology, and (b) to focus on in-depth and up-to-date research in the dynamic area of animal cognition.</p> <p>The instructor who originated this course has retired. The current faculty member in the Psychology Department most likely to teach PSYC 466 is Catharine Rankin, though others (Stan Floresco, Liisa Galea) are also qualified.</p> <p>The minor changes in title and prerequisites are to make it consistent with other 4<sup>th</sup> year offerings, which are either identified by specialized topic area (e.g., PSYC 412 (3) Cognitive Development) or by their focus on methodology (e.g., PSYC 463 (3) Research in Sensation and Perception).</p> <p><b>ID Number for Supporting Documents:</b> PSYC 466-CHANGE PSYC 466-BUDGET IMPACT PSYC 466-LIBRARY CONSULT</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Theatre and Film Faculty Approval Date:</p> <p>Effective Session <u>Winter</u>, Term <u>1</u>, Year <u>2010</u> for Change</p>	<p>Date: July 10, 2009 Contact Person: Prof. Jerry Wasserman Phone: 604-822-8607 Email: jerrywas@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FIPR 434 (3/6) d Producing for Film and Television</p> <p>The creative and business aspects of producing for film and television.</p>	<p>URL: <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p>Present Calendar Entry: FIPR 434 <del>(6)</del> Producing for Film and Television</p> <p><del>A detailed examination of the creative and business aspects of producing for film and television.</del></p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits in a given year. Revise course description.</p> <p>Rationale: Due to the multiple areas of specialization that are possible within the field of film production, the ratio of students entering with a specialty or interest in a given area of film production varies from year to year, and thus demand for a given course will vary.</p> <p>The flexibility that comes with being able to offer more specialized film production courses as either 3 or 6 credits will allow Film Production to accommodate students' needs in the various areas. The Program will be able to continue to offer breadth for students who are taking that approach to their academic pursuits and also to offer depth for students who wish to focus more deeply on one or two particular areas. This will help students to expand their knowledge base as well as prepare more effectively for their careers in film production.</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Theatre and Film Faculty Approval Date:</p> <p>Effective Session <u>Winter</u>, Term <u>1</u>, Year <u>2010</u> for Change</p>	<p>Date: July 10, 2009 Contact Person: Prof. Jerry Wasserman Phone: 604-822-8607 Email: jerrywas@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FIPR 435 (3/6) d Alternative Cinema Production</p> <p>Experimental approaches to content, structure, technology and style in film and video production.</p>	<p>URL: <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p>Present Calendar Entry: FIPR 435 <del>(6)</del> Alternative Cinema Production</p> <p>Experimental approaches to content, structure, technology and style in film and video production.</p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits in a given year.</p> <p>Rationale: Due to the multiple areas of specialization that are possible within the field of film production, the ratio of students entering with a specialty or interest in a given area of film production varies from year to year, and thus demand for a given course will vary.</p> <p>The flexibility that comes with being able to offer more specialized film production courses as either 3 or 6 credits will allow Film Production to accommodate students' needs in the various areas. The Program will be able to continue to offer breadth for students who are taking that approach to their academic pursuits and also to offer depth for students who wish to focus more deeply on one or two particular areas. This will help students to expand their knowledge base as well as prepare more effectively for their careers in film production.</p>





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form  
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Theatre and Film Faculty Approval Date:</p> <p>Effective Session <u>Winter</u>, Term <u>1</u>, Year <u>2010</u> for Change</p>	<p>Date: July 10, 2009 Contact Person: Prof. Jerry Wasserman Phone: 604-822-8607 Email: jerrywas@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FIPR 436 (3/6) d Documentary Development and Production</p> <p>Documentary concept development, essential production techniques and marketing.</p>	<p>URL: <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p>Present Calendar Entry: FIPR 436 <del>(6)</del> Documentary Development and Production</p> <p>Documentary concept development, essential production techniques and marketing.</p> <p>Type of Action: Change credit weight to be able to offer the course as either 3 or 6 credits in a given year.</p> <p>Rationale: Due to the multiple areas of specialization that are possible within the field of film production, the ratio of students entering with a specialty or interest in a given area of film production varies from year to year, and thus demand for a given course will vary.</p> <p>The flexibility that comes with being able to offer more specialized film production courses as either 3 or 6 credits will allow Film Production to accommodate students' needs in the various areas. The Program will be able to continue to offer breadth for students who are taking that approach to their academic pursuits and also to offer depth for students who wish to focus more deeply on one or two particular areas. This will help students to expand their knowledge base as well as prepare more effectively for their careers in film production.</p>



THE UNIVERSITY OF BRITISH COLUMBIA



7 January 2010

Enrolment Services  
Senate and Curriculum Services  
1874 – 2016 East Mall  
Vancouver, BC V6T 1Z1  
lindsey.lipovsky@ubc.ca  
T: 604-822-9134; F: 604-822-5945

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **PROPOSALS FROM THE FACULTY OF COMMERCE AND BUSINESS  
ADMINISTRATION**

---

Attached please find submitted category 1 curriculum proposals for your consideration.

*New Courses*  
BAEN 550 (1.5)  
BA 511 (1.5)  
BA 551 (1.5)





## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1 )**

<p><b>Faculty:</b> Commerce  <b>Department:</b> Sauder School of Business  <b>Faculty Approval Date:</b> 15 April 2009</p> <p><b>Effective Session</b> <u>2009W</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> October 27, 2008  <b>Contact Person:</b> Dale Griffin / Fran Hannabuss  <b>Phone:</b> 2-0156 / 2-3426  <b>Email:</b> <a href="mailto:dale.griffin@sauder.ubc.ca">dale.griffin@sauder.ubc.ca</a> / <a href="mailto:fran.hannabuss@sauder.ubc.ca">fran.hannabuss@sauder.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BAEN 550 (1.5)</b> Fundamentals in Entrepreneurship</p> <p>Not available to M.B.A. students.</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b></p> <p>New course</p> <p><b>Rationale:</b></p> <p>New course proposal to be included in the Master of Management Program. This course is currently being taught as BAEN 580C as a pilot course. Students in the Master of Management Program have a set curriculum; this course is mandatory for all students in the program.</p> <p>Grading will be percentage.</p> <p>Due to significant overlap between the material in this course and the 18-credit M.B.A. Core, M.B.A. students are prohibited from gaining credit for both courses.</p> <p>No other departments or faculties will be affected by this proposal.</p>





## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> Sauder School of Business  <b>Department:</b> MBA and ECM Programs  <b>Office,</b> Robert H. Lee Graduate School  <b>Faculty Approval Date:</b> 5 November 2009</p> <p><b>Effective Session:</b> 09W T2</p>	<p><b>Date:</b> 11 September 2009  <b>Contact Person:</b> Fran Hannabuss; Brian Bemmels  <b>Phone:</b> 2-3426; 2-0156  <b>Email:</b> <a href="mailto:fran.hannabuss@sauder.ubc.ca">fran.hannabuss@sauder.ubc.ca</a>;  <a href="mailto:brian.bemmels@sauder.ubc.ca">brian.bemmels@sauder.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BA 511 (1.5) Community Business Project</b>  <b>Pass/fail</b></p> <ul style="list-style-type: none"> <li>This course is restricted to students in the MM Program.</li> </ul>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Introduce new course. Pass/fail grading.</p> <p><b>Rationale:</b>  The proposed Community Business Project is designed to provide an experiential learning opportunity for students. In the case of the ECM Program, the majority of students have no business experience. The CBP will require students to collaborate in project groups, work with a Vancouver-based organization or business, set a project plan, achieve milestones and produce a project deliverable. The CBP provides a real-world opportunity to put the student's developing skills and knowledge to work and provides an experience that can be cited on their resumes and interviews.</p> <p>This course is only available to students in the MM ECM program. No other departments or faculties will be affected by this proposal.</p> <p>This course will be pass/fail grading.</p>





## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> Sauder School of Business  <b>Department:</b> MBA and ECM Programs  <b>Office,</b> Robert H. Lee Graduate School  <b>Faculty Approval Date:</b> 5 November 2009</p> <p><b>Effective Session:</b> Winter 2009 Term 2  <b>Year:</b> 2010 for Change</p>	<p><b>Date:</b> 11 September 2009  <b>Contact Person:</b> Fran Hannabuss; Brian Bemmels  <b>Phone:</b> 2-3426; 2-0156  <b>Email:</b> <a href="mailto:fran.hannabuss@sauder.ubc.ca">fran.hannabuss@sauder.ubc.ca</a>;  <a href="mailto:brian.bemmels@sauder.ubc.ca">brian.bemmels@sauder.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>BA 551 (1.5) Business Capstone</b>  <b>Pass/fail</b></p> <ul style="list-style-type: none"> <li>▪ This course is restricted to students the MM Program.</li> </ul>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Introduce new course. Pass/fail grading.</p> <p><b>Rationale:</b>  This is the final capstone course at the end of the Master of Management - Early Career Masters Program. This is a follow-up to the first course in the program <i>BA 550</i>, a 1.5 credit <i>Business Immersion</i>, which serves as an introduction to integrated learning and working with business cases. A separate Curriculum Proposal form has been submitted for the Business Immersion course.</p> <p><i>BA 551 Business Capstone</i> will contain 1.5 credits. The objective of this course is to give students a chance to re-integrate and apply their knowledge after having completed more in-depth study in the subject areas.</p> <p>This course was successfully piloted in March/April 2009 with the first cohort of MM ECM students. The course outline and materials are attached.</p> <p>Grading will be on a Pass/Fail.</p> <p>This course is only available to students in the MM ECM program. No other departments or faculties will be affected by this proposal.</p>



# THE UNIVERSITY OF BRITISH COLUMBIA



7 January 2010

Enrolment Services  
Senate and Curriculum Services  
1874 – 2016 East Mall  
Vancouver, BC V6T 1Z1  
lindsey.lipovsky@ubc.ca  
T: 604-822-9134; F: 604-822-5945

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **PROPOSALS FROM THE FACULTY OF SCIENCE**

---

Attached please find submitted category 1 curriculum proposal for your consideration.

*New and Changed Courses*

BIOL 111 (3)  
BIOL 203 (4)  
BIOL 326 (3)  
BIOL 363 (2)  
BIOL 428 (3)  
ENVR 400 (3)  
ENVR 448 (3/6)d  
ISCI 320 (3)  
ISCI 344 (3)  
MICB 301 (3)  
MICB 425 (3)  
PSYC 466 (3)



<b>Contact: Dr. Bill Ramey</b> <b>Phone: 822-3300</b>		<b>Faculty Approval Date:</b> <b>Email: wramey@interchange.ubc.ca</b>	
<b>BIOLOGY</b>			
<b>Effective Date for Change:</b> 10S <b>Proposed Calendar Entry:</b>  BIOL 111 (3) <b>Introduction to Modern Biology</b>  <b>Concepts fundamental to biological issues, such as the genetic basis of biological variation, evolution, infectious diseases, causes of cancer, population growth, and human effects on ecosystems. [3-0-0]</b>  Not open to students who have credit for Biology 12 ( <b>including AP, IB</b> ).  		<b>Present Calendar Entry:</b>  <del>BIOL 111 (3) Cell and Organismal Biology</del>  <del>Structure and functioning of cells and multicellular organisms.</del>  Not open to students who have credit for Biology 12. <del>Credit may be obtained for only one of BIOL 111 (110) and BIOL 115.</del> [3-0-0]  <b>Action:</b> Modify title and calendar entry to more accurately reflect course content. <b>Rationale:</b> The content of this course has been revised to better suit students that (1) are majoring in another discipline, (2) have no intention of further study in Biology, (3) have a minimal background in biology, and (4) require a Life Science credit. The intent is to foster biological literacy in non-biology majors. Fundamental biological principles will be presented through topics that are explicitly relevant to the lives of students. This approach to curriculum in a non-majors course is comparable to offerings at other institutions and will be accepted as transfer credit. The revised course presents foundational concepts that will prepare those students that subsequently take BIOL 112, 121, and 140. <b>Supporting Documents: SCI-09-1-BIOL 111</b>	



<p><b>Effective Date for Change:</b> 10S <b>Proposed Calendar Entry:</b></p> <p><b>BIOL 203 (4) Eukaryotic Microbiology</b></p> <p><b>Introduction to the origin and diversity of protists (protozoa and algae) at both cellular and genomic levels, including the role of endosymbiosis in evolution.</b> [3-3-0]</p> <p><b>Prerequisite: All of BIOL 140 and one of BIOL 121 or SCIE 001. BIOL 200 recommended.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>BIOL 332 (6) <del>Protistology</del></b></p> <p><del>Origin of eukaryotes; diversity and evolution of unicellular eukaryotes irrespective of plant or animal affinities; environmental adaptations; symbiosis and their significance to ecosystems.</del> [2-3-0]</p> <p><b>Prerequisite:</b> BIOL 200.</p> <p><b>Action:</b> Create new BIOL 203 course to replace the current BIOL 332 course. Delete BIOL 332. <b>Rationale:</b> The current 6-credit, 2-semester format for BIOL 332 is outdated and significantly limits enrollment. Moreover, there is demand for a second year core eukaryotic microbial diversity course to complement and complete the existing core diversity options. The new 4-credit, 1-semester course will bring the number of credits, the number of contact hours and the student workload into line with the other second year core diversity courses (BIOL 204, 205, 209 and 210; MICB 201) and be logically coupled with MICB 201 (prokaryotic diversity). <b>Supporting Documents:</b> SCI-09-1-BIOL 203</p>
---	---



