



Okanagan Senate

THE SEVENTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2014/2015 ACADEMIC YEAR

WEDNESDAY 25 MARCH 2015

3:30 P.M.

ASC 130

- 1. Minutes of the Meeting of 25 February 2015 – Prof. Arvind Gupta**
(approval) (docket pages 3-12)
- 2. Business Arising from the Minutes – Prof. Arvind Gupta** (information)
- 3. Remarks from the Chair and Related Questions – Prof. Arvind Gupta** (information)
 - a. General Remarks
 - b. Presentation of Certificates of Appreciation for Student Representatives for 2014-2015 completing their terms on Senate
- 4. Remarks from the Deputy Vice-Chancellor and Related Questions – Prof. Deborah Buszard** (information)
- 5. Academic Policy Committee**
Report on Reading Week in the 2015-2016 Academic Year (information) (docket page 13)
- 6. Admission & Awards Committee – Dr Spiro Yannacopoulos**
 - a. New Awards (approval) (docket page 14)
 - b. Addition of Vantage College to English Language Admission Standard (ELAS) (approval) (docket pages 15, 17-20)
 - c. Addition of English Foundation Program (EFP) to English Language Admission Standard (ELAS) (approval) (docket pages 16, 21-23)
 - d. Enrolment Targets 2015-2016 (approval) (docket pages 16, 24-36)

7. Curriculum Committee – Dr Peter Arthur

Curriculum Proposal from the faculties of Applied Science and Arts & Sciences
(approval) (docket pages 37-57)

8. Other Business

The Rules and Procedures of the Okanagan Senate states that
meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



OKANAGAN SENATE

MINUTES OF 25 FEBRUARY 2015

DRAFT

Present: Prof. A. Gupta (President), Mr C. Eaton (Acting Secretary), Ms L. Allan, Dr P. Arthur, Ms H. Berringer, Dr R. Campbell, Dr D. Carter Dr J. Castricano, Ms C. Comben, Dr J. Corbett, Dr M. Evans, Ms A. Fleming, Ms L. Gomez, Dean M. Grant, Dr J. Johnson, Dr D. Keyes, Dr D. Koslowsky, Mr J. Krupa, Mr D. Kundanmal, Dr C. Labun, Ms A. Lakdawala Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Mr M. Legault, Dr Y. Lucet, Dr V. Magnat, Dr C. Mathieson, Dean *Pro Tem*. B. Rutherford, Dr R. Sadiq, Dr J. Stites Mor, Dean R. Sudgen, Acting Dean E. Taylor, Dean W. Tettey Ms J. Vinek, Dr D. Walker, Dr G. Wetterstrand, Ms S. Sneg, Mr D. Xu, Dr S. Yannacopoulos

Regrets: Dr L. Berg, Dean *Pro Tem*. G. Binsted, Prof D. Buszard, Mr I. Cull, Ms T. Daramola, Ms R. Giffen, Chancellor L. Gordon, Ms K. Henry, Mr D. Kadish, Mr J. McEwan, Mr W. McLean, Dr S. McNeil, Ms K. Panchyshyn, Dean M. Parlange, Dr K. Ross, Dr D. Salhani, Ms S. Smith, Ms N. Wong, Dr P. Wylie,

Call to Order

The President, Professor Arvind Gupta, called the sixth regular meeting of the Okanagan Senate for the 2014/2015 academic year to order at 3:32 pm.

Minutes of the Previous Meeting

Peter Arthur	}	<i>That the Minutes of the Meeting of 28 January 2015 be adopted as corrected.</i>
Spiro Yannacopoulos		

*Corrections: Senator Kundanmal was present.
Senator Evans was referenced in place of Senator Berg on p 7.*

**Approved as
corrected**

Remarks from the Chair

The President noted that his scheduling priorities over the past term have been to meet and speak with key university stakeholders both inside and outside of the University, mentioning two recent trips to Ottawa where he was able to meet with federal party leaders and other government officials, and also the recent visit of the Minister of Advanced Education, the Honourable Andrew Wilkinson, to the Okanagan campus.

Professor Gupta advised that the Administration was presently developing campus and system-wide budgets; he reminded Senators of the importance of not having a consolidated deficit and having a balanced accrual budget.

The President advised Senate on the revised Policy 81 (Use of Teaching Materials in *UBC* Credit Courses), present out for review. He noted that the draft revised policy has been greeted much more favourably than the original policy by the UBC Faculty Association, and encouraged senators to provide their own feedback.

The President advised that the University was working to address challenges presented by changes to the Temporary Foreign Workers program. He noted that although although postdocs were addressed by the recent program adjustments, faculty members themselves were not covered, and this presented universities with challenges in recruiting world-renowned faculty to Canada. Professor Gupta noted that the Government had acknowledged that this this was an unintended consequence, and the President was hopeful that a change could be made to allow universities to continue to attract outstanding researchers from around the world.

The President advised on the appointment of Wisdom Tettey as dean of the Faculty of Arts & Sciences, who will be moving over from Creative & Critical studies this summer.

Candidates for Degrees

Robert Lalonde
Miriam Grant

} *That the candidates for degrees as recommended by the faculties and College be granted the degrees for which they were recommended, effective February 2015, and that a committee comprised of the Registrar, the relevant deans, and the Chair of the Senate be empowered to make any necessary adjustments.*

(2/3 majority required).

Approved

Admission & Awards and Curriculum Committee

Dr Peter Arthur, Chair of the Senate Curriculum Committee, presented.

MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY IN MEDICAL PHYSICS

See Appendix A: MSC and PHD in Medical Physics

Peter Arthur }
Yves Lucet } *That Senate approve the new Medical Physics graduate program (M.Sc., Ph.D.) and associated courses brought forward from the Faculty of Arts and Sciences.*

Dr Arthur welcomed Dr Andrew Jirasek, Assistant Professor of Physics, who with consent of Senate, spoke to the proposal.

Senator Lalonde noted an issue with the electives specified, and further asked who would be the program coordinator.

By general consent, the proposal was amended to change “6 credits at the Undergraduate level” to “3 credits at the undergraduate level” on page 20.

In response to a question from Senator Lalonde, Dr Jirasek confirmed that the coordinator would be a tenured faculty member.

Senator Lalonde asked why the supervisory committee was not supervising the comprehensive exam.

By general consent, the proposal was amended to designate the supervisory committee as responsible for comprehensive examinations.

Senator Lalonde asked if funding assurances were available for prospective graduate students.

Dr Jirasek replied that the program’s intent was to have funding be available for all students.

Senator Mathieson asked if Dr Jirasek could speak to the capacity of the program to deliver a quality program with its limited number of appropriate faculty.

Dr Jirasek replied that presently we only had 1 faculty member; however, 2 more were to be hired. He explained that having a limited number of tenure-track faculty was a common model, and the program had written arrangements in place to have support from other institutions to offer required programming.

Approved as amended

Admission & Awards Committee

The Chair of the Senate Admission & Awards Committee, Dr Spiro Yannacopoulos, presented.

See Appendix B: New Awards

NEW AWARDS

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

Senator Keyes asked who was funding the first award. Spiro confirmed the funding was from the faculty.

Approved

BIOLOGY MSC AND PHD PROGRAMS

Spiro Yannacopoulos }
Rehan Sadiq } *That Senate approve the changes to admissions requirements of the Biology M.Sc. and Ph.D. programs of the Faculty of Arts & Sciences for entry to the 2015 Winter Session and thereafter.*

Approved

REVISION TO ENGLISH LANGUAGE ADMISSION STANDARD (ELAS) FOR OKANAGAN COLLEGE

Spiro Yannacopoulos }
Dhiren Kundanmal } *That Senate approve the admissions proposal to revise the English Language Admission Standard (ELAS) for Okanagan College for entry to the 2015 admissions cycle and thereafter.*

Approved

Curriculum Committee

Dr Peter Arthur, Senate Curriculum Committee, presented.

JANUARY CURRICULUM PROPOSALS

See Appendix C: Curriculum Report

Peter Arthur }
Aalisha Lakdawala } *That Senate approve the new courses brought forward from the Faculty of Arts and Sciences and the Faculty of Health & Social Development, and that Senate approve the revised degree requirements from the Faculty of Creative and Critical Studies.*

Senator Keyes asked about HMKN 302, noting that in his mind this would be better taught by Sociologists.

Senator Arthur confirmed that Health and Exercise Sciences had consulted with Sociology and had changed the course in response to that feedback.

Senator Keyes asked who would be teaching the course.

Senator Lalonde noted it would be up to Health and Exercise Sciences as the academic unit responsible for Human Kinetics.

Dr Keyes noted that this course seems to have its grounding in Sociology despite being located in the Human Kinetic program. He expressed a concern that current budget model encourages programs to keep FTEs in house rather than to trust on the expertise offered by other disciplines, suggesting that a “silo” approach to education where individual programs tailor content for their program is neither efficient nor particularly in the interest of interdisciplinary.

Approved

NB: Senator Keyes noted as opposed

Report from the Provost

ANNUAL REPORT ON THE LIBRARY

The Provost introduced the report of the librarian, introducing Heather Berringer, the Okanagan campus Chief Librarian.

Ms Berringer noted that the Okanagan library was the busiest in the UBC System. In 2012 we merged our service points into one centre that responded to 12000 questions last year. We have six subject librarians.

A challenge for collections is the fluctuating US dollar and inflationary pressures from publishers.

In 2014 the library created a new unit – the writing and research centre that works with the centre for scholarly communication. There was a decrease in appointment numbers for 2014 vs 2013. We hoped to reduce the number of proofreading requests around bibliographies, and required meetings from course syllabi.

3.5% of our students were registered with the DRC. Thanks to donors we will now have an assisted technology centre to support students in the Library.

UBC library will have a presence in the Kelowna Library. The innovation library will be of benefit to our faculty and the community. The partnership also engaged directly with the community to supplement the traditional community library system.

In response to a student question, the Librarian advised that they were still in consultation around the building program. We will do more formal consultation once a design stage is approved. She described the plan as a doubling of space by expanding into the former “A” parking lot. We will likely have more technology and learning space and not expand the collection space.

Dean Sugden stated that the initiative with Okanagan Regional Libraries was important to connect our campus with the greater community.

Report from the Registrar

The Acting Registrar, Mr Eaton presented the draft 2015-2016 Academic Year to Senate.

Senators Arthur and Keyes discussed the placement of reading week a week after that set for the Vancouver campus.

Mr Eaton advised that this was in accordance with Policy O-125 and that the different weeks had been considered by both academic policy committees. He further noted that a group of administrators were presently considering the academic year for both campuses of UBC with the hope of proposing changes to make them more uniform.

Daniel Keyes	}	<i>That, policy 0-125 notwithstanding, the reading week for the 2015-2016 academic year be changed be the week after the week of the BC Family Day holiday.</i>
Ramon Lawrence		

Senator Keyes suggested that pedagogically, the week of Family day was too early in the term and interfered with midterms and course planning.

Senator Lalonde spoke against the motion, noting the combining reading week with Family Day reduced the lost teaching time in term 2.

Senator Castricano agreed with Senator Keyes, noting that the present break was poorly placed in the term.

Senator Allan suggested that student feedback should be considered

Senator Sneg noted the student mental health issues being a common reason cited for the reading week break, and asked if there was data on that particular week being the most useful.

Senator Gomez expressed a concern for students with siblings at other universities or provinces where the holiday and reading week dates differed.

By general consent, the Senate approved Senator Keyes' request to withdraw his motion.

