



## Okanagan Senate

THE SIXTH REGULAR MEETING OF  
THE OKANAGAN SENATE  
FOR THE 2019/2020 ACADEMIC YEAR**THURSDAY, 27 FEBRUARY 2020****3:30 P.M. | ASC 130**

1. **Call to Order – Prof. Deborah Buszard**
2. **Minutes of the Meeting of 30 January 2020 - Prof. Deborah Buszard**  
(approval) (docket pages 3-14)
3. **Business Arising from the Minutes – Prof. Deborah Buszard** (information)
4. **Remarks from the Deputy Vice-Chancellor - Prof. Deborah Buszard**  
(information)
5. **Remarks from the Provost – Dr Ananya Mukherjee-Reed** (information)
  - a. General Remarks
  - b. Presentation on Potential Changes to Class Scheduling (information)  
(docket pages 15-25)
6. **Admissions & Awards Committee – Ms Tamara Ebl**
  - a. 2020-2021 Enrolment Targets (approval) (docket pages 26-35)
  - b. Suspension of Admission to the Vantage College Management Stream  
(approval) (docket pages 36-39)
7. **Academic Policy Committee – Dr Jan Cioe**  
Revisions to Policy O-125: Term and Formal Examination Scheduling (approval)  
(docket pages 40-46)
8. **Report from the Registrar – Dr Kate Ross**  
2020-2021 Academic Year (information) (docket page 47-48)
9. **Agenda Committee – Dr Peter Arthur**  
2020-2021 Senate Meeting Dates (approval) (docket page 49)



- 10. Curriculum Committee - Dr Peter Arthur**  
Curriculum proposals from Faculties of Arts & Sciences, Creative & Critical and Health & Social Development (approval) (docket pages 50-67)
- 11. Nominating Committee – Dr Jannik Eikenaar**  
Update on Triennial Review (information)
- 12. 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](mailto:facsec@mail.ubc.ca)

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





Dr Ono congratulated former senator and Associate Vice-President Students Ian Cull on his appointment as a new Senior Advisor to the Deputy Vice-Chancellor on Indigenous Affairs, and noted that Professor Sheryl Lightfoot was on campus earlier this month for consultations on UBC's new Indigenous Strategic Plan. He also thanked Ms Michelle Lawton for agreeing to serve as Acting Associate Vice-President Students.

Dr Ono noted the recent announcement on expansion of daycare spaces at the Okanagan campus, and said that he had spent the day at UBC having many conversations, including hearing more about the need for additional childcare spaces. He commented that UBC would do everything it could to further address that need.

The President expressed his congratulations to Vice-Principal Philip Barber who he understood to be reappointed as Vice-Principal Research.

### **Remarks from the Provost**

Dr Ananya Mukherjee-Reed, Vice-President Academic & Provost, acknowledged the Okanagan Nation's land on which the Senate was meeting that afternoon. She noted that a lot of work is going on for various aspects of Indigenous engagement at UBC. Beyond the Indigenous Strategic Plan, we are working on a variety of other areas related to indigeneity, including graduate studies pathways, and Adrienne Vedan's work with undergraduate Indigenous students and career connections.

The Provost noted that this is the 15<sup>th</sup> year of UBC's Okanagan campus and we are looking for events to celebrate. She noted that an upcoming keynote speaker will be Dr Rajiv Jhangiani from Kwantlen Polytechnic University who will be speaking on open education initiatives. In other news from her portfolio, she noted that Associate Provost Michael Burgess was working on space planning and interdisciplinary space development. Students are very interested in open educational initiatives.

### **Admission & Awards Committee**

The Chair of the Senate Admissions & Awards Committee, Ms Tamara Ebl, presented.