<p><b>Effective Date for Change:</b> 10S</p> <p><b>Proposed Calendar Entry:</b></p> <p>BIOL 326 (3) <b>Experimental</b> Biology of Invertebrates.</p> <p><b>Behavior and ecology of invertebrates as revealed by hands-on experiments in the laboratory and field. Marine emphasis.</b> [1-4-0]</p> <p>Prerequisite: BIOL 205. Corequisite: <b>STAT 200 or</b> BIOL 300.</p>	<p><b>Present Calendar Entry:</b></p> <p>BIOL 326 (3) Biology of Invertebrates.</p> <p><del>A comparative study of invertebrates, with emphasis on marine forms; structure and function, life histories, evolution and ecology.</del> [1-4-0]</p> <p>Prerequisite: BIOL 205. Corequisite: BIOL 300 <del>is recommended</del></p> <p><b>Action:</b> Modify title and calendar to more accurately reflect course content. Change corequisite.</p> <p><b>Rationale:</b> The addition of the word “Experimental” to the title and the change in course description better reflect the course content. This should appeal to students who are looking for hands-on research experience in experimental ecology. Either corequisite provides adequate background in statistics.</p> <p><b>Supporting Documents:</b> <b>SCI-09-1-BIOL 326</b></p>
--	--



<p><b>Effective Date for Change:</b> 10S</p> <p><b>Proposed Calendar Entry:</b></p> <p>BIOL 363 (2) Laboratory in Animal Physiology.</p> <p>Experimental studies in animal physiology. Restricted to Majors and Honours students in Biology, Nutritional Sciences and Biophysics. [1-3-0]</p> <p>Prerequisite: BIOL 204. Corequisite: BIOL 361</p>	<p><b>Present Calendar Entry:</b></p> <p>BIOL 363 (3) Laboratory in Animal Physiology.</p> <p>Experimental studies in animal physiology. Restricted to Majors and Honours students in Biology, Nutritional Sciences and Biophysics. [2*-3*-0]</p> <p>Prerequisite: BIOL 204. Corequisite: BIOL 361</p> <p><b>Action:</b> Change the number of credits from 3 to 2. Change from a 2-term course to a 1-term course. Change vector.</p> <p><b>Rationale:</b> BIOL 363 is currently a 2-term, 3 credit laboratory course in animal physiology. Students attend a one-hour lecture every week (1 credit per term = 2 credits) and a 3-hour laboratory session once every two weeks (1 credit over 2 terms). Scheduling the laboratory sessions every two weeks over two terms is unconventional and cumbersome for students. This change will give students more flexibility when scheduling their courses and will make the course format consistent with several new lab courses in development (i.e., BIOL 340, 341 and 342).</p> <p>The total number of labs will remain the same at 11. The total number of lecture hours will be halved from 22 to 11. This reduction in lecture hours will not significantly affect current course content because approximately half the time was used for demonstrations that will be done in the laboratory.</p> <p><b>Supporting Documents:</b> SCI-09-1-BIOL 363</p>
--	--



<p><b>Effective Date for Change: 10S</b> <b>Proposed Calendar Entry:</b></p> <p><b>BIOL 428 (3) Evolutionary Morphology of Marine Invertebrates.</b></p> <p><b>Comparative analysis of marine invertebrate morphology from a macroevolutionary perspective. Origin and evolution of reoccurring adaptations in meiofaunal, benthic, pelagic and deep-sea invertebrates, including their larval stages. [3-0-0]</b></p> <p><b>Prerequisite: BIOL 205 and 3rd year standing.</b></p>	<p><b>Present Calendar Entry:</b></p> <p>None</p> <p><b>Action:</b> New course.</p> <p><b>Rationale:</b> The range of body forms and lifestyles represented by marine invertebrates greatly overshadows the (morphological) diversity of any other group of organisms, and a major challenge is to make sense of this diversity within the context of evolutionary history. The emergence of molecular approaches to developmental biology and systematics has revolutionized our understanding of the overall phylogenetic tree of animals. However, interpretation and criticism of these molecular data rely on broad knowledge of organismal biology, a vital area of scholarship that is fading in life science programs as the DNA revolution in biology continues to unfold. The proposed BIOL 428 helps reverse this trend by providing 3rd and 4th year students with the opportunity to rigorously investigate the morphological diversity and evolution of marine invertebrates and expand their expertise in comparative zoology, natural history and marine biology. The course will be particularly beneficial to students considering careers in research, teaching, ecotourism, public aquaria, and marine conservation.</p> <p><b>Supporting Documents: SCI-09-1-BIOL 428</b></p>
--	--



<b>ENVIRONMENTAL SCIENCES</b>	
<p><b>Effective Date for Change:</b> 10S <b>Proposed Calendar Entry:</b></p> <p><b>ENVR 400 (3): Research Project in Environmental Science.</b></p> <p><b>Students working in teams apply research methods to a problem in environmental science, under the guidance of faculty members. Prerequisite: ENVR 300. Credit will only be given for one of ENVR 400, 449.</b></p>	<p><b>Present Calendar Entry:</b></p> <p>None</p> <p><b>Action:</b> Create new course.</p> <p><b>Rationale:</b> Core courses making up the environmental science program (ENSC) are presently ENVR 200 (3; Environmental Science I: Introduction to Environmental Science), ENVR 300 (3; Environmental Science II: Introduction to Research in Environmental Science) and ENVR 449 (6; Environmental Science Honours Thesis). The original structure of ENSC was as an honours only degree. At that stage, an ENVR 400 was required of all ENSC students. In 2001 an ENSC majors was developed, but because of lack of resources available for mounting ENSC, ENVR 400 was dropped from the calendar. As a result, many ENSC majors students have been allowed to take ENVR 449 as a culminating research experience and as a capstone course to their degree. Other majors students have graduated without a capstone course to their degree. This is patently inappropriate since it dilutes the honours experience in ENVR 449, and allows ENSC majors students to graduate with no ENVR research course in their final year. This proposal is intended as a remedy.</p> <p><b>Supporting Documents: SCI 09-1-ENVR 400</b></p>