Daniel Keyes	}	<i>That the issue of the week selected in the 2015-2016 Academic Year for Reading Week be</i>
Ramon Lawrence		

referred to the Academic Policy Committee for review and consideration, that the Committee consult with the faculties and student organizations in that review, and that the Committee report back to Senate at its next meeting with any recommendations.

Approved

Other Business

Senator Sneg advised Senate of the student-organized “Start the Conversation” on 13 March 2015, a half-day forum between students, staff and faculty on student support and its best practices, and effectiveness.

In response to a question from Senator Mathieson, Senator Sneg confirmed student services involvement.

Adjournment

There being no further business, the meeting was adjourned at 4:40 pm.

Appendix A: MSC and PHD in Medical Physics

FACULTY OF ARTS & SCIENCES

New Programs:

Master of Science in Medical Physics

Doctor of Philosophy in Medical Physics

New Courses:

PHYS 534 (3) Radiotherapy Physics I

PHYS 535 (3) Radiotherapy Physics II

PHYS 539 (3) Radiation Dosimetry

PHYS 540 (3) Medical Imaging

PHYS 544 (3) Radiation Biophysics

PHYS 546 (3) Clinical Shadowing

PHYS 547 (1) Anatomy and Physiology for the Medical Physicist

PHYS 549 (12) Master's Thesis

PHYS 649 (0) Doctoral dissertation

Appendix B: Awards Report

New Awards

UBC Okanagan Visual Arts Award

A \$1,000 award is offered to a third or fourth-year student in the Bachelor of Fine Arts program in the Faculty of Creative and Critical Studies at the University of British Columbia, Okanagan campus. Preference is given to a student who has participated, engaged and sought mentorship from a faculty-invited visiting artist, and whose final project/body of work reflects academic excellence. Students are invited to submit a letter of interest and the award is made on the recommendation of the Faculty in consultation with the Head of Creative Studies. (First award available for the 2014 Winter Session)

Golder Associates Graduate Award in Civil Engineering

A \$1,000 award is offered by Golder Associates to a graduate student entering first or second year in the College of Graduate Studies at the University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated academic excellence in Civil Engineering, with a focus on geotechnical engineering. The award is made on the recommendation of the College of Graduate Studies in consultation with the School of Engineering. (First award available for the 2014 Winter Session)

Wilden Creativity Award

A \$2,500 prize is offered by Wilden to either a student graduating from the Visual Arts program in the Department of Creative Studies or a graduate student enrolled in the Master of Fine Arts program in the Faculty of Creative and Critical Studies at the University of British Columbia, Okanagan campus. Preference is given to a body of work that reflects a powerful message as well as a high level of originality, passion and accomplishment. The award is made on the recommendation of the Faculty of Creative and Critical Studies. (First award available for the 2014 Winter Session)

Appendix C: Curriculum Report

FROM THE FACULTY OF ARTS & SCIENCES

New courses:

- ECON 297 (3) Economics of Sports
- ECON 309 (3) Intermediate Macroeconomics II
- ECON 320 (3) Introduction of Mathematical Economics
- ECON 409 (3) Economic Growth Theory
- ECON 427 (3) Econometrics
- ECON 452 (3) Urban Economics

FROM THE FACULTY OF HEALTH & SOCIAL DEVELOPMENT

New course:

- HMKN 302 (3) Social and Cultural Issues of Physical Activity

FROM THE FACULTY OF CREATIVE & CRITICAL STUDIES

Revised Program:

- English degree requirements



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25 March 2015

To: Okanagan Senate
From: Senate Academic Policy Committee
Re: 2015/16 Winter Term 2 Mid-term Break

[Policy O-125: Term and Formal Examination Scheduling](#) was approved by Senate in December 2013. The policy formalized previous practice around scheduling the academic year, with some changes. One of these changes moved the Winter Term 2 mid-term break one week earlier to coincide with BC's Family Day holiday.

At the 25 February 2015 meeting of the Senate, the Academic Policy Committee was asked to consider adjusting the dates for the 2015/16 Winter Term 2 mid-term break to align with previous practice. The Committee solicited feedback via email* and met to discuss holding the break from February 15, 2016 through February 19, 2016, as opposed to the currently scheduled February 8, 2016 through February 12, 2016, which includes Family Day.

At this time, the Committee recommends that the 2015/16 Winter Term 2 mid-term break remain as currently scheduled. As planning and scheduling for Winter Term 2 courses has already begun, changing the date of the mid-term break at this point could cause disruption, especially for lab-based courses. Instead, the Committee would like to spend the upcoming months gathering more representative data and feedback about the implications of changing, or not changing, the dates of the mid-term break with the intent to potentially revise *Policy O-125: Term and Formal Examination Scheduling*. The aim is to report to Senate by December 2015, with any recommendations for changes to be implemented beginning in the 2016/17 academic year. This would allow instructors and schedulers enough advance notice to make changes to their course schedule should the recommendation be that the dates of the mid-term break change.

Respectfully submitted,

Dr. Miriam Grant, Chair
Senate Academic Policy Committee

* Distributed to Deans and school Directors (and their assistants), and the UBCSUO, with the request that the email be distributed widely.



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March 13, 2015

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: New Award (approval)

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

Motion: That Senate accept the new award as listed and forward it to the Board of Governors for approval; and that a letter of thanks be sent to the donor.

New Award:

1. Proposed Award Title: **Dr. Gordon Springate Sr. Award in Engineering**

A \$5,000 award is offered by Gordon Springate Jr. to a student completing a Bachelor of Applied Science Degree in the School of Engineering at the University of British Columbia, Okanagan campus. The award is given to a student who has demonstrated material contribution to their community outside of their program. The award is made on the recommendation of the School. (First award available for the 2014 Winter Session)

Respectfully submitted,

Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee



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March 25, 2015

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: Admissions Proposals (approval)(circulated):

- 1. English Language Admission Standard – Vantage College;**
- 2. English Language Admission Standard – English Foundation Program**
- 3. Enrolment Targets 2015/16**

1. Addition of Vantage College to English Language Admission Standard (ELAS)

UBC Vantage College offers an intensive 11-month program with language instruction integrated across all aspects of the program (into all disciplinary courses, content and language enrichment tutorials, language and literacy courses, and writing and research / communication courses). In order to transition into degree programs, students must adhere to the same academic standards as direct entry students in the ‘direct-entry’ sections of these courses. The requirements for the UBC Vantage College program are set to match the standards for internal transfers. Because of the integrated nature of the program, successful completion of the progression requirements for the Vantage program demonstrates English language competence.

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

Motion: *That Senate approve that successful completion of UBC’s Vantage College demonstrates English language competence, therefore meeting the English Language Admission Standard (ELAS) for transition into UBC Okanagan programs for entry to the 2015 Winter Session and thereafter.*

2. Addition of English Foundation Program (EFP) to English Language Admission Standard (ELAS)

Students who are admitted to an undergraduate degree program via the English Foundation Program (EFP) and who subsequently complete the EFP are granted full admission to their degree program. Completion of the EFP program is not currently listed as a means of satisfying the English Language Admission Standard (ELAS) in the Academic Calendar and should be added.

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

Motion: *That Senate approve the addition of the English Foundation Program as satisfying the English Language Admission Standard.*

3. Enrolment Targets 2015/16

The Committee has reviewed and recommends to Senate for approval the proposed undergraduate enrolment targets for the 2015/2016 academic year, as outlined by Faculty, program and year level.

Motion: *That Senate approve the 2015/2016 enrolment targets, as per section 27(2)(r) of the University Act, as outlined in the attached report.*

Respectfully submitted,

Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

Faculty/School: UBC Vantage College Dept./Unit: Faculty/School Approval Date: Tues Feb 17, 2015 Effective Session: 2015W T1	Date: Feb 11, 2015 Contact Person: Dr. Joanne Fox Phone: 604.827.0339 Email: joanne.fox@ubc.ca
Type of Action: [delete other choices] Revise Admissions requirements – University level	
<p>Type of Action: Change the Calendar entry to include information on how students in the Vantage College program demonstrate English Language competence to meet the English Language Admission Standard requirements.</p> <p>Rationale for Proposed Change: The current link does not provide clear guidelines for how the English Language Admission Standard (ELAS) requirements are met for students in UBC Vantage College at UBC's Okanagan campus.</p> <p>UBC Vantage College offers an intensive 11-month program with language instruction integrated across all aspects of the program (into all disciplinary courses, content and language enrichment tutorials, language and literacy courses, and writing and research / communication courses). Existing first-year UBC courses offered by the Faculties are offered in the Vantage College program with sections restricted to Vantage College students. In order to transition into degree programs, students must adhere to the same academic standards as direct entry students in the 'direct-entry' sections of these courses. The requirements for the UBC Vantage College program are set to match the standards for internal transfers. Because of the integrated nature of the program, successful completion of the progression requirements for the Vantage program demonstrates English language competence.</p> <p>Please see attached supporting documents for additional information about the academic English program at UBC Vantage College.</p>	



Proposed Academic Calendar Entry:

[Homepage \(draft\) Admissions English Language Admission Standard](#) English Language Competence

English Language Competence

[15515] As English is the language of instruction at the UBC Okanagan campus, all applicants, regardless of citizenship status or country of origin, will be required to demonstrate competence in the English language prior to admission. Competence is expected in all four of the following skills: listening, reading, speaking, and writing.

[15516] Applicants may demonstrate English language competence by one of the following:

[15517]

- three consecutive years of full-time education in English in Canada. Such education must include BC Grade 12 English or equivalent and can be in a combination of secondary and post-secondary education;
- four consecutive years of full-time education in English in a country where English is the principal language, as determined by UBC. Such education must include BC Grade 12 English or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school, where English is the language of

Draft Academic Calendar URL:

http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=2,19,1039,0

Present Academic Calendar Entry:

[Homepage \(draft\) Admissions English Language Admission Standard](#) English Language Competence

English Language Competence

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[15516] Applicants may demonstrate English language competence by one of the following:

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- four consecutive years of full-time education in English in a country where English is the principal language, as determined by UBC. Such education must include BC Grade 12 English or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school, where English is the language of