#### **PSYCHOLOGY MA AND PHD BACHELOR OF EDUCATION TRANSFER APPLICANTS**

Tamara Ebl  
Peter Arthur

}

*That Senate approve revised admission requirements for the MA and PhD Psychology programs;*

*That Senate approve revised admission requirements for the Bachelor of Education*



*program.*

*That Senate approve revised admission requirements for transfer applicants to the University.*

Approved

## REVISED AWARDS

*See Appendix A: Awards Report*

<p>Tamara Ebl Catherine Comben</p>	}	<p><i>That Senate accept the revised awards as listed and forward them to the Board of Governors for approval.</i></p>
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Approved

## Curriculum Committee

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

## JANUARY CURRICULUM PROPOSALS

*See Appendix B: Curriculum Report*

<p>Peter Arthur Tamara Ebl</p>	}	<p><i>That Senate approve and recommend to the Board of Governors for approval the new courses and the revised BSc Psychology major brought forward from the Faculty of Arts and Sciences, the creation of a new theme, the new and revised courses, and the revised BA Degree Requirements brought forward from the Faculty of Creative &amp; Critical Studies.</i></p>
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With respect to Political Science 100, Senator Cioe asked how 1.5 hours would work for a discussion and 1.5 hours for lectures.

With permission of Senate, Associate Dean Bernard Momer replied, saying that the class would be broken into smaller groups for discussions.



Senator Cioe noted that Creative and Critical Studies was proposing courses without vectors. He recognized that the Faculty has decided not to have them, but expressed a concern that this meant the format of the class wouldn't be clear to students.

Senator Morgan acknowledged that vectors represented potentially useful information for students, but in practice students learned similar information from the registration system.

Senator Roberts said that she also found vectors to be important as an academic in reviewing courses. She suggested that the Curriculum Committee should review this matter.

The President noted that we had discussed this last February. He suggested that the matter be referred to the Curriculum Committee.

Approved

*By general consent, the agenda was amended to add a motion on course vectors.*

#### COURSE VECTORS

Deborah Roberts	}	<i>That the issue of course vectors being required for new and revised course curriculum proposals be referred to the Senate Curriculum Committee for review.</i>
Robert Lalonde		

Approved

#### Joint Reports of the Admission & Awards and Curriculum Committees

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

#### NEW PROGRAM: BACHELOR OF NSYILXCN LANGUAGE FLUENCY DEGREE

Peter Arthur	}	<i>That Senate approve the Bachelor of Nsyilxcn Language Fluency Block Transfer Agreement with Nicola Valley Institute of Technology, Bachelor of Nsyilxcn Language Fluency program and related new courses brought forward from the Faculty of Arts and Sciences.</i>
Jan Cioe		



Senator Cioe spoke in favour of the motion, noting the importance of keeping languages alive and having a diversity of languages both culturally and for cognitive and intellectual development.

Approved

#### BACHELOR OF SUSTAINABILITY

Peter Arthur Barbara Rutherford	}	<i>That Senate approve the Bachelor of Sustainability program and related new courses brought forward from the Faculty of Arts and Sciences.</i>
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Senator Cioe spoke against the 123 credit requirement, noting that 120 credit requirement was the normal credit load and that there were a number of electives in the program . He questioned the need for the extra 3 credits.

Associate Dean Bernard Momer said that they had a number of discussions regarding the credit requirements. Some of the concentrations (e.g., Green chemistry) had an increased need for credits. He noted the issues with Biochemistry not having sufficient room for elective courses.

Senator Cioe said that each concentration had at least 9 credits of electives.

Senator Jain agreed with Senator Cioe for reasons of consistency between programs.

Stephen McNeil Bryce Traister	}	<i>That this proposal be referred back to the Senate Curriculum Committee for review of the required credits.</i>
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Senator Lucet noted that three courses of 1 credit were required in each year in years 2, 3 and 4, and this was likely why it is 123 credits total. He suggested that it probably developed at 120 and then had 3 credits added.

Senator McNeil said that this was still overall a larger course load. This was also a further \$523 in tuition.

The Provost spoke against the idea of Senate amending programs on the floor.



Senator S. Lawrence disagreed with the Provost's assertion that Senate shouldn't modify credits in proposals.

Senator Lucet said that if we reduced the number of credits it would be a challenge.

Senator Morgan spoke in favour of the program as proposed. When students sign up for a degree they should understand what is expected of them. If this is properly communicated at the start, that should be supported.

Senator Binsted said that until this time, no one has noticed this issue and that it was valid to send it back for another look.