<p><b>Effective Date for Change:</b> 10S</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>ENVR 448 (3/6) D: Directed Studies in Environmental Science</b></p> <p><b>Investigation of a topic to be agreed upon by a member of the faculty and the student. Permission of an ENSC advisor and of the supervising faculty member is required before registration.</b></p> <p><b>Prerequisite: Fourth year standing in Faculty of Science.</b></p>	<p><b>Present Calendar Entry:</b></p> <p>None .</p> <p><b>Action:</b> Create new course</p> <p><b>Rationale:</b> Students in the environmental science program (ENSC), like those in many other undergraduate programs, frequently develop a deep interest in a rather more specific topic of study than is available upper level courses. Those with initiative and ability often satisfy this interest by taking a directed studies course in which they pursue their interest under the guidance of an interested faculty member. This is achieved either through a program of readings in their area of interest, or an analysis of data or the conduct of an experiment, or the undertaking of a field study. A directed studies option in ENSC does not exist, and so our students have had to undertake directed studies in departments in which these options are available. This proposal is intended to fill this gap by creating a directed studies course in Environmental Science, similar to those available in most programs in the Faculty of Science.</p> <p><b>Supporting Documents: SCI-09-1-ENVR 448</b></p>
---	--



INTEGRATED SCIENCES	
<p><b>Effective Date for change:</b> 10S</p> <p><b>Proposed Calendar Entry:</b></p> <p>ISCI 320 (3) <b>Research Development Project</b></p> <p><b>Retreat to develop skills in writing scientific research proposals. Emphasis on formulating and testing hypotheses to explain observations.</b> Course location will vary; fee payable prior to <b>retreat</b>.</p> <p>Prerequisite: Third-year standing in the Faculty of Science.</p>	<p><b>Present Calendar Entry:</b></p> <p>ISCI 320 (3) <del>Interdisciplinary Sciences Field Course</del></p> <p><del>Pre-trip preparation, field research/exploration, followed by integration of key concepts and presentation of results.</del> Course <del>content</del>/location will vary; fee payable <del>six weeks</del> prior to <del>start of course</del>.</p> <p>Prerequisite: Third-year standing in the Faculty of Science.</p> <p><b>Type of Action:</b> Revise title, revise description  <b>Rationale:</b> Before 2003 the course was centered on a field trip to the Baja peninsula. This was found to be an unworkable format due to travel costs. In 2003 the course was modified to use closer locales (Tofino, Bamfield, Manning Park) and the emphasis was shifted to the experimental design and formulation of appropriate scientific questions and de-emphasized the collection of data from fieldwork. The proposed entry reflects this new format that has been in place for the last 5 years.  <b>Supporting Documents:</b> SCI-09-1-ISCI 320</p>



<p><b>Effective Session : 10S</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>ISCI 344 (3) Theory and Practice of Games in Economics and Evolution</b></p> <p><b>Exploration of human and animal interactions: integrating evolutionary and economic perspectives to investigate individual and social behaviour. [3-0-0]</b></p> <p><b>Prerequisite: Third-year standing</b></p> <p><b>Credit will not be granted for both ECON 221 and ISCI 344.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>None.</b></p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> This course implements scientific reasoning to analyze a variety of interesting phenomena. It is essential as an Integrated Sciences course as it gives students the tools necessary to be able to pull different aspects of a complex, integrated situation together and to analyze them scientifically. This course has been offered for the past three years as a topics course and is popular and integral to the Integrated Sciences program. There are permanent faculty members teaching the course.</p> <p><b>Supporting Documents: SCI-09-1-ISCI 344</b></p>
---	---



<b>MICROBIOLOGY AND IMMUNOLOGY</b>	
<p><b>Effective Date for Change:</b> 10S <b>Proposed Calendar Entry:</b></p> <p><b>MICB 301 (3) Microbial Ecophysiology.</b></p> <p><b>Dynamics and control of prokaryotic cellular processes in response to the biotic and abiotic environment including metabolic interactions and metabolic cooperation between microorganisms. [3-0-1]</b></p> <p><b>Prerequisite:</b> All of BIOL 201, MICB 201.</p>	<p><b>Present Calendar Entry:</b></p> <p>None.</p> <p><b>Action:</b> New course.</p> <p><b>Rationale:</b> Microbiology and Immunology currently offers a microbial physiology course (MICB 324) and a microbial ecology course (MICB 300). Rather than treating these subjects separately MICB 301 takes an integrated approach. This will give students an opportunity to make deeper connections between these two related areas of Microbiology. With the introduction of MICB 301, MICB 300 and MICB 324 will be discontinued.</p> <p>MICB 300 and MICB 324 are requirements in the both the MBIM and the combined MBIM/CSPC Major and Honours programs. By combining core content from these courses into a single offering the emphasis on different subjects in these programs is more balanced and equitable and allows students more flexibility to pursue their interests in other courses.</p> <p><b>Supporting Documents:</b> SCI-09-1-MICB 301</p>

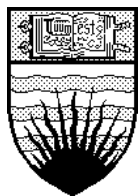


<p><b>Effective Date for Change:</b> 10S <b>Proposed Calendar Entry:</b></p> <p><b>MICB 425 (3) Microbial Ecological Genomics</b></p> <p><b>Intrinsic and extrinsic forces driving prokaryotic genome evolution. Gene transfer; microbial species concepts; community genome structure, function and dynamics; ecological impacts of microbial genome diversity. Emphasis on problem solving and experimental design.</b> <b>Prerequisites: One of BIOL 335, MICB 325. MICB 201 or MICB 300 or MICB 301 is recommended [3-0-0]</b></p>	<p><b>Present Calendar Entry:</b></p> <p>None.</p> <p><b>Action:</b> New course. <b>Rationale:</b> It is now recognized that much of the Earth's biodiversity lies in the microbial realm. Even though it shapes the environment of the planet at a fundamental level this diversity is largely invisible. This course will fill an important educational gap by allowing students to understand the genetic basis for this biodiversity, how it arose and continues to evolve. It is also needed so students can develop a critical understanding of the experimental methods that are widely used to understand the genetic basis of microbial diversity and the limitations of these approaches. This course is intended for any student with sufficient genetic and biochemical background interested in understanding the nature, extent and importance of Earth's microbial biodiversity. <b>Supporting Documents SCI-09-1-MICB 425</b></p>
--	---