<p>instruction, may be eligible for inclusion in the required years of instruction;</p> <ul style="list-style-type: none"> • three consecutive years of full-time education in English outside of Canada in a school certified by a Canadian province to offer the secondary school curriculum of that province. Such education must include BC Grade 12 English or equivalent; • a minimum final English (non-ESL) grade in one of the following: <p>[15726]</p> <table border="0"> <tr> <td>BC English 12 provincial exam (or equivalent¹)</td> <td>70%</td> </tr> <tr> <td>BC English Literature 12 provincial exam (or equivalent¹)</td> <td>70%</td> </tr> <tr> <td>IB English A1 or A2 (Standard or Higher)</td> <td>5</td> </tr> <tr> <td>AP English Language and Composition</td> <td>4</td> </tr> <tr> <td>AP English Literature and Composition</td> <td>4</td> </tr> <tr> <td>GCE Advanced-Level English</td> <td>B</td> </tr> </table> <p>¹ In an approved school or country where English is the principal language. Grade scale may be adjusted for different grading practices.</p> <p>[15725]</p> <ul style="list-style-type: none"> • successful completion of the equivalent of four years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required is equivalent to that in English-language schools or institutions in Canada. Such education must 	BC English 12 provincial exam (or equivalent ¹)	70%	BC English Literature 12 provincial exam (or equivalent ¹)	70%	IB English A1 or A2 (Standard or Higher)	5	AP English Language and Composition	4	AP English Literature and Composition	4	GCE Advanced-Level English	B	<p>instruction, may be eligible for inclusion in the required years of instruction;</p> <ul style="list-style-type: none"> • three consecutive years of full-time education in English outside of Canada in a school certified by a Canadian province to offer the secondary school curriculum of that province. Such education must include BC Grade 12 English or equivalent; • a minimum final English (non-ESL) grade in one of the following: <p>[15726]</p> <table border="0"> <tr> <td>BC English 12 provincial exam (or equivalent¹)</td> <td>70%</td> </tr> <tr> <td>BC English Literature 12 provincial exam (or equivalent¹)</td> <td>70%</td> </tr> <tr> <td>IB English A1 or A2 (Standard or Higher)</td> <td>5</td> </tr> <tr> <td>AP English Language and Composition</td> <td>4</td> </tr> <tr> <td>AP English Literature and Composition</td> <td>4</td> </tr> <tr> <td>GCE Advanced-Level English</td> <td>B</td> </tr> </table> <p>¹ In an approved school or country where English is the principal language. Grade scale may be adjusted for different grading practices.</p> <p>[15725]</p> <ul style="list-style-type: none"> • successful completion of the equivalent of four years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required is equivalent to that in English-language schools or institutions in Canada. Such education must 	BC English 12 provincial exam (or equivalent ¹)	70%	BC English Literature 12 provincial exam (or equivalent ¹)	70%	IB English A1 or A2 (Standard or Higher)	5	AP English Language and Composition	4	AP English Literature and Composition	4	GCE Advanced-Level English	B
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<p>include the equivalent to BC Grade 12 English and can be a combination of secondary and post-secondary education (this will include applicants from CEGEPs who have completed English as a first language);</p> <ul style="list-style-type: none"> • graduation from a recognized degree program at an accredited university at which English is the primary language of instruction and in a country where English is the principal language; • successful completion of 6 credits of post-secondary first-year English studies for which UBC gives transfer credit; • <u>successful completion of the UBC Vantage College program;</u> • the competence standard indicated on one of the tests or programs of English language proficiency as listed in the table English Language Proficiency Tests and Programs that evaluates skills in listening, reading, speaking, and writing. 	<p>include the equivalent to BC Grade 12 English and can be a combination of secondary and post-secondary education (this will include applicants from CEGEPs who have completed English as a first language);</p> <ul style="list-style-type: none"> • graduation from a recognized degree program at an accredited university at which English is the primary language of instruction and in a country where English is the principal language; • successful completion of 6 credits of post-secondary first-year English studies for which UBC gives transfer credit; • the competence standard indicated on one of the tests or programs of English language proficiency as listed in the table English Language Proficiency Tests and Programs that evaluates skills in listening, reading, speaking, and writing.
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Admissions Proposal Form Okanagan Campus

<p>Faculty/School: N/A Dept./Unit: Enrolment Services Faculty/School Approval Date: N/A Effective Session: 2015W</p>	<p>Date: February 12, 2015 Contact Person: Michelle Davis Phone: 250.807.8835 Email: michelle.davis@ubc.ca</p>
<p>Type of Action: Add the completion of the English Foundation Program (EFP) as a means of satisfying the English Language Admission Standard (ELAS) for the Okanagan campus.</p>	
<p>Rationale: Students who are admitted to an undergraduate degree program via the EFP and who subsequently complete the EFP are granted full admission to their degree program. Completion of the EFP program is not currently listed as a means of satisfying ELAS in the Academic Calendar and should be added.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>Homepage (draft) Admissions English Language Admission Standard English Language Competence</p> <p><i>English Language Competence</i></p> <p>[15515] As English is the language of instruction at the UBC Okanagan campus, all applicants, regardless of citizenship status or country of origin, will be required to demonstrate competence in the English language prior to admission. Competence is expected in all four of the following skills: listening, reading, speaking, and writing.</p> <p>[15516] Applicants may demonstrate English language competence by one of the following:</p> <p>[15517]</p> <ul style="list-style-type: none"> • three consecutive years of full-time education in English in Canada. Such education must include BC 	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,19,1039,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Admissions English Language Admission Standard English Language Competence</p> <p><i>English Language Competence</i></p> <p>[15515] As English is the language of instruction at the UBC Okanagan campus, all applicants, regardless of citizenship status or country of origin, will be required to demonstrate competence in the English language prior to admission. Competence is expected in all four of the following skills: listening, reading, speaking, and writing.</p> <p>[15516] Applicants may demonstrate English language competence by one of the following:</p> <p>[15517]</p> <ul style="list-style-type: none"> • three consecutive years of full-time education in English in Canada. Such education must include BC



<p>Grade 12 English or equivalent and can be in a combination of secondary and post-secondary education;</p> <ul style="list-style-type: none"> • four consecutive years of full-time education in English in a country where English is the principal language, as determined by UBC. Such education must include BC Grade 12 English or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school, where English is the language of instruction, may be eligible for inclusion in the required years of instruction; • three consecutive years of full-time education in English outside of Canada in a school certified by a Canadian province to offer the secondary school curriculum of that province. Such education must include BC Grade 12 English or equivalent; • a minimum final English (non-ESL) grade in one of the following: 	<p>Grade 12 English or equivalent and can be in a combination of secondary and post-secondary education;</p> <ul style="list-style-type: none"> • four consecutive years of full-time education in English in a country where English is the principal language, as determined by UBC. Such education must include BC Grade 12 English or equivalent and can be in a combination of secondary and post-secondary education. Years completed in a recognized international school, where English is the language of instruction, may be eligible for inclusion in the required years of instruction; • three consecutive years of full-time education in English outside of Canada in a school certified by a Canadian province to offer the secondary school curriculum of that province. Such education must include BC Grade 12 English or equivalent; • a minimum final English (non-ESL) grade in one of the following:
<p>[15726]</p>	<p>[15726]</p>
<p>BC English 12 provincial exam (or equivalent¹) 70%</p>	<p>BC English 12 provincial exam (or equivalent¹) 70%</p>
<p>BC English Literature 12 provincial exam (or equivalent¹) 70%</p>	<p>BC English Literature 12 provincial exam (or equivalent¹) 70%</p>
<p>IB English A1 or A2 (Standard or Higher) 5</p>	<p>IB English A1 or A2 (Standard or Higher) 5</p>
<p>AP English Language and Composition 4</p>	<p>AP English Language and Composition 4</p>
<p>AP English Literature and Composition 4</p>	<p>AP English Literature and Composition 4</p>
<p>GCE Advanced-Level English B</p>	<p>GCE Advanced-Level English B</p>
<p>¹ In an approved school or country where English is the principal language. Grade</p>	<p>¹ In an approved school or country where English is the principal language. Grade</p>



scale may be adjusted for different grading practices.

[15725]

- successful completion of the equivalent of four years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required is equivalent to that in English-language schools or institutions in Canada. Such education must include the equivalent to BC Grade 12 English and can be a combination of secondary and post-secondary education (this will include applicants from CEGEPs who have completed English as a first language);
- graduation from a recognized degree program at an accredited university at which English is the primary language of instruction and in a country where English is the principal language;
- successful completion of 6 credits of post-secondary first-year English studies for which UBC gives transfer credit;
- **successful completion of the UBC Okanagan campus *English Foundation Program* <link to <http://students.ok.ubc.ca/efp/welcome.html>>**;
- the competence standard indicated on one of the tests or programs of English language proficiency as listed in the table [English Language Proficiency Tests and Programs](#) that evaluates skills in listening, reading, speaking, and writing.

scale may be adjusted for different grading practices.

[15725]

- successful completion of the equivalent of four years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required is equivalent to that in English-language schools or institutions in Canada. Such education must include the equivalent to BC Grade 12 English and can be a combination of secondary and post-secondary education (this will include applicants from CEGEPs who have completed English as a first language);
- graduation from a recognized degree program at an accredited university at which English is the primary language of instruction and in a country where English is the principal language;
- successful completion of 6 credits of post-secondary first-year English studies for which UBC gives transfer credit;
- the competence standard indicated on one of the tests or programs of English language proficiency as listed in the table [English Language Proficiency Tests and Programs](#) that evaluates skills in listening, reading, speaking, and writing.



UBC Annual Report on Admissions Forecasts

Okanagan Campus, 2015/16

Professor C. Mathieson

Provost and Vice Principal Academic

UBC's Okanagan Campus

To: Members of Admissions and Awards Committee, Okanagan Senate

From: C. Mathieson, Provost and Vice Principal Academic, Okanagan Campus

Re: 2015/16 Winter Undergraduate Enrolment Forecast

This report forecasts the undergraduate student enrolment profile by degree and year to determine entry-year admission targets for undergraduate degree programs for the 2015 winter session and projections for the 2016 winter session. It is built using the enrolment profile of the current 2014/15 winter session as a base, which estimates our overall domestic undergraduate and graduate FTE to be around 6,639, or 95% of government funding. Over the next two years, we plan to reach 100% of the ministry target. In 2015/16, we expect to reach **6,797**, or **98%** of government funding and will expect to reach **6,971 FTE**, or effectively **100%** of government funding in the 2016/17 fiscal year.

Both the Provost and Vice Principal Academic and the Associate Vice President Students lead the Strategic Enrolment Management (SEM) process on the Okanagan campus with the Deans of each faculty. In conjunction with staff in the Okanagan Planning and Institutional Research Office and Enrolment Services, these university-wide plans are translated into specific faculty and program enrolment targets. Forecasts are represented in terms of winter undergraduate headcounts that are converted to full-time equivalents (FTE), and then the domestic undergraduate FTEs are added to the non-degree activity, summer activity, and graduate annualized FTE to determine our delivered FTE against the Ministry target FTE for our campus. Trends of student movement (progression, retention rates, graduation, and program transfers) in the previous three years are applied to forecast enrolment of continuing students in 2015/16. Finally, in light of projected continuing student enrolment, admission forecasts are established based on historical conversion rates of applications to enrolled students, anticipated student demand, government funding levels, and internal constraints that limit program enrolment.

The stated admission forecasts include entry year students who are new to UBC plus continuing students who are still classified at the entry year level for each degree program. Similar to last year, admissions forecasts were set separately for domestic and international undergraduate students based on student enrolment patterns for each group and then combined for an overall total of forecasted growth on the Okanagan campus.

This model leads to an overall admission forecast of 1,994 undergraduate students entering the first year of degree programs for Winter 2015. This is based on 1,735 domestic students and 259 international students, which includes new to UBC as well as new internal transfers in the first year of the program. These values contribute to a forecasted Winter 2015 undergraduate degree program headcount enrolment of 7,554 students. When this headcount is converted to FTE, and combined with projections for summer enrolment, graduate student enrolment, non-degree student enrolment, and extraction of non-funded international student FTEs, the result is a forecast of 6,797 domestic delivered funded FTE for the 2015/16 academic year (98% of ministry target).



Definitions

“New to UBC” – includes all students who are first-time students to UBC.

“Internal transfers” – includes all students already attending UBC, but transferring to a new program from when they first enrolled.

“New to Program” – includes the sum of all students who are “new to UBC” or “internal transfers” from other programs.

“Continuing” – includes the students who are continuing in that year level, i.e. student(s) that have not yet progressed to the next year level of their program.

“Total” – the sum of “new to program” and “continuing” by year level.

“FTE” – this report is calculated based on the normal-load FTE formula for undergraduate students. The divisor used to calculate FTE for each student is the normal number of credits that equal a full-time program for that student within the winter terms.