Motion to Refer  
Approved

## Learning and Research

### Interim Report on Student Evaluations of Teaching

Senator Bates presented. Noting that in November 2018 a working group was established to look at student evaluations of teaching (SEOT) following media reports and a recent arbitration decision. In conversations with the two provosts, the scope was broadened to both campuses with Co-Chairs from both campuses. In addition to a list of working group members in the distributed materials for this agenda item, he noted that Senator Barbara Rutherford was a new member. Dr Bates advised that the working group would report back by the end of this academic year and that a fairly extensive consultation practice was being undertaken. So far in its work, a few principles have been established or reaffirmed:

- The importance of student voices;
- Feedback is a valuable source of data, but student feedback is not a sole measure of teaching effectiveness and teaching effectiveness needs a synthesis of data; context matters (department, course, discipline, instructor, cohort). Looking at feedback outside of context is not just.
- The literature on SEOT is huge, and the literature on bias is mixed, especially around transferability and generalization; and
- Bias will always exist, so we must mitigate bias.

Senator Ebl said that she was pleased to see the interim report and commended the group for all the thoughtful consideration given.

Senator Lalonde asked if the committee would weigh in on whether SEOT will be used in formative or summative evaluations for promotion and tenure. He noted that at other institutions this had led to problems.



Senator Bates said that this was outside of the working group's mandate. There is a need to do this work first to understand the literature and the UBC data, and this will inform any subsequent reviews or revisions of the policy. He noted that discussions were still ongoing at Okanagan campus.

Senator Lalonde said that a flawed process could still be of use for improving teaching, but he had a concern if it was used summatively.

Senator Bates said that the Ryerson arbitration has precipitated a lot of discussions. At Ryerson these instruments are Faculty Course Surveys, and they can still be used if the end users are educated on the surveys.

Senator Roberts said that Okanagan does not have its own policy, but will be developing one once the working group reports back.

Senator Cioe said that he doesn't object to using them for summative purposes, so long as we recognize that this is a rough instrument. We need to hear the voices of our students.

Senator S. Lawrence said that we were being overly optimistic about the ability to contextualize these data. If we produce a number, that number will be abused. Secondly, the use of SEOT in summative ways can distract from teaching as people will teach to the test being given to them.

The Provost said that there will always be questions around data points and bias. Somewhere, somehow, we need to discuss the lived experiences of both our students and our instructors and SEOT should not be the only place where we hear concerns about the learning environment or teaching techniques.

A student senator said that a survey halfway through a course would be more useful.

Senator Bates said that the students in Vancouver had the same sentiment – providing informal feedback midway through a course, and where that feedback was paid attention to – made them more motivated and engaged in the formal SEOT. They asked us to mandate it.

Senator DeLabio said that midterm feedback can be a very valuable tool.

With permission of Senate, Dr Peter Newbury spoke and said that next week faculty would be given an opportunity to request a mid-term survey.

Senator Ebl said that students are asking where they can send feedback regarding courses already this term.

## **Nominating Committee**



The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

**PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF AN ASSOCIATE VICE-PRESIDENT RESEARCH**

<p>Jannik Eikenaar Jan Cioe</p>	}	<p><i>That Drs Sean Lawrence and Yves Lucet be appointed to the President's Advisory Committee for the Selection of an Associate Vice-President Research and Innovation.</i></p>
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Approved

**COMMITTEE ASSIGNMENTS**

<p>Jannik Eikenaar Tamara Ebl</p>	}	<p><i>That Ms Catherine Comben be appointed to the Council Budget Committee until 31 August 2020 and thereafter until replaced, to fill a vacancy; and</i></p> <p><i>That Dr Stephen McNeil be appointed to the Senate Learning &amp; Research Committee until 31 August 2020 and thereafter until replaced, to replace Dr Peter Wylie.</i></p>
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Approved

**Report from the Provost**

The Vice-President Academic and Provost, Dr Ananya Mukherjee-Reed, presented.

**2019-2020 ENROLMENT REPORT**

The Provost thanked Dr Stephanie McEwan and her team at Planning and Institutional Research, Fred Vogt and his team at Enrolment Services, and the faculties for their work on this report.