<b>PSYCHOLOGY</b>	
<p><b>Effective Date for Change:</b> 10S</p> <p><b>Proposed Calendar Entry:</b></p> <p>PSYC 466 (3) RESEARCH IN ANIMAL LEARNING AND COGNITION.</p> <p><b>Examination and evaluation of studies of animal learning and cognition; includes one or more research projects based on material covered.</b></p> <p><b>Prerequisite:</b> (a) PSYC 363 and (b) one of PSYC 304, 360, 365; BIOL 365, 455; PHYL 301, 426.</p>	<p><a href="http://www.students.ubc.ca/calendar/courses.cfm?code=PSYC">http://www.students.ubc.ca/calendar/courses.cfm?code=PSYC</a></p> <p><b>Present Calendar Entry:</b></p> <p>PSYC 466 (6) RESEARCH <del>METHODS</del> IN ANIMAL LEARNING AND COGNITION.</p> <p><del>Supervised research project on learning, memory or other cognitive process.</del></p> <p><del>Prerequisite: Either (a) all of PSYC 217, PSYC 218 or (b) PSYC 366; and one of PSYC 304, PSYC 306, PSYC 309, PSYC 360, PSYC 363, PSYC 365, BIOL 310.</del></p> <p><b>Type of Action:</b> change from 6 credits to 3 credits, revise title, clarify description and update in prerequisites.</p> <p><b>Rationale:</b> The current course is six credits but we believe that we can shorten the course and still bring out the same overall learning outcomes. The decrease in credits will increase flexibility to fit student schedules and allow more students the opportunity to take the course and gain background in this dynamic area of animal cognition.</p> <p>The minor change in title make it consistent with other 4<sup>th</sup> year offerings, which are either identified by specialized topic area (e.g., PSYC 412 (3) Cognitive Development) or by their focus on methodology (e.g., PSYC 463 (3) Research in Sensation and Perception). The updated and revised prerequisites ensure that the students taking the course have sufficient science background to be successful.</p>





December 3, 2009

**TEACHING & LEARNING COMMITTEE**  
**Vancouver Senate**  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

To: Vancouver Senate

From: Senate Teaching & Learning Committee

Re: Item of Broad Academic Interest: Community Service Learning (CSL) and  
Community-Based Research (CBR) at UBC (information)

In March of 2009, the Senate Agenda Committee issued a call for submissions of topics of broad academic interest. The topic of Community Service Learning and Community-Based Research was proposed by Dr. Margo Fryer, Director, Learning Exchange and UBC-Community Learning Initiative. The Agenda Committee subsequently referred the topic to the Senate Teaching & Learning Committee.

The Senate Teaching & Learning Committee met with Dr. Fryer to discuss current participation by UBC students and faculty as well as future goals. The Learning Exchange aims to eventually have 4000 UBC students participating in CSL and CBR. As the Committee believes that this topic will be of interest to many Senators, we hereby submit it as a Senate agenda item for information and discussion.

Members of the Senate may want to consider the following questions:

- In light of the goal for significantly increased participations, how do you think that UBC might best advance CSL and CBR over the next five years?
- Are there real or perceived barriers for faculty participation that need to be addressed?
- What would successful CSL and CBR outcomes look like from the student perspective? From the community perspective? Are there barriers to engagement?
- What are the implications associated with the plan to advance CSL and CBR?
- What role(s) should the Senate play to help advance the plan for CSL and CBR?

Attached please find a briefing note for the Senate on the advancement of CSL and CBR at UBC.

Respectfully submitted,

Ms. Margaret Friesen, Chair  
Senate Teaching & Learning Committee





## **Senate Briefing Note re the Advancement of Community-Service Learning and Community-Based Research**



**December 2009**



**Margo Fryer, Director  
UBC Learning Exchange and  
UBC-Community Learning Initiative**





## **Introduction**

This briefing note provides background information for members of the UBC Senate about the growth of Community Service Learning and Community-Based Research at UBC and also gives an overview of UBC's strategic plan for the further advancement of these approaches to experiential learning. This information will be supplemented by a presentation by Margo Fryer at the Senate in 2010.

### **The Growth of Community Service Learning at UBC**

Community Service Learning (CSL) has three key elements: classroom learning; volunteer work that responds to community-identified priorities; and structured reflection activities that challenge students to make connections between what they are studying and their experiences in the community.

At its inception in 1999, the Learning Exchange began bringing student volunteers into non-profit agencies and public schools in the Downtown Eastside. Students' enthusiastic response to this opportunity resulted in a doubling of the number of student participants every year until 2004 when enrolment had to be limited. In 2002, the Learning Exchange began working with faculty members to integrate students' volunteer work into academic course work. In 2006, the UBC-Community Learning Initiative (UBC-CLI) was created, with funding from the J.W. McConnell Family Foundation and UBC, to develop innovative approaches to course-based (curricular) CSL. With the integration of students' community-based activity into course work and the focus among many faculties on providing students with research experience, students also began doing Community-Based Research (CBR), which is the conduct of research that addresses questions or issues identified by a community organization.

In 2008-2009, almost 1700 students engaged in CSL and/or CBR through the Learning Exchange or the UBC-CLI, a 44% increase since the previous year. About 60% of these students did CSL or CBR as part of their participation in a course. The 31 courses that incorporated this kind of community-based experiential learning in 2008-2009 covered a variety of disciplines and subjects. In addition to the students who take part in CSL or CBR activities supported by the Learning Exchange or the UBC-CLI, many students take part in courses where the CSL or CBR activities are facilitated by an individual faculty member (in 2007-2008 about 350 students were involved in such courses). For more information about student participation rates in CSL and CBR activities in 2008-2009, see Appendix A.

### **The Strategic Plan for the Advancement of CSL and CBR**

The strategic plan was developed in response to a call from the President and other leaders within UBC to significantly increase the participation of students and faculty in community-based experiential learning. This challenge to "scale up" is especially focused on two approaches to experiential learning that are growing quickly at UBC, i.e., Community Service Learning (CSL) and Community-Based Research (CBR). The continued advancement of CSL and CBR will enable UBC to significantly expand and deepen its engagement with external communities thereby contributing to the achievement of the UBC *Place and Promise* vision and associated commitments, especially the commitment to community engagement.



The goals and strategies outlined in this plan are intended to move UBC's use of CSL and CBR increasingly towards the "thick" end of the spectrum of community-engaged scholarship where decisions about means and ends are made collaboratively by the university and the community, both costs and benefits are shared, and learning is a reciprocal, iterative process.

This plan is grounded in the recognition that a rethinking of the processes whereby CSL and CBR programs are initiated, planned, implemented, and evaluated will be required if UBC is to achieve the significant growth that is envisioned (from approximately 1,000 students per year in the period from 2004 to 2008 to 4,000 students per year by 2014) while at the same time achieving "thick" community engagement. This plan aims to achieve changes in social or cultural factors (e.g., conventions around how decisions are made) as well as structural changes (e.g., formal roles and responsibilities). It is recognized that difficulties will inevitably arise as these strategies are pursued.