Exclusions

Exchange, Visiting, Unclassified, Access and other non-degree student records (including Education certificate and diploma programs CIEP and DIEP) are excluded in the tables but these totals are included in the final projections listed in Appendix I, as well as an overall graduate annualized FTE projection.

All Winter Undergraduate Headcount and FTE by Program - Forecast 2015/16 and 2016/17, Actuals as of November 1st, 2014

Okanagan Campus

Faculty	Program	Year Level	2012/13 Forecasts	2013/14 Forecasts	2014/15 Forecasts	2015/16 Forecasts	2016/17 Forecasts	Actual (2014/2015): November 1st, 2014					Forecast (2015/2016)					Forecast (2016/2017)							
								Headcount				NPL FTE	Headcount				NPL FTE	Headcount				NPL FTE			
								New to UBC	Internal Transfers	New to Program	Continuing		Total	New to UBC	Internal Transfers	New to Program		Continuing	Total	New to UBC	Internal Transfers		New to Program	Continuing	Total
ARSC	BA	1	745	565	495	475	478	416	11	427	79	506	434	462	13	475	87	562	472	464	13	478	95	573	481
		2						67	21	88	334	422	365	75	22	97	290	387	331	75	22	98	331	429	367
		3						83	21	104	397	501	406	94	25	119	416	535	434	94	26	120	363	483	391
		4						1	-	1	551	552	415	1	-	1	537	538	408	1	-	1	492	493	374
		BA Subtotal						567	53	620	1,361	1,981	1,620	632	60	692	1,331	2,023	1,644	635	60	696	1,282	1,977	1,613
	BSc	1	545	495	600	565	603	493	9	502	99	601	523	554	10	565	87	652	560	591	12	603	87	690	592
		2						41	38	79	394	473	408	46	44	90	372	463	396	46	44	90	416	506	434
		3						59	22	81	440	521	454	66	23	89	432	521	454	66	23	89	421	510	444
		4						-	1	1	478	479	379	-	1	1	524	525	416	-	1	1	541	542	429
		BSc Subtotal						593	70	663	1,411	2,074	1,763	666	79	745	1,416	2,161	1,826	703	81	783	1,465	2,248	1,899
APSO	BASC	1	229	198	200	248	274	182	4	186	14	200	189	243	5	248	18	266	238	267	7	274	14	288	258
		2						20	10	30	167	197	182	27	12	39	161	200	184	30	39	69	189	258	236
		3						5	-	5	238	243	224	7	-	7	236	243	224	7	-	7	230	237	219
		4						-	-	-	179	179	167	-	-	-	171	171	160	-	-	-	171	171	160
		BASC Subtotal						207	14	221	598	819	762	277	18	295	586	880	805	304	46	350	604	954	873
EDUO	BED	4	45	60	60	50	50	8	54	62	-	62	62	7	44	50	-	50	50	7	43	50	-	50	50
		5						-	-	-	54	54	53	-	-	44	44	44	43	-	-	-	44	44	43
		BED Subtotal						8	54	62	54	116	115	7	44	50	44	95	93	7	43	50	44	95	93
	BEDS	5	70	70	70	60	60	21	47	68	-	68	82	19	41	60	-	60	72	19	41	60	-	60	72
		BEDS Subtotal						21	47	68	-	68	82	19	41	60	-	60	72	19	41	60	-	60	72
FCCS	BA	1						1	-	1	-	1	1	1	-	1	-	1	1	1	-	1	-	1	1
		2						-	-	-	5	5	3	-	-	-	5	5	3	-	-	-	5	5	3
		3						14	2	16	82	98	80	14	2	16	83	99	81	14	2	16	84	100	81
		4						-	-	-	91	91	73	-	-	-	93	93	75	-	-	-	93	93	75
		BA Subtotal						15	2	17	178	195	157	15	2	17	181	198	160	15	2	17	182	199	160
	BFA	1	49	64	40	37	37	22	-	22	3	25	21	37	0	37	3	40	34	37	0	37	3	40	34
		2						4	1	5	22	27	22	7	2	9	15	24	20	10	2	12	16	28	23
		3						1	1	2	27	29	25	2	2	4	22	25	22	7	2	9	22	31	27
		4						-	-	-	42	42	35	-	-	-	34	34	28	-	-	-	34	34	28
		BFA Subtotal						27	2	29	94	123	102	45	4	49	74	123	104	54	4	58	75	132	112
FHSD	BHK	1	201	180	180	226	227	130	10	140	14	154	137	209	18	226	18	244	217	209	18	227	18	244	217
		2						6	4	10	131	141	126	18	5	23	108	131	117	18	5	23	165	189	168
		3						12	5	17	115	132	113	37	6	43	107	150	128	37	6	43	100	143	122
		4						-	-	-	189	189	151	13	-	13	123	136	109	13	-	13	139	152	122
		BHK Subtotal						148	19	167	449	616	527	277	29	306	355	661	571	277	29	306	422	727	629
	BSN	1	106	116	120	125	125	80	35	115	12	127	105	87	38	125	4	129	107	87	38	125	4	129	107
		2						6	2	8	108	116	108	24	2	26	119	145	134	24	2	26	119	145	134
		3						13	4	17	111	128	115	24	4	28	107	135	122	24	4	28	114	142	128
		4						-	-	-	127	127	104	-	-	-	127	127	104	-	-	-	127	127	104
		BSN Subtotal						99	41	140	358	498	432	135	44	179	357	536	466	135	44	179	364	543	473
MGMT	BMGT	1	234	190	190	207	221	164	6	170	37	207	181	201	6	207	36	243	209	212	9	221	38	259	223
		2						27	22	49	114	163	146	34	27	62	113	175	154	42	86	128	141	269	235
		3						3	34	37	151	188	188	4	42	46	136	183	182	11	42	53	146	200	198
		4						-	-	-	238	238	205	-	-	-	218	218	188	-	-	-	211	211	182
		BMGT Subtotal						194	62	256	540	796	719.3	240	76	315	503	819	732	265	137	402	537	939	838
TOTAL			2,224	1,938	1,955	1,994	2,074	1,879	364	2,243	5,043	7,286	6,278.9	2,311	397	2,709	4,846	7,554	6,475	2,413	488	2,902	4,973	7,874	6,762

Appendix I: Actual and Forecasted Campus Utilization Rates

The preceding tables capture degree-seeking undergraduate students only. In estimating our actual campus utilization rate for 2014/15 (95%) and for the purposes of projecting forward towards a 100% utilization rate by 2016/17, we incorporate the following categories: Non-degree winter domestic FTE (Access Studies, Exchange, Unclassified, and Visiting students); summer domestic undergraduate FTE; and graduate student annualized FTE.

As FTE reporting to the Ministry is based on March 1 data, we estimate student attrition from term 1 to term 2 (based on our November 1 data from previous years) by applying a multiplier of 0.986 to our Winter domestic undergraduate FTE.

Actual 2014/15 FTE (as at 1 November 2014)	2014/15	Forecast FTE for 2015/16 and 2016/17	2015/16	2016/17
Winter domestic undergraduate degree FTE	5,692	Winter domestic undergraduate degree FTE	5,849	6,025
March adjustment for attrition (0.986 multiplier)	5,612	March adjustment for attrition (0.986 multiplier)	5,767	5,941
Add: non-degree winter domestic FTE*	62	Add: non-degree winter domestic FTE	62	62
Add: summer domestic undergraduate FTE	384	Add: summer domestic undergraduate FTE	384	384
Add: graduate annualized FTE	581	Add: graduate annualized FTE	584	584
Estimated actual ministry-funded FTE delivered	6,639	Estimated actual ministry-funded FTE delivered	6,797	6,971
Ministry Target	6,971	Ministry Target (*additional 24 Nursing FTE)	6,971	6,971
Utilization Rate	95%	Utilization Rate	98%	100%
Target shortfall	332	Target shortfall	174	0
<i>*Non-degree winter domestic FTE also includes CIEP and DIEP FTE.</i>				
<i>Summer domestic undergraduate FTE also includes non-degree summer domestic FTE.</i>				

Appendix II: Domestic Winter Undergraduate Headcount and FTE by Program - Forecast 2015/16 and 2016/17, Actuals as of November 1st, 2014

Okanagan Campus

Faculty	Program	Year Level	2012/13 Forecasts	2013/14 Forecasts	2014/15 Forecasts	2015/16 Forecasts	2016/17 Forecasts	Actual (2014/2015): November 1st, 2014					Forecast (2015/16)					Forecast (2016/17)								
								Headcount				NPL FTE	Headcount				NPL FTE	Headcount				NPL FTE				
								New to UBC	Internal Transfers	New to Program	Continuing		Total	New to UBC	Internal Transfers	New to Program		Continuing	Total	New to UBC	Internal Transfers		New to Program	Continuing	Total	
ARSC	BA	1	675	515	430	400	400	342	10	352	59	411	355	389	11	400	62	462	399	389	11	400	68	468	404	
		2						61	18	79	294	373	323	69	20	90	244	334	289	69	20	90	281	371	322	
		3						77	18	95	360	455	371	88	20	108	369	477	389	88	20	108	312	420	342	
		4						1		1	514	515	388	1	-	1	498	499	376	1	-	1	449	450	339	
	BA Subtotal						481	46	527	1,227	1,754	1,437	547	52	599	1,173	1,772	1,453	376	1	51	599	1,110	1,709	1,408	
BSc		1	505	450	500	500	535	436	9	445	75	520	458	490	10	500	68	568	501	523	12	535	66	601	530	
		2						39	38	77	362	439	377	44	43	87	334	421	362	44	43	87	375	461	396	
		3						56	19	75	409	484	423	63	21	84	402	486	425	63	21	84	388	473	413	
		4							1	1	455	456	361	-	1	1	500	501	397	-	1	1	514	515	408	
	BSc Subtotal						531	67	598	1,301	1,899	1,620	597	75	672	1,304	1,976	1,684	397	1	77	707	1,343	2,050	1,747	
APSO	BASC	1	200	175	175	200	225	164	3	167	12	179	170	195	5	200	16	216	206	218	7	225	11	236	225	
		2						20	9	29	157	186	172	27	12	39	142	181	167	30	12	42	168	210	194	
		3						5		5	220	225	207	7		7	221	228	210	7		7	214	221	203	
		4								-	172	172	160	-	-	-	164	164	153	-	-	-	164	164	152	
	BASC Subtotal						189	12	201	561	762	709	229	17	246	543	789	735	255	19	274	558	832	775		
EDUO	BED	4	45	60	60	50	50	8	53	61	-	61	61	7	43	50	-	50	50	7	43	50	-	50	50	
		5								-	54	54	53	-	-	-	44	44	43	-	-	-	44	44	43	
			BED Subtotal						8	53	61	54	115	114	7	43	50	44	94	93	7	43	50	44	94	93
		5	70	70	70	60	60	21	47	68	-	68	82	19	41	60	-	60	72	19	41	60	-	60	72	
	BEDS Subtotal						21	47	68	-	68	82	19	41	60	-	60	72	19	41	60	-	60	72		
FCCS	BA	1						1		1		1	1	1	-	1	-	1	1	1	-	1	-	1	1	
		2								-	3	3	1	-	-	-	3	3	1	-	-	-	3	3	1	
		3						14	2	16	79	95	77	14	2	16	79	95	77	14	2	16	79	95	77	
		4								-	90	90	72	-	-	-	90	90	72	-	-	-	90	90	72	
	BA Subtotal						15	2	17	172	189	152	15	2	17	172	189	152	15	2	17	172	189	152		
BFA		1	45	60	35	35	35	20		20	3	23	20	35	-	35	2	37	32	35	-	35	2	37	32	
		2						4	1	5	20	25	20	7	2	9	12	21	17	10	2	12	12	24	19	
		3						1	1	2	25	27	23	2	2	4	19	22	18	7	2	9	19	27	23	
		4								-	39	39	32	-	-	30	30	30	25	-	-	-	30	30	25	
	BFA Subtotal						25	2	27	87	114	95	44	4	47	63	110	92	52	4	56	63	118	99		
FHSD	BHK	1	200	175	175	225	225	128	10	138	13	151	135	208	17	225	16	241	215	208	17	225	16	241	214	
		2						6	4	10	130	140	125	18	5	23	106	129	115	18	5	23	164	187	167	
		3						12	5	17	115	132	113	37	6	43	106	150	128	37	6	43	99	142	122	
		4								-	189	189	151	13	-	13	122	135	108	13	-	13	138	151	121	
	BHK Subtotal						146	19	165	447	612	524	276	28	304	351	655	566	276	28	304	417	721	624		
BSN		1	106	116	120	125	125	80	35	115	12	127	105	87	38	125	4	129	107	87	38	125	4	129	107	
		2						6	2	8	108	116	108	24	2	26	118	144	134	24	2	26	118	144	134	
		3						13	4	17	111	128	115	24	4	28	107	135	122	24	4	28	114	142	128	
		4								-	127	127	104	-	-	127	127	104	127	104	-	-	127	127	104	
	BSN Subtotal						99	41	140	358	498	432	135	44	179	356	535	466	135	44	179	363	542	472		
MGMT	BMGT	1	180	150	140	140	150	116	4	120	15	135	125	135	5	140	19	159	147	143	7	150	20	170	157	
		2						18	19	37	75	112	101	23	24	47	73	120	108	30	30	60	98	158	142	
		3						2	31	33	107	140	139	2	36	39	97	135	134	9	36	45	103	148	147	
		4								-	190	190	163	-	-	170	170	145	-	-	-	160	160	136		
	BMGT Subtotal						136	54	190	387	577	528	160	65	226	359	584	535	182	73	255	380	635	583		
TOTAL		2,026	1,771	1,705	1,735	1,805	1,651	343	1,994	4,594	6,588	5,692	2,027	373	2,400	4,365	6,764	5,849	2,117	382	2,501	4,451	6,951	6,025		