Dr Mukherjee-Reed outlined UBC's system and the Okanagan campus enrolment as set out in the distributed report. She noted that the Okanagan campus was now on enrolment stabilization and has not increased targets. Presently, the campus was at 114% of government funded targets.

Senator Cioe asked if we were ok with 114% or do we want to go down?

The Provost said that the numbers came from the deans after discussions with their faculties and programs. Targets are decided annually so we can revisit this annually.

Senator S. Lawrence said that we mentioned stabilizing due to space concerns, but have we debated philosophically what size of place we want to have.

The Provost said that in 2014 we had a lot of discussions in many places including Senate. There were several different approaches – one is that we wouldn't set a target based on revenue impacts, but rather programs should tell us how they wanted to grow. The other notion was that there should be a balance among disciplines, and that is how we are managing enrolment.

Senator S. Lawrence said that to him this felt entirely like a conversation on how to manage growth.

The Provost didn't agree, noting that this year we decided not to grow. The question was what will deliver the best experience with the resources we have or expect to have in the near future. We can have further discussions on the overall balance in any useful forum.

The Provost then highlighted where the Okanagan campus's new students were coming from and the differences in diversity of origin/nationality between undergraduate and graduate students.

Senator Ebl said that she appreciated knowing where our students come from, but she again asked for information on where our graduates go to.

The Provost said that we did have data on how many stay in the Okanagan and she could share what she had.

Senator Ebl said that on Table 1, the yield rates were consistent across campuses, but the admit rate was drastically different. She expressed a concern that this looked like a lowering of standards.

The Provost said that she and the faculties had regular meetings with admissions and go through the nature of the pool for all programs. She said that one issue could be second offers, but we monitor quality closely.



The Registrar added that the yield wasn't a measure of quality, but rather of acceptance of offers.

Finally, the Provost highlighted three focus student groups:

#### Youth Formerly in Government Care

There are currently 54 former youth in government care students studying at UBC and receiving a tuition waiver. This is a 20% increase over last year.

#### World University Service of Canada (WUSC)

New-to-UBC WUSC students enrolled this year; there are currently 38 Students in total on both campuses.

#### Vantage College

In 2019/20, students transitioned into Arts (Vancouver campus), Science (Vancouver) and Engineering (Okanagan and Vancouver). This year there are 235 students in the Arts Vantage stream, 136 in the Science stream, and 69 in the Applied Science stream.

### **2018-2019 EXTERNAL REVIEW REPORT**

The Provost noted that the distributed materials for this meeting were summaries of the external reviews for the Okanagan Library; the School of Health and Exercise Sciences; the Faculty of Arts & Sciences, and the departments of Chemistry; Computer Sciences, Mathematics, Physics & Statistics; and Earth, Environmental, and Geographic Sciences.

### **Adjournment**

Seeing no other business, the meeting was adjourned at 5:02 p.m.



## Appendix A: Awards Report

### REVISED AWARDS:

#### a) Existing Award Title: Master of Data Science Domestic Scholarship

##### Existing description:

Master of Data Science Domestic Scholarship is a \$5,000 entrance scholarship **Entrance scholarships of up to \$25,000 each are** offered annually to a domestic students in the Master of Data Science program at UBC Okanagan. The scholarships recognizes a students who has **have** demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is **scholarships are** made on the recommendation of the Master of Data Science Admissions Committee.

#### Amended Award Title: Master of Data Science Domestic Scholarship

##### Amended Description:

Entrance scholarships of up to \$25,000 each are offered annually to domestic students in the Master of Data Science program at UBC Okanagan. The scholarships recognize students who have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The scholarships are made on the recommendation of the Master of Data Science Admissions Committee.

#### b) Existing Award Title: Master of Data Science International Scholarship

##### Existing description:

Master of Data Science International Scholarship is a \$5,000 entrance scholarship **Entrance scholarships of up to \$25,000 each are** offered annually **for** to an international students in the Master of Data Science program at UBC Okanagan. The scholarships recognizes a students who has **have** demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is **scholarships are** made on the recommendation of the Master of Data Science Admissions Committee.