Based on UBC's experiences building its CSL programs over the past ten years, and especially the recognition that personal relationships are fundamental to the success of community engagement, we propose that the advancement of CSL and CBR at UBC be grounded in metaphors arising from the fields of biology, ecology, and living systems. Metaphors related to complex adaptive systems are highly applicable to the terrain of Community-University Engagement where change, complexity, and diversity are the norm and the challenge of adapting to both crises and opportunities in the environment needs to be embraced.

The four specific goals to be achieved through the implementation of this plan are given below. Examples of specific strategies and indications of which entities will take the lead in implementing each strategy are also given.

**Goal 1: To Enhance Student Learning:** Help to create an exceptional learning environment that fosters global citizenship for both undergraduate and graduate students by providing learning experiences in a variety of off-campus community settings that enable students to apply their talent, knowledge and skills to real-world issues while learning from the people and issues they encounter. These learning experiences will challenge students to reflect on the complexity of community issues and the range of ways that they, as citizens, might respond.

**Examples of Strategies:**

- Provide faculty-based professional expertise to work with instructors to incorporate CSL and CBR into academic courses where these activities will contribute to students' learning. This support will include assistance with: designing or redesigning courses to include a focus on community issues; defining learning goals; designing and facilitating structured reflection activities; and evaluating students' community-based learning. (*Learning Exchange/UBC-CLI; Faculties*)
- Provide faculty-specific and institution-wide professional development opportunities for instructors and teaching assistants to learn about CSL and CBR. (*Learning Exchange/UBC-CLI; Centre for Teaching and Learning (CTL); Faculties*)
- Provide funds to support faculty research into the efficacy of CSL and CBR as pedagogies. (*Learning Exchange/UBC-CLI; Centre for Teaching and Learning*)



- Support students to play leadership roles in the initiation, planning, implementation, and evaluation of CSL and CBR projects and placements (e.g., have students work in self-directed teams to understand and respond to the priorities of community partners, support students to include CSL projects in Student-Directed Seminars). (*Learning Exchange/UBC-CLI; Student Development; Faculties; community partners*)
- Create opportunities for community organization representatives and community members to act as co-educators with instructors (e.g., participating in defining course learning goals, giving guest lectures, taking part in panel discussions, or leading reflection activities). Develop meaningful methods of recognizing the contribution of community partners. (*Faculties, Instructors, community partners*)

**Goal 2: To Contribute to Society:** Make a demonstrable contribution to the advancement of a civil and sustainable society by applying the resources of the university (including people, knowledge, and methods of inquiry) to important community issues, priorities, or needs. Increase the number of students, faculty, staff, and community organizations involved in CSL and CBR. Aim to have 10% of UBC students involved in CSL and CBR programs every year by 2013-2014.

**Strategies:**

- Support and recognize CSL and CBR activities that are based on relevant research (e.g., evidence about the effectiveness of different kinds of community programs) and use research to assess the impact of student activities in community settings. (*Faculties; Learning Exchange/UBC-CLI*)
- Support interdisciplinary or trans-disciplinary courses with CSL and CBR components that are created to respond to specific, complex community issues. (*Faculties*)
- Support collaborations with community organizations that enable the achievement of long-term strategic goals set by both the organization and the university. (*Faculties; Learning Exchange/UBC-CLI; Irving K. Barber Learning Centre*)
- Encourage strategic alliances between particular faculties, schools, and units and natural partners in relevant sectors in the community. (*Faculties, community partners*)

**Goal 3: To Collaborate with Community:** Engage in mutually beneficial relationships with community organizations characterized by the collaborative development, implementation, and evaluation of students' learning, service, and research experiences.

**Strategies:**

- Identify ways for communities to initiate CSL or CBR activities (e.g., develop links between United Way community-based planning roundtables and faculty members doing CSL or CBR). (*Learning Exchange/UBC-CLI; community partners; Faculties, Irving K. Barber Learning Centre*)
- Provide faculty-based professional expertise to assist with the formation and stewardship of relationships with community organizations. (*Learning Exchange/UBC-CLI*)
- Develop the capacity for UBC's community-based experiential learning activities to use an asset-based community development approach (where the focus is on gifts, assets, and resources, rather than needs, deficits, and problems) (e.g., provide professional development opportunities for instructors, teaching assistants, and professionals from the



community to learn about asset-based community development principles and practices). (*Learning Exchange/UBC-CLI; Centre for Teaching and Learning*)

- Develop ways to recognize and reward community organization contributions to CSL and CBR initiatives (e.g., create scholarships or fellowships for community members or professionals engaged in CSL and CBR to enable them to study at UBC) (*Faculties, community partners, Learning Exchange/UBC-CLI*)

**Goal 4: To Embed CSL and CBR in the Academic Fabric of the University:** Advance CSL and CBR by supporting Faculty-driven CSL and CBR initiatives while providing centralized, integrative support.

**Strategies:**

- Base some CSL/CBR professional staff in faculties, with faculty-specific roles and shared accountability to the faculty and the Learning Exchange/UBC-CLI. Other professional Learning Exchange/UBC-CLI staff will provide central support in cross-cutting areas such as strategic planning, research and evaluation, professional development and training, development and dissemination of resources to support CSL and CBR practice, and policy development. (*Learning Exchange/UBC-CLI; Faculties*)
- Develop methods to recognize faculty participation in CSL and CBR, including recognizing achievement in CSL and CBR in promotion and tenure decisions and creating awards for leadership and innovation in community engagement. (*VP Academic; Faculties*)
- Engage alumni in CSL and CBR activities, especially recent graduates who may have done CSL or CBR during their time as students, e.g., have alumni mentor current students doing CSL/CBR. (*Faculties; Alumni Affairs*)
- Establish departmental research ethics review committees in departments or faculties with high levels of CBR activity, to facilitate the inclusion of CBR into courses. (*Faculties, Office of Research Services*)