Appendix III: International Winter Undergraduate Headcount and FTE by Program - Forecast 2014/15 and 2016/17, Actuals as of November 1st, 2014

Okanagan Campus

Faculty	Program	Year Level	2012/13 Forecasts	2013/14 Forecasts	2014/15 Forecasts	2015/16 Forecasts	2016/17 Forecasts	Actual (2014/2015): November 1st, 2014					Forecast (2015/2016)					Forecast (2016/2017)								
								Headcount				FTE	Headcount				FTE	Headcount				FTE				
								New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	
ARSC	BA	1	70	50	65	75	78	74	1	75	20	95	79	73	2	75	25	100	72	75	2	78	27	105	77	
		2						6	3	9	40	49	41	6	2	7	46	53	42	6	2	8	50	58	45	
		3						6	3	9	37	46	35	6	5	11	47	58	45	6	5	12	51	62	48	
		4									37	37	27				39	39	32				43	43	34	
		BA Subtotal						86	7	93	134	227	182	85	8	93	158	251	191	88	9	97	171	268	205	
BSC	BSc	1	40	45	100	65	68	57		57	24	81	64	65		65	19	84	59	68		68	21	89	63	
		2						2		2	32	34	31	2	2	4	38	42	35	2	2	4	41	45	38	
		3						3	3	6	31	37	31	3	2	5	30	35	29	3	2	5	33	38	31	
		4									23	23	18				24	24	19				26	26	21	
		BSc Subtotal						62	3	65	110	175	143	70	3	73	112	185	142	73	4	77	121	198	152	
APSO	BASC	1	29	23	25	48	49	18	1	19	2	21	19	48	0	48	2	50	32	49	0	49	2	52	33	
		2							1	1	10	11	10		0	0	19	19	17		27	27	21	48	42	
		3									18	18	17				15	15	14				16	16	15	
		4									7	7	7				7	7	7				7	7	8	
		BASC Subtotal						18	2	20	37	57	53	48	1	49	43	91	70	49	27	76	46	123	98	
EDUO	BED	4							1	1	1	1		0	0		0	0		0	0		0	0	0	
		5																								
		BED Subtotal							1	1		1	1		0	0		0	0		0	0		0	0	
BEDS	BEDS	5																								
		BEDS Subtotal																								
		FCCS	BA	1																						
2											2	2	2				2	2					2	2	1	
3											3	3	3				4	4					5	5	5	
4											1	1	1				3	3					3	3	3	
BA Subtotal											6	6	6				9	9					10	10	8	
BFA	BFA	1	4	4	5	2	2	2		2	2	2	2	2	0	2	1	3	2	2	0	2	1	3	2	
		2									2	2	2		0	0	3	3			0	0	3	4	3	
		3									2	2	2				3	3					4	4	4	
		4									3	3	3				4	4					4	4	4	
		BFA Subtotal							2		2	7	9	8	2	1	2	11	13	12	2	1	2	12	14	13
FHSD	BHK	1	1	5	5	1	2	2		2	1	3	2	1	1	1	2	3	3	1	1	2	2	3	3	
		2									1	1	1				1	1	1				1	1	1	
		3															0	0	0				0	0	0	
		4															1	1	1				1	1	1	
		BHK Subtotal							2		2	2	4	3	1	1	1	4	6	5	1	1	2	4	6	5
BSN	BSN	1																								
		2															1	1	1				1	1	1	
		3																								
		4																								
		BSN Subtotal															1	1	1				1	1	1	
MGMT	BMGT	1	54	40	50	67	71	48	2	50	22	72	56	66	1	67	17	84	62	69	2	71	18	89	66	
		2									12	39	51	45	11	3	15	40	55	45	56	68	43	111	92	
		3								4	44	48	48	48	2	6	8	40	48	47	2	6	8	43	52	51
		4									48	48	42				48	48	42				52	52	46	
		BMGT Subtotal							58	8	66	153	219	191	79	11	90	145	235	197	83	64	147	157	304	255
TOTAL		198	167	250	259	269	228	21	249	449	698	587	284	25	309	481	790	626	296	105	401	523	923	737		

Winter 2015 Application and Admission Perspective - February 2015

The Applicant Pool

Overall, the applicant pool is virtually the same size as last year, while domestic first year pool is down about 1.7%. There are some positive signs in terms of program selection most notably that Applications to Arts and Science are up 1% and 5% respectively. This means there is growth in program areas that have capacity and also that UBC Okanagan is bucking the national trend showing a decline in interest in Arts programs. There is a significant increase in Human Kinetics, and while applications are down for Engineering, there is significant growth in the Vancouver's pool upon which the Okanagan can capitalize on with the selective use of targeted redirection. Nursing is down 9%, but that is not a concern as we can still expect the program to fill to capacity. The biggest challenge will be with Management where the number of applications are down, so there will be a focus on maximizing yield rates for enrolment.

There is a 2% growth in second choice UBC O applicants and the growth is very significant from Alberta, heavily concentrated in Science and Applied Science; this could contribute significantly to UBC Okanagan's 2015W enrolment.

Table 1: Direct Entry Year 1 Applications

Degree	Choice	2015		2014		Dom Change	INTL Change
		Domestic	INTL	Domestic	INTL		
BASC	1	351	60	383	68	-8%	-12%
	2	682	333	605	264	13%	26%
BA	1	628	108	599	104	5%	4%
	2	1241	536	1289	521	-4%	3%
BSC	1	684	120	615	117	11%	3%
	2	1212	358	1190	318	2%	13%
BEDE	1	83	0	95	0	-13%	-
	2	17	0	15	1	13%	-100%
BEDS	1	99	0	95	1	4%	-100%
	2	26	0	30	0	-13%	-
BFA	1	33	8	51	8	-35%	0%
	2	90	25	103	23	-13%	9%
BHK	1	259	5	207	3	25%	67%
	2	344	14	308	23	12%	-39%
BMGT	1	219	130	241	130	-9%	0%
	2	367	323	344	257	7%	26%
BSN	1	524	0	592	0	-11%	-
	2	0	0	0	0	-	-
TOTAL	1	2880	431	2878	431	0%	0%
	2	3979	1589	3884	1407	2%	13%
	All	6859	2020	6762	1838	1%	10%

Winter 2015 Application and Admission Perspective - February 2015

Table 2: Transfer Applications

Degree	Choice	2015		2014		Dom Change	INTL Change
		Domestic	INTL	Domestic	INTL		
BASC	1	110	7	118	9	-7%	-22%
	2	223	43	202	1	10%	4200%
BA	1	234	16	249	80	-6%	-80%
	2	285	72	354	51	-19%	41%
BSC	1	159	10	171	46	-7%	-78%
	2	222	44	228	24	-3%	83%
BFA	1	9	2	8	0	13%	-
	2	20	0	27	0	-26%	-
BHK	1	75	1	68	9	10%	-89%
	2	93	2	120	13	-23%	-85%
BMGT	1	93	15	144	17	-35%	-12%
	2	64	55	69	2	-7%	2650%
BSN	1	8	0	7	0	14%	-
TOTAL	1	688	51	765	161	-10%	6%
	2	1595	267	1765	252	-10%	-23%
	ALL	2283	318	2530	413	-10%	6%

Geographically, the decrease is disproportionately attributed to the primary Okanagan audience; applicants from the Okanagan school districts are down 10%. Based upon Ministry enrolment data, demographics accounts for at best half (i.e. a five percent decrease) of this change. In terms of secondary applicant regions, we are flat for the Lower Mainland, but up 9% in Alberta. Post-secondary transfer applications are down 5% from BC institutions.

A number of recruiting initiatives were taken in January, making a final push to maximize the number of applications submitted. The recruitment team visited each school in the Okanagan Valley at least once (many twice) in the past month. The January push (schools visits and several communication campaigns to those with incomplete applications) was received very well by applicants and school counsellors and most likely contributed positively to the number of applications received as evidenced by a smaller decline from the Okanagan than what was indicated on December 10th (-13%).

The Undergraduate Recruiting unit is developing a strategic plan that will incorporate the initiatives taken in January of 2015. The themes arising from early work on the plan lean toward significant partnership with faculties. On the web and in other contexts, to move recruiting efforts forward it is time to create more specific messages along with faculty specific programming. Overall UBC recruiting messages are well developed, the next level is to develop faculty and program recruiting messages. For example, the online UBC presence becomes increasingly important and to be effective as a recruiting tool, attention must be paid to cohesive messages and styles.