#### Amended Award Title: Master of Data Science International Scholarship

##### Amended Description:

Entrance scholarships of up to \$25,000 each are offered annually for international students in the Master of Data Science program at UBC Okanagan. The scholarships recognizes students who have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The scholarships are made on the recommendation of the Master of Data Science Admissions Committee.

##### **Rationale:**

The MDS program is requesting that the domestic and international MDS scholarships approved by Senate in April 2019 be amended as indicated below. The rationale behind this change is to allow more flexibility in the amount awarded and a higher maximum amount, up to \$25,000 instead of \$5,000. In addition, more than one scholarships may now be awarded in each category. These are in lockstep with the MDS program changes recently submitted for the Vancouver MDS program.



## Appendix B: Curriculum Report

### FACULTY OF ARTS AND SCIENCES

#### *New Courses:*

SOCI 228 (3) Sociology of the Anthropocene  
SOCI 373 (3) Sociology of Punishment and Captivity  
SOCI 429 (3) Globalization, Social Justice and Human Rights  
SOCI 492 (3) Surveillance and Society  
POLI 100 (3) Introduction to Politics

#### *Revised Program:*

Psychology Major, BSc

### FACULTY OF CREATIVE AND CRITICAL STUDIES

#### *Revised Program:*

MA English, Literature and Place

#### *New Courses:*

WRLD 151 (3) Introduction to Language and Culture: Mandarin Chinese  
WRLD 152 (3) Introduction to Language and Culture: Modern Korean  
WRLD 153 (3) Introduction to Language and Culture: French in Canada  
WRLD 154 (3) Introduction to Language and Culture: Modern Farsi (Iranian)  
WRLD 155 (3) Introduction to Language and Culture: Modern Maya

#### *Revised Course:*

ENGL 109 (6) Studies in Composition (Enhanced)

#### *Revised Program Requirements:*

BA Degree Requirements

27 February 2020

Okanagan Senate

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# EXPLORING A CHANGE IN THE SCHEDULING SYSTEM AT UBCO

UPDATE TO SENATE, FEBRUARY 27, 2020

# OUTLINE OF PRESENTATION

1. Summary: Why are we exploring a change?
2. What should a good scheduling system do?
3. Gaps in the current UBC-O scheduling system
4. What is changing?
5. What parameters will guide scheduling?
6. Next steps
7. Major proposed milestones



## WHY ARE WE EXPLORING A CHANGE?

Based on initial conversations with deans, heads and directors, it appeared that there were some significant difficulties faced by teaching units in obtaining the optimal schedule to support their needs.

Accordingly, a business process review of the scheduling system was commissioned. The review team visited UBCO and spoke to the following stakeholder groups:

- Provost's Office, Deans, Faculty Representatives, Department Representatives, Student Representatives, Enrolment Services

Based on the review and recommendations, we are exploring a modification to the approach in scheduling



## WHAT SHOULD A GOOD SCHEDULING SYSTEM DO?

- Ensure that students can proceed most optimally towards degree completion, according to senate policy and program requirements
- Enable, and not impede pedagogical and curricular innovation
- Optimize use of teaching facilities, and as a result, enhance the teaching and learning experience
- Enable deans/heads/academic leaders to strike a balance between curricular needs, student experience and faculty needs



# GAPS IN UBC-O SCHEDULING SYSTEM

## Suboptimal resource use

### Barriers to pedagogical and curricular innovation

- Programs were bound to a rigid scheduling pattern that could not accommodate over 40% of course requests. ↘

### Lack of transparency and consistency leading to schedule conflicts

- Until now, academic units were asked to build detailed teaching plans which invariably came into conflict with each other given the limited classrooms. The final schedule was the outcome of a series of negotiations between different parties which felt arbitrary and unfair to many.



## WHAT IS CHANGING?

### Current Practice:

UBC uses a software called Scientia to produce its schedule. Scientia works with data collected through a tool called the Web Data Collector. Optimizing outcomes requires all teaching units follow a common approach. Until now, different units were providing different kinds of data in different formats to Enrolment Services – resulting in a failure to