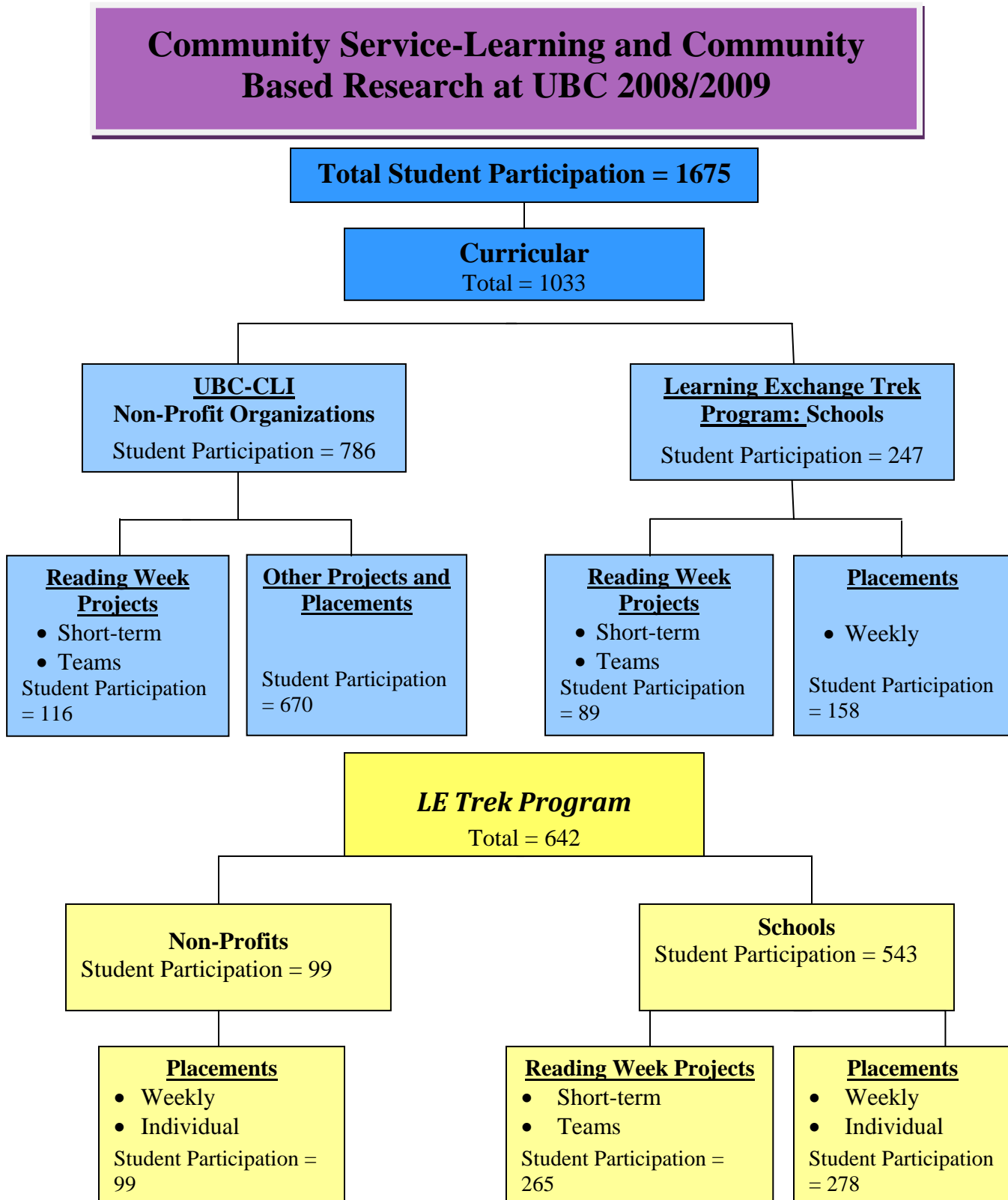
Methods of regularly assessing the progress towards the achievement of these goals are outlined in the plan.

The plan also contains several appendices that provide supplementary background information, including descriptions of examples of faculty-specific community-based experiential learning activities and a summary of research regarding the outcomes of CSL.

The complete strategic plan will be available on the *Place and Promise* website in early 2010.



**Appendix A:**  
**Student Participation in CSL and CBR in 2008-2009**





## Highlights of 2008/09:

- A total of **1675** students participated in Community Service-Learning (CSL) or Community Based Research (CBR) placements and projects through the Learning Exchange and UBC-CLI this year. This represents a **44%** increase from 2007/2008. Last year's total student participation was 1162.
- **62%** of total participants this year did their CSL or CBR project or placement as part of a course.
- There was a **66%** increase in the number of students who participated in course-based CSL or CBR compared to the 2007/2008 academic year.
- There were **19** Reading Week projects in the schools through the Learning Exchange and Student Development and **15** projects in Non-Profit Organizations through the UBC-CLI. The projects took place in the City of Vancouver and other parts of the Lower Mainland.
- 14 students from the University of Guelph and 14 students from the University of Calgary were also involved in Reading Week school projects. They are not reflected in the participation numbers in this document.

## Participation in Curricular CSL and CBR:

<u>Courses</u>	<u># of Students</u>
<i>Projects during Reading Week:</i>	
Food, Nutrition and Health 250	6
Food, Nutrition and Health 473	35
Co-ordinated Arts Program 105	12
Applied Sciences 263	8
Sociology 312A	26
Biology 121	75
Rehabilitation Sciences & Occupational Therapy 519	43
<b><u>Total</u></b>	<b>205</b>

### *Placements:*

Rehabilitation Sciences & Occupational Therapy 519	4
Biology 121	25
Human Kinetics 454	15
Biology 200	27
EDST 314	32



Biology 201	53
Food, Nutrition and Health 473	26
Creative Writing 522	6
Italian 202	10
Italian 102, 302, 343	10
Philosophy 235	23
Sociology 461B	19
Women's Studies 480	10
Women's Studies 320	27
<b><u>Total</u></b>	<b>287</b>

*Other Projects:*

Agricultural Sciences 350	
• Term 1	196
• Term 2 (on-line)	56
Community and Regional Planning 548B	6
Civil Engineering 201/202	116
Geography 410	8
Geography 371	8
Geography 447	4
Geography 495	22
History 483	55
Sociology 354B	55
Student Directed Seminar	15
<b><u>Total</u></b>	<b>541</b>



# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5945  
amandeep.breen@ubc.ca

January 8, 2010

To: Vancouver Senate  
From: Tributes Committee  
Subject: Memorial Minutes

---

The Tributes Committee has prepared memorial minutes for the following individual:

*Dean Emerita Dr. Patricia Marchak*

***Motion:*** *That Senate approve the Memorial Minutes for Dean Emerita Dr. Patricia Marchak, that they be entered into the Minutes of Senate and a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair  
Senate Tributes Committee



## **Dr. Patricia Marchak**

Dr. Marchak served as Dean of the Faculty of Arts at UBC from 1990 to 1996. Prior to becoming Dean, she was the Head of the Department of Anthropology and Sociology.

Dr. Marchak received a Bachelor of Arts in 1958 and a PhD in 1970, both at UBC, and joined the Faculty of Arts in 1973. As a student, she was editor-in-chief of the *Ubyyssey* newspaper and a secretary to President Norman MacKenzie. As a faculty member, she served as faculty associate with the Institute for Resources and Environment, and as a Distinguished Scholar at the Peter Wall Institute of Distinguished Studies.