Winter 2015 Application and Admission Perspective - February 2015

Figure 1 – 2015 Domestic applications by Geographic Region

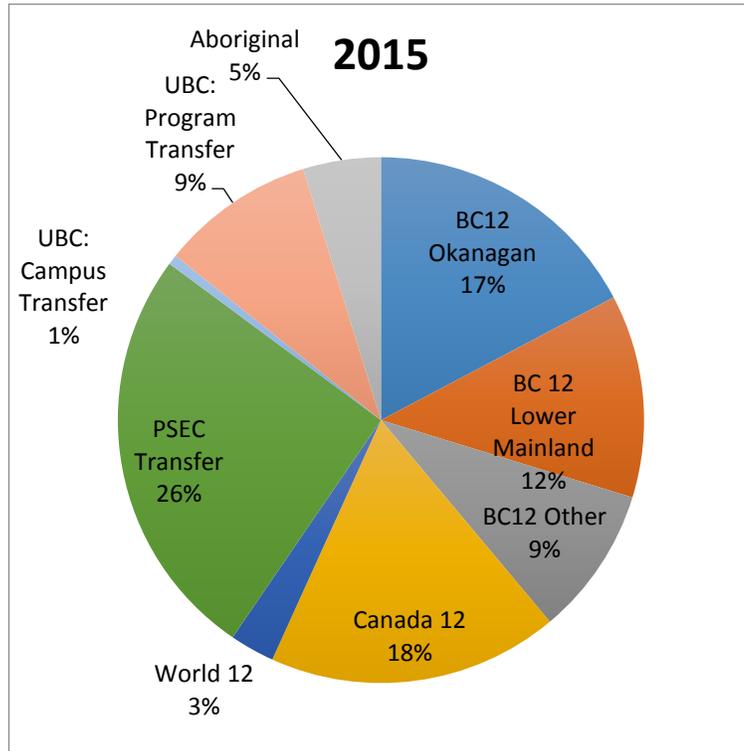
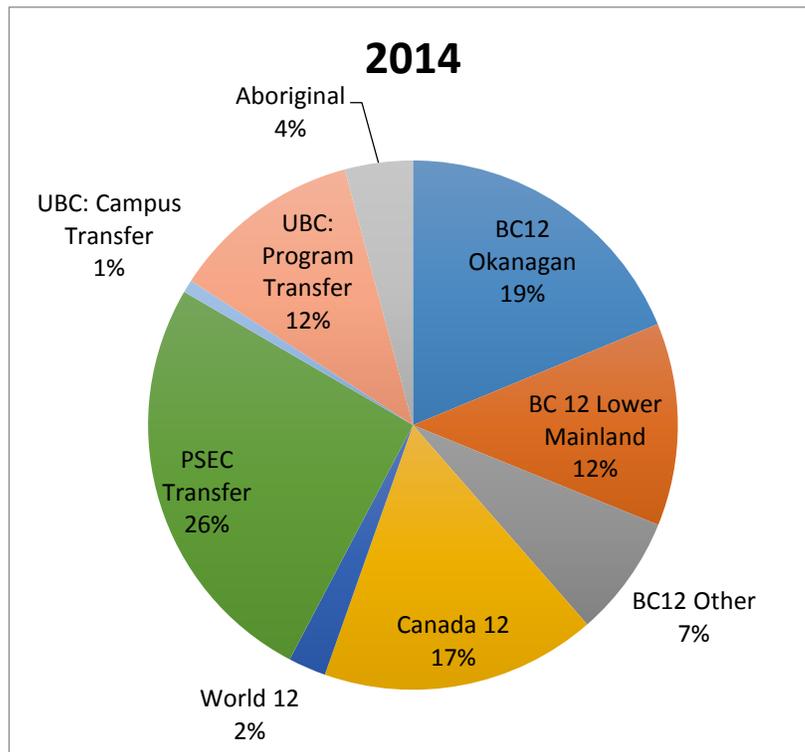


Figure 2 – 2014 Domestic Applications by Geographic Region



Winter 2015 Application and Admission Perspective - February 2015

Table 3 – Domestic Applications by Geographic Region

	2015	2014
BC12 Okanagan	596	660
BC 12 Lower Mainland	431	436
BC12 Other	316	261
Canada 12	617	592
World 12	95	81
PSEC Transfer	884	904
UBC: Campus Transfer	21	28
UBC: Program Transfer	327	410
Aboriginal	165	146

There is very little information to date on provincial or national trends in applications. One message from the Ontario University Application Centre identified that a number of universities in the province experienced a decline in applications of more than 5% including Algoma, Brock, Lakehead, Laurentian, and Windsor. General demographic trends reported in the Enrolment Report several months ago identifying a declining number of high school graduates in the Okanagan region, provincially and nationally will have exerted downward pressure on applications for admission.

The Admissions Evaluation Process

Before the application process begins, competitive minimum admission scores are set by each faculty based on the number of applications received, enrolment targets and experiences from prior years. Over the course of the admission cycle, each program's application, admission, and new-to-program admission offer acceptances are monitored and measured against the forecasts approved for the campus. When the number of offers extended or the acceptance rate of those offers indicates a possible shortfall that could be mitigated, faculties are consulted regarding a drop to the competitive threshold required for admission to their degree program(s). To admit additional direct-entry applicants to a degree program, the minimum admission score required would be lowered. To admit additional post-secondary applicants, the minimum average of admission required would be lowered (Nursing and Education are exceptions to this as they require all of their applicants to complete the personal profile; as a result, the admission score is used to determine the admissibility of post-secondary applicants to Nursing, STEP, and ETEP).

Winter 2015 Application and Admission Perspective - February 2015

Table 4: Direct Entry Competitive Admission Scores

	Admission Score	
	Initial 2015 Minima	Final 2014 Minima
BA	130	130
BASC	160	160
BFA	120	120
BHK	145	140
BMGT	145	145
BSC	130	130

Table 5: Post-Secondary Competitive Admission Averages

	Initial 2015 Minima		Final 2014 Minima	
	Admit Avg	Admission Score	Admit Avg	Admission Score
BA	60%	--	60%	--
BASC	70%	--	70%	--
	78%; MCP		76%; MCP	
Yr 1	70%	--	70%	--
	78%; MCP		75%; MCP	
Yr 2	70%	--	70%	--
2-yr Tech				
Dipl	76%	--	76%	--
Eng Transfer	70%	--	70%	--
BFA	60%	--	60%	--
BHK	73%	--	73%	--
BMGT	70%	--	70%	--
Yr 1	65%	--	65%	--
Yr 2 (27-41cr.)	65%	--	65%	--
Yr 2 (42+cr.)	70%	--	73%	--
Yr 3	70%	--	70%	--
BSC	60%	--	60%	--
BSN	70%	150	70%	143

Undergraduate Admissions extends offers of admission in as timely a manner possible. In general terms, later offers or those extended after May do not yield as many students so it is important that the majority of admission score and average of admission adjustments occur prior to this point.

Winter 2015 Application and Admission Perspective - February 2015

It may also be important to note that we continue to accept late applications for a number of our programs where there is capacity, so we continue to receive, process, and evaluate applications into the summer months.

Conclusions

- We should be prepared to see an incoming class that is about the same in size as what we saw in 2014W hopefully a percentage point, or two larger.
- We are more dependent upon secondary markets (Lower Mainland 12s, Alberta 12s) to compensate for a decrease in our primary market (Okanagan 12s). This makes effective yield techniques / events (e.g. Destination UBC, note-writing campaigns, etc.) all the more critical to success in 2015.



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March 13, 2015

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

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

As such, the following is recommended to Senate:

Motion: *That Senate approve the revised degree requirements, new courses, and revised courses brought forward from the Faculty of Applied Science and the Faculty of Arts and Sciences.*

- a. From the Faculty of Applied Science
 - i. Category 1: APSC 255 (3) Electric Circuits and Power (revised course)
 - ii. Category 1: APSC 261 (3) Theory of Structures
 - iii. Category 1: APSC 262 (3) Digital Systems Design (revised course)
 - iv. Category 1: ENGR 350 (3) Linear Circuit Theory (revised course)
 - v. Category 1: ENGR 360 (3) Engineering Probability and Statistics
 - vi. Category 1: ENGR 426 (3) Analysis of Indeterminate Structures (revised course)
 - vii. Category 1: ENGR Year 2 degree requirements
 - viii. Category 1: ENGR 473 (3) Antennas and Propagation (revised course)
 - ix. Category 1: ENGR 574 (3) Antennas and Propagation (cross-listed ENGR 473)
- b. From the Faculty of Arts & Sciences
 - i. Category 1: PSYO 559 (6) Clinical Psychological Internship
 - ii. Category 1: ANTH 353 (3) Ethnography of India
 - iii. Category 1: ANTH 416 (3) Anthropology of Tourism

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



Curriculum Proposal Form Change to Course – Okanagan Campus

Category: 1	
Faculty/School: Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2015 Effective Session: 2015W	Date: December 17, 2014 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: Change to Course Content	
Rationale: <p>An overview of changes to the three engineering programs is given here.</p> <p>The School of Engineering has operated, up to now, with its four-year Civil, Electrical, and Mechanical Engineering Programs having a common two initial years for all engineering students. But there have been noted desired by students, faculty, and engineering accreditation review teams to introduce more engineering-program-specific content in the second-year courses. This is being carried out by restructuring the second-year courses to have two Program Electives for each of the three programs:</p> <ul style="list-style-type: none"> • Students considering the Civil Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 261 Theory of Structures (new); • Students considering the Electrical Engineering Program enroll in APSC 255 Electric Circuits and Power (modified from the existing APSC 255) and APSC 262 Digital Systems Design (modified from the existing ENGR 355); • Students considering the Mechanical Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 255 Electric Circuits and Power (modified from the existing APSC 255). <p>The course pertaining to this curriculum proposal form is APSC 255 Electric Circuits and Power.</p> <p>This course is being created as an Electrical and Mechanical Engineering Program Elective, with content transferred from the existing APSC 255 Analog and Digital Systems (analog concepts) and ENGR 320 Electromechanical Devices (AC power concepts) courses. It is important to note that the topics in this electric circuits and power course are fundamental to Electrical and Mechanical Engineering Programs—typically being offered in the second year of the engineering programs—and the proposed introduction of the AC circuits and AC power topics in the second year will alleviate many challenges that exist from having these fundamental topics be delivered in the third year of the relevant engineering programs.</p>	



Proposed Academic Calendar Entry:

APSC 255(3) Electric Circuits and Power

Circuit analysis techniques for steady-state AC and DC circuits containing independent and dependent voltage and current sources, resistance, capacitance and inductance. DC maximum power transfer. AC power including real, reactive, apparent and complex power and power factor. AC power analysis using phasors. Three-phase AC power systems. [3-2*-1]

Prerequisite: APSC 178.

Draft Academic Calendar URL:

www.calendar.ubc.ca/okanagan/courses.cfm?code=ENGR

Present Academic Calendar Entry:

APSC 255 (3) ~~Analog and Digital Systems~~

~~Basic DC and AC circuit analysis with resistors, capacitors, and inductors. Diodes and applications. Introduction to amplifiers and operational amplifier circuits. Number systems, Boolean algebra, combinational logic, sequential logic, and microcontrollers. [3-2*-1]~~
Prerequisite: APSC 178.