Dr. Marchak served as President of the Canadian Sociology and Anthropology Association, and on the executive board of numerous Canadian and international associations in the fields of Sociology, Forestry and Ecology. She also served on the editorial boards of various journals, including *Canadian Review of Sociology and Anthropology*, *Canadian Journal of Sociology*, *BC Studies*, and *Current Sociology*.

At the University, Dr. Marchak was a member of both the Board of Governors and the Senate. She served on the B.C. Rhodes Scholarship Selection Committee, on the Board of the Open Learning Institute and on the Board of University Hospital.

In 1987 she was elected to Fellowship in the Royal Society of Canada, and served for two years as the Vice-President of Academy II for the Humanities and Social Sciences. She has also served as Chair of the B.C. Buildings Corporation, and on the Forest Appeals Commission.

Dr. Marchak authored numerous articles on political ideology, economic development, resources industries and the social context of ecological issues. Her books include *Ideological Perspectives on Canada*; *In Whose Interest*; *Green Gold: The Forest Industry in British Columbia*; *The Integrated Circus: The New Right and the Restructuring of Global Markets*; *Logging the Globe*; *Reigns of Terror and No Easy Fix: Global Responses to International Wars and Crimes Against Humanity*. She also co-edited *Uncommon Property: The Fishing and Fish Processing Industries in British Columbia*.



# UBC Annual Report on Enrolment 2009

---

Submitted by:

James Ridge  
Associate Vice President and Registrar,  
Enrolment Services  
604.822.3265, james.ridge@ubc.ca

Walter Sudmant  
Director,  
Planning & Institutional Research  
604.822.6517, walter.sudmant@ubc.ca



## TABLE OF CONTENTS

1. Introduction.....	3
2. Enrolment Summary .....	4
A. Overview.....	4
B. Headcount Enrolment .....	6
C. Gender Distribution .....	7
D. International Students .....	8
E. Aboriginal Students .....	10
3. Access and Demand.....	10
4. Strategies and Challenges for 2010 and beyond .....	12

### Notes:

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



# 1. Introduction

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

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

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

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

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

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



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

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

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

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

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

## 2. Enrolment Summary

### A. Overview

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

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

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



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

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

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

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

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



For 2009/10, UBC is forecasting undergraduate enrolment at 34,714 FTE, an increase of approximately 1,500 FTE or 4.5%. While undergraduate FTE's have increased considerably, UBC has a shortfall of approximately 1,200 FTE towards our ministry target of 35,956 Undergraduate FTE. This shortfall is a result of aggressive targets allocated to our Okanagan campus where enrolment continues to grow at moderate levels.

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

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

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

## B. Headcount Enrolment

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

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

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

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

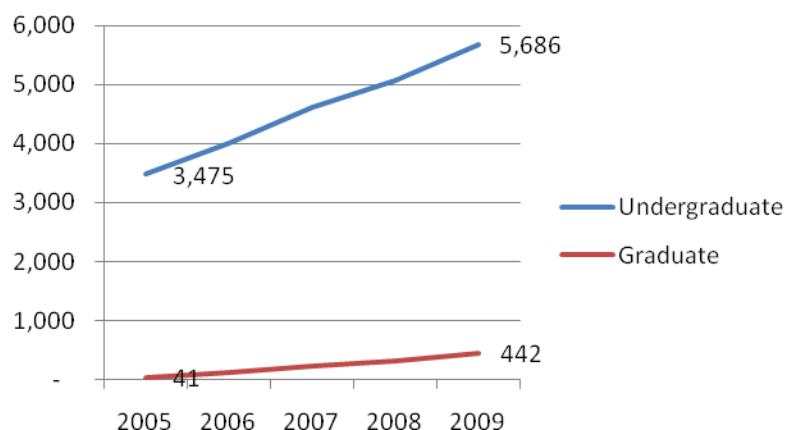


At UBC Okanagan, growth in new students, plus the continued flow-through of earlier increases in intake, has caused enrolment to continue to climb. As shown in Figure 1, with 6,128 students, enrolment at UBC Okanagan has increased by 13.6% since 2008 and 74.3% since 2005, the first year of operation within the UBC system.

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

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

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



### C. Gender Distribution

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

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



period, female representation in Medicine, Business and Law also decreased while Science has remained mostly constant. Conversely, Dentistry has increased female representation significantly at the undergraduate level. Females continue to be over-represented in programs in Arts, Education and Land and Food Systems.

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

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

## D. International Students

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

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

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

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



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

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

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

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

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

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

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



## E. Aboriginal Students

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

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

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

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

## 3. Access and Demand

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

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

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

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



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

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

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

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

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

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

*Notes:*

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

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



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

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

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

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

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

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

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

## 4. Strategies and Challenges for 2010 and beyond

2010 marks the first year in which enrolment planning is integrated with a new framework for budget allocations. Previously articulated ambiguity between enrolments and budget will disappear as budget decisions and enrolment decisions are conceptually linked through a transparent process.



Inter-faculty dependency in enrolment management is obvious – Science students need Arts courses, etc. Now, the creation of a budgetary framework for enrolment management will greatly rationalize the imperatives of collaboration. The framework includes mechanisms for both long term and short term linkages to enrolment (the “complement”, and course “fates”, respectively). The implications will have to be monitored carefully and adjustments to the framework will no doubt be necessary as we learn.

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

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

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

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

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

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

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



THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
Senate & Curriculum Services  
Brock Hall  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

January 6, 2010

To: Vancouver Senate

From: James Ridge  
Associate Vice President Enrolment Services and Registrar

Subject: Academic Year 2010/2011 (**information**)

---

Please be advised that the draft academic year dates for 2010/2011 are available for your review at:

<http://www.students.ubc.ca/calendar/academicyear.cfm?page=2010&action=draft>

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

Key dates for 2010/2011 Winter Session:

Term 1

Tuesday, September 7, 2010	Term 1 begins.
Friday, December 3, 2010	Last day of Term 1 classes for most Faculties
Tuesday, December 7, 2010	First day of exams Term 1
Tuesday, December 21, 2010	Last day of exams Term 1
Number of Teaching Days	61

Term 2

Tuesday, January 4, 2011	Term 2 begins.
February 14-18, 2011	Midterm Break
Thursday, April 7, 2011	Last day of Term 2 classes for most Faculties
Monday, April 11, 2011	First day of exams Term 2
Thursday, April 28, 2011	Last day of exams Term 2
Number of Teaching Days	63

Questions or comments regarding the 2010/2011 Academic Year can be directed to Lindsey Lipovsky at [lindsey.lipovsky@ubc.ca](mailto:lindsey.lipovsky@ubc.ca) or 604-822-9134.