Curriculum Proposal Form New Course – Okanagan Campus

Category: 1	
Faculty/School: Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2015 Effective Session: 2015W	Date: Dec. 9, 2014 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: <p>An overview of changes to the three engineering programs is given here.</p> <p>The School of Engineering has operated, up to now, with its four-year Civil, Electrical, and Mechanical Engineering Programs having a common two initial years for all engineering students. But there have been noted desired by students, faculty, and engineering accreditation review teams to introduce more engineering-program-specific content in the second-year courses. This is being carried out by restructuring the second-year courses to have two Program Electives for each of the three programs:</p> <ul style="list-style-type: none"> • Students considering the Civil Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 261 Theory of Structures (new); • Students considering the Electrical Engineering Program enroll in APSC 255 Electric Circuits and Power (modified from the existing APSC 255) and APSC 262 Digital Systems Design (modified from the existing ENGR 355); • Students considering the Mechanical Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 255 Electric Circuits and Power (modified from the existing APSC 255). <p>The course pertaining to this proposal is the above APSC 261 Theory of Structures.</p> <p>This course is being created as a Civil Engineering Program Elective, with content transferred from the existing ENGR 326 Structural Analysis. Modifications have been made to the delivery of the structural analysis topics to have the course be suited to second-year engineering students. It is important to note that the topics proposed in this second year course are fundamental to civil engineering—typically being offered in the second year of a civil engineering program—and the proposed introduction of these topics in the second year will alleviate many challenges that exist from having these fundamental topics be delivered in the third year.</p>	



Proposed Academic Calendar Entry:

APSC 261 (3) Theory of Structures

Structures and structural elements, construction materials, loads and load path. Design philosophy and objectives. Design limit states and safety factors. Static determinacy and stability. Analysis of trusses, beams and frames. Deflection using energy and geometrical methods. Influence lines. [3-0-2].

Prerequisite: All of APSC 259, APSC 173 and APSC 180.

Co-requisite: APSC 260

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/courses.cfm?code=ENGR>

Present Academic Calendar Entry: N/A.



Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

Faculty/School: Applied Science
Dept./Unit: School of Engineering
Faculty/School Approval Date: Jan 13th, 2015
Effective Session: 2015W

Date: December 17, 2014
Contact Person: Dr. Yang Cao
Phone: 250.807.9643
Email: yang.cao@ubc.ca

Type of Action: Change to Course Content and Number

Rationale:

An overview of changes to the three engineering programs is given here.

The School of Engineering has operated, up to now, with its four-year Civil, Electrical, and Mechanical Engineering Programs having a common two initial years for all engineering students. But there have been noted desired by students, faculty, and engineering accreditation review teams to introduce more engineering-program-specific content in the second-year courses. This is being carried out by restructuring the second-year courses to have two Program Electives for each of the three programs:

- Students considering the Civil Engineering Program enroll in **APSC 253 Fluid Mechanics** (existing) and **APSC 261 Theory of Structures** (new);
- Students considering the Electrical Engineering Program enroll in **APSC 255 Electric Circuits and Power** (modified from the existing APSC 255) and **APSC 262 Digital Systems Design** (modified from the existing ENGR 355);
- Students considering the Mechanical Engineering Program enroll in **APSC 253 Fluid Mechanics** (existing) and **APSC 255 Electric Circuits and Power** (modified from the existing APSC 255).

The course pertaining to this curriculum proposal form is the above APSC 262 Digital Systems Design.

This course is being created as an Electrical Engineering Program Elective, with content transferred from the existing ENGR 355 Digital Systems Design. Modifications have been made to the delivery of the digital design topics to have the course be suited to second-year engineering students. It is important to note that the topics in this digital design course are fundamental to Electrical and Mechanical Engineering Programs—typically being offered in the second year of the engineering programs—and the proposed introduction of these topics in the second year will alleviate challenges that exist from having these fundamental topics be delivered in the third year of the relevant engineering programs.



Proposed Academic Calendar Entry:

APSC 262 (3) Digital **Logic** Design

Logic design methods, hardware description language (HDL), number representation and arithmetic circuits, combinational circuits, flip-flops, registers, **programmable logic devices (FPGAs), counters, finite state machines,** digital system designs. [3-2*-0] *Prerequisite:* **APSC 178.**

Draft Academic Calendar URL:

www.calendar.ubc.ca/okanagan/courses.cfm?code=ENGR

Present Academic Calendar Entry:

ENGR 355 (3) Digital Systems Design

Logic design methods, hardware description language (HDL), number representation and arithmetic circuits, combinational circuits, flip-flops, registers, counters, synchronous and asynchronous sequential circuits, digital system designs. [3-2*-0] Prerequisite: APSC 255.



Curriculum Proposal Form Change to Course – Okanagan Campus

Category: 1	
Faculty/School: Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2015 Effective Session: 2016W	Date: January 2, 2015 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: Change to Course Content	
<p>Rationale:</p> <p>An overview of changes to the three engineering programs is given here.</p> <p>The School of Engineering has operated, up to now, with its four-year Civil, Electrical, and Mechanical Engineering Programs having a common two initial years for all engineering students. But there have been noted desired by students, faculty, and engineering accreditation review teams to introduce more engineering-program-specific content in the second-year courses. This is being carried out by restructuring the second-year courses to have two Program Electives for each of the three programs:</p> <ul style="list-style-type: none"> • Students considering the Civil Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 261 Theory of Structures (new); • Students considering the Electrical Engineering Program enroll in APSC 255 Electric Circuits and Power (modified from the existing APSC 255) and APSC 262 Digital Systems Design (modified from the existing ENGR 355); • Students considering the Mechanical Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 255 Electric Circuits and Power (modified from the existing APSC 255). <p>The course pertaining to this proposal is ENGR 350 Linear Circuit Theory</p> <p>In 2015W, students considering study in electrical engineering will take the newly-proposed course, APSC 255 Electric Circuits and Power. The APSC 255 curriculum includes AC power and three phase circuit topics, which have been covered in the old ENGR 350. Thus, ENGR 350 is being revised to remove AC power and three phase circuit topics from the curriculum, beginning in 2016W. In place of the removed topics, the course will add topics on mutual inductance and ideal transformers, and content related to passive and active filters will be expanded. The new course will also introduce circuit simulation to the curriculum.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>ENGR 350 (3) Linear Circuit Theory</p> <p><u>Transient and</u> steady-state analysis <u>of linear circuits</u>, Laplace transform analysis, <u>mutual inductance and ideal transformers</u>, frequency response <u>and Bode plots, passive and active filters, introduction to</u> synthesis of passive networks, two-port network models <u>for linear systems, and circuit simulation</u>. [3-0-1] <i>Prerequisite:</i> All of APSC 246, APSC 255.</p>	<p>Draft Academic Calendar URL: www.calendar.ubc.ca/okanagan/courses.cfm?code=ENGR</p> <p>Present Academic Calendar Entry:</p> <p>ENGR 350 (3) Linear Circuit Theory</p> <p>Sinusoidal steady-state analysis for AC circuits, AC power analysis, three-phase circuits, frequency response, Laplace transform analysis, synthesis of passive networks using zero-pole placements, second-order systems and sensitivity functions, operational amplifiers, two-port networks. [3-0-1] <i>Prerequisite:</i> All of APSC 246, APSC 255.</p>
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Curriculum Proposal Form New Course – Okanagan Campus

Category: 1	
Faculty/School: Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2015 Effective Session: 2016W	Date: December 17, 2014 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>An overview of program changes. The School of Engineering is proposing changes to courses in the second-year of its engineering programs. The changes have created an opening for a course in the third-year of the Electrical Engineering Program. With this in mind, the Electrical Engineering Program is proposing to transfer course material (with additions, deletions, and changes to content) from its existing fourth-year course, ENGR 460 Probability and Random Processes for Engineers, to a new third-year course, ENGR 360 Engineering Probability and Statistics. This introduces applied probability and statistical topics into the third-year of the Electrical Engineering Program, in agreement with typical electrical engineering programs in the nation, and it has the benefit of creating an additional fourth-year elective for electrical engineering students.</p> <p>Consider the existing ENGR 460 Probability and Random Processes for Engineers. The fourth-year course ENGR 460 is a core course for the Electrical Engineering Program—and it is also routinely taken by undergraduate students and graduate students from the Civil and Mechanical Engineering Programs. ENGR 460 was designed to be a fourth-year course, to be offered in conjunction with its cross-listed graduate course, ENGR 560, but such an implementation has led to the following notable shortcomings:</p> <ol style="list-style-type: none"> (1) ENGR 460 requires a large amount of calculus knowledge, and electrical engineering students see little calculus content in their third-year courses (with the resulting time gap leading to an approximately 20% to 25% failure rate for ENGR 460 students); (2) The course material for ENGR 460, excluding the random processes content, is typically seen in third-year electrical engineering core courses at most other Canadian universities, including the University of Toronto, University of Waterloo, Queen's University, and University of Alberta; (3) The course material for ENGR 460 is better suited for a third-year course, because its content supports numerous fourth-year technical courses, including ENGR 461 Digital Communications, ENGR 462 Digital Signal Processing II, ENGR 463 Communication Networks, and ENGR 465 Wireless Communications (for example, ENGR 460 is concurrent with ENGR 461 Digital Communications, so the ENGR 461 instructor has to allocate a significant time to cover missing topics on probability); 	



(4) The cross-listing of ENGR 460 and ENGR 560 is undesirable, as it is difficult to simultaneously accommodate the needs of undergraduate students (with content that would typically be seen in the third-year of an electrical engineering program) and graduate students (with far more advanced topics).

Consider the new ENGR 360 Engineering Probability and Statistics.

To address the shortcomings of the ENGR 460 course, the Electrical Engineering Program is proposing to create ENGR 360 Engineering Probability and Statistics. The proposed third-year course can be better integrated with the mathematical content seen in the second-year courses, such as APSC 246 Dynamic Systems, APSC 248 Engineering Analysis III, and APSC 254 Instrumentation and Data Analysis. The proposed third-year course will also better prepare students for their four-year design and technical elective courses. To respond to the demand for more statistical knowledge for our engineering graduates, the proposed ENGR 360 will also cover important statistical topics of relevance to engineering disciplines. The random processes content of ENGR 460 will be formally incorporated into ENGR 461 Digital Communications.

Proposed Academic Calendar Entry:

ENGR 360 (3) Engineering Probability and Statistics.

Set theory, conditional probability, distribution function, functions of random variables, central limit theorem, sample distributions, confidence intervals, elements of parameter estimation and hypothesis testing, testing the fit of a distribution. Applications of probability and statistics in engineering. Credit will not be granted for both ENGR 360 and ENGR 460. [3-0-1] Prerequisite: All of APSC 246, APSC 248, APSC 254

Draft Academic Calendar URL:

www.calendar.ubc.ca/okanagan/courses.cfm?code=ENGR

Present Academic Calendar Entry: N/A.



Curriculum Proposal Form Change to Course – Okanagan Campus

Category: 1	
Faculty/School: Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2015 Effective Session: 2017W	Date: Dec 11, 2014 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao @ubc.ca
Type of Action: Change to Course Title and Content	
Rationale: In its present format, the course has not yet been offered. Due to the proposed changes to 2nd and 3rd year of the civil engineering program, this course needs to be modified to include a section on analyzing indeterminate structures using classical methods. The title will also change to reflect the new material covered. The pre-requisites have been modified to reflect changes in 2nd and 3rd year courses.	
Proposed Academic Calendar Entry: ENGR 426 (3) Analysis <u>of Indeterminate Structures</u> <u>Analysis of indeterminate structures using classical methods and</u> direct stiffness method, linear and non-linear analysis, application problems, computer implementation, introduction to finite element method. [3-0-0] <u>Prerequisite: All of APSC 261 and APSC 260</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: ENGR 426 (3) Matrix Structural Analysis Direct stiffness method; a systematic approach for the modelling and analysis of structural systems using the matrix stiffness method; linear and non-linear analysis; application problems, computer implementation, introduction to finite element method. [3-0-0] Prerequisite: ENGR 326.



Curriculum Proposal Form Changes to Program – Okanagan Campus

Category: 1	
Faculty/School: School of Engineering Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2014 Effective Session: 2015W	Date: January 20, 2015 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: Changes to Program Overview	
<p>Rationale: The School of Engineering has operated, up to now, with its four-year Civil, Electrical, and Mechanical Engineering Programs having a common two initial years for all engineering students. But there have been noted desires by students, faculty, and engineering accreditation review teams to introduce more engineering-program-specific content in the second-year courses. This is being carried out by restructuring the second-year courses to have two Program Electives for each of the three programs:</p> <ul style="list-style-type: none"> • Students considering the Civil Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 261 Theory of Structures (new); • Students considering the Electrical Engineering Program enroll in APSC 255 Electric Circuits and Power (modified from the existing APSC 255) and APSC 262 Digital Systems Design (modified from the existing ENGR 355); • Students considering the Mechanical Engineering Program enroll in APSC 253 Fluid Mechanics (existing) and APSC 255 Electric Circuits and Power (modified from the existing APSC 255). 	



Proposed Academic Calendar Entry:		Draft Academic Calendar URL:	
		http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,1184	
Engineering Two Curriculum Credits		Present Academic Calendar Entry:	
Engineering Two Curriculum	Credits	Engineering Two Curriculum	Credits
APSC 201 Technical Communication	3	APSC 201 Technical Communication	3
APSC 246 System Dynamics	3	APSC 246 System Dynamics	3
APSC 248 Engineering Analysis III	3	APSC 248 Engineering Analysis III	3
APSC 252 Thermodynamics and Heat Transfer	3	APSC 252 Thermodynamics and Heat Transfer	3
APSC 254 Instrumentation and Data Analysis	3	APSC 253 Fluid Mechanics I	3
APSC 256 Numerical Methods for Engineering Analysis	3	APSC 254 Instrumentation and Data Analysis	3
APSC 258 Applications of Engineering Design	3	APSC 255 Analog and Digital Systems	3
APSC 259 Materials Science I	3	APSC 256 Numerical Methods for Engineering Analysis	3
APSC 260 Mechanics of Materials I	3	APSC 258 Applications of Engineering Design	3
Humanities/Social Sciences Elective ¹	3	APSC 259 Materials Science I	3
<u>2 Program Specific Courses²</u>	<u>6</u>	APSC 260 Mechanics of Materials I	3
Total Credits	36	Humanities/Social Sciences Elective ¹	3
		Total Credits	36
<p>¹ In general, scientific geography courses, statistical courses, and studio/performance courses in fine arts, music, and theatre will not satisfy this requirement. Courses that teach language skills are not acceptable. See Complementary Studies Courses</p> <p>² <u>Students pursuing the Civil Program will take APSC 253 Fluid Mechanics I and APSC 261 Theory of Structures. Students pursuing the Electrical Program will take APSC 255 Electric Circuits and Power and APSC 262 Digital Systems Design. Students Pursuing the Mechanical Program will take APSC 253 Fluid Mechanics I and APSC 255 Electric Circuits and Power.</u></p>		<p>¹ In general, scientific geography courses, statistical courses, and studio/performance courses in fine arts, music, and theatre will not satisfy this requirement. Courses that teach language skills are not acceptable. See Complementary Studies Courses</p>	



Curriculum Proposal Form Change to Course – Okanagan Campus

Category: 1	
Faculty/School: Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2015 Effective Session: 2015W	Date: October 31 st , 2014 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: Change to Calendar Entry	
Rationale: Although a calendar entry for ENGR 473 has existed for several years, the course is being taught for the first time this term. The calendar entry should therefore be updated to accurately reflect the content provided in class. A category 1 change has been proposed to cross-list this course with a graduate course ENGR 574 so the ENGR 473 would need to be modified regardless.	
Proposed Academic Calendar Entry: ENGR 473 (3) Antennas and Propagation <u>Wave propagation models, radiation patterns, directivity and gain, radiation resistance, Friis transmission equation, reciprocity, dipole antennas, image theory, loop antennas, uniform and non-uniform antenna arrays, broadband antennas, aperture antennas. Credit will not be granted for both ENGR 473 and ENGR 574.</u> [3-0-0] Prerequisite: ENGR 365	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: ENGR 473 (3) Antennas and Propagation Frequency designations, propagation modes, directivity and gain, impedance and efficiency, radiation patterns, polarization, dipoles, arrays, helical antennas, aperture antennas, patch antennas, atmospheric effects, propagation models, fading and multipath. [3-0-0] Prerequisite: ENGR 365.



Curriculum Proposal Form New Course – Okanagan Campus

Category: 1	
Faculty/School: Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Jan 13 th , 2015 Effective Session: 2015 W	Date: October 31 st , 2014 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: <p>A fourth year technical elective on antennas and propagation is currently being offered in the School of Engineering (ENGR 473). This proposed new course will be a graduate course on antennas and propagation that is cross-listed with ENGR 473. This course is being added to accommodate a growing number of graduate students with research interests in applied electromagnetics and wireless communications.</p> <p>Providing this course at the graduate level will allow graduate students to be weighted more heavily on their term project than their undergraduate classmates. This will allow them to explore the course material in more detail through a more substantial term project. Furthermore, this new course will allow graduate students who have already taken the limit of undergraduate courses to take this course for credit.</p>	
Proposed Academic Calendar Entry: <u>ENGR 574 (3) Antennas and Propagation</u> <u>Wave propagation models, radiation patterns, directivity and gain, radiation resistance, Friis transmission equation, reciprocity, dipole antennas, image theory, loop antennas, uniform and non-uniform antenna arrays, broadband antennas, aperture antennas. Credit will not be granted for both ENGR 574 and ENGR 473.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Arts&Sciences-Barber Dept./Unit: Psychology Faculty/School Approval Date: January 9, 2015 Effective Session: 2015W	Date: 2014.12.09 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: Add new course and revise Clinical Program Ph.D. requirements accordingly.	
Rationale: <p>When we created the Clinical Graduate Program we inadvertently left out a necessary course – this is the last course the student requires to graduate from the Clinical Doctoral Program.</p> <p>As part of the Clinical Program students must complete a full-year supervised internship under the supervision of Registered Psychologists. These internships are typically paid work in hospitals or other mental health facilities and usually include various rotations within the subareas of psychology [e.g., neuropsychology, forensic, youth, anxiety, depression, health psychology, etc.] to round out the experience of the clinician-to-be.</p> <p>Each of the accredited internships has their own individualized rubric for assessing the student’s performance that must comply with the standards set by the Association of Psychology Postdoctoral and Internship Centers [APPIC]. The competencies are set out in the attached document.</p> <p>The report by the intern site then is transmitted to the Director of Clinical Training who is responsible for entering the Pass/Fail grade indicating completion of this part of their degree.</p> <p>The language for this course is very similar to that of the Vancouver program.</p> <p>We will also add it to the appropriate section in Graduate Studies; the course is referred to in that section already but no specific course number was identified.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>PSYO 559 (6) Clinical Psychological Internship. Pass/Fail.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>
<p>Proposed Academic Calendar Entry:</p> <p>[15649] Program Requirements – Clinical</p> <p>[15650] The minimum requirements for the Ph.D. are as follows:</p> <p>[15651] Note: coursework that was completed for a master's degree may be counted and credited for the Ph.D. coursework requirement.</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1227</p> <p>Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,1008,1227</p> <p>[15649] Program Requirements – Clinical</p> <p>[15650] The minimum requirements for the Ph.D. are as follows:</p> <p>[15651] Note: coursework that was completed for a master's degree may be counted and credited for the Ph.D. coursework requirement.</p>
<p>[15652]</p> <ul style="list-style-type: none"> • 6 credits of graduate-level statistics and methodology; • 3 credits from each of the following cognate areas in Psychology: biological, cognitive-affective, and social; • 6 credits from each of the following areas: Individual Differences, Professional Practice: Assessment, Professional Practice: Intervention; • 3 credits in the historical and scientific foundations of general Psychology; • 3 credits in each of the following areas: Ethics and Professional Standards, 	<p>[15652]</p> <ul style="list-style-type: none"> • 6 credits of graduate-level statistics and methodology; • 3 credits from each of the following cognate areas in Psychology: biological, cognitive-affective, and social; • 6 credits from each of the following areas: Individual Differences, Professional Practice: Assessment, Professional Practice: Intervention; • 3 credits in the historical and scientific foundations of general Psychology; • 3 credits in each of the following areas: Ethics and Professional Standards,



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<p>Psychometrics;</p> <ul style="list-style-type: none"> • successful completion of the comprehensive requirements; • a minimum of 900 hours of Clinical Psychology Practicum; • successful defence of the doctoral dissertation (PSYO 699); • development of an acceptable level of clinical skill; and • successful completion of a one-year internship in an approved applied setting <u>(PSYO 559)</u>. 	<p>Psychometrics;</p> <ul style="list-style-type: none"> • successful completion of the comprehensive requirements; • a minimum of 900 hours of Clinical Psychology Practicum; • successful defence of the doctoral dissertation (PSYO 699); • development of an acceptable level of clinical skill; and • successful completion of a one-year internship in an approved applied setting.
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Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Irving K. Barber School of A&S. Dept./Unit: Anthropology / CCGS (Unit#1) Faculty/School Approval Date: January 30, 2015 Effective Session: 2015W	Date: Nov. 26, 2014 Contact Person: Dr. Geary Phone: 250.807.8165 Email: david.geary@ubc.ca
Type of Action: New Course	
Rationale: This course on the Ethnography of India is intended to increase our ethnography course offerings in Anthropology and introduce students to a series of topics and debates that define the contemporary study of India (and South Asia more broadly) as an ethnographic region. The course was taught by Dr. Geary in 2013W-Term 2 as a special topics course and was very well received with high student enrolment. It will now be included in the regular rotation of courses (i.e. every second academic year). The course will also be of interest to students outside of the Anthropology Major program.	
Proposed Academic Calendar Entry: <u>ANTH 353 (3) Ethnography of India</u> <u>Advanced study of ethnographic and theoretical problems in India. Topics such as religion, caste, gender and sexuality, agriculture and urban development, nationalism, Bollywood cinema, and globalization. [3-0-0]</u> <u>Prerequisites: ANTH 100 and third-year standing</u>	Present Academic Calendar Entry: (None)



Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Irving K. Barber School of A&S. Dept./Unit: Anthropology / CCGS (Unit#1) Faculty/School Approval Date: January 30, 2015 Effective Session: 2015W	Date: Nov. 26, 2014 Contact Person: Dr. Geary Phone: 250.807.8165 Email: david.geary@ubc.ca
Type of Action: New Course	
Rationale: <p>This course on the Anthropology of Tourism is intended to increase our fourth-year course offerings in Anthropology and provide students with a critical understanding of tourism development and its impacts on local cultures, economies and environments. The course was taught by Dr. Geary in 2013W-Term 2 as a special topics course and was very well received with high student enrolment. It will now be included in the regular rotation of courses (i.e. every second academic year). The course may also be of interest to students outside of the Anthropology Major program who have an interest in tourism policy and practice.</p>	
Proposed Academic Calendar Entry: <u>ANTH 416 (3) Anthropology of Tourism</u> <u>Anthropological approaches to tourism. Debates about cultural encounters and culture change, authenticity, economic development, social inequalities, ethics, gender, heritage, nationality, and the cultural politics of representation. [3-0-0]</u> <u>Prerequisites: ANTH 100 and third-year standing.</u>	Present Academic Calendar Entry: (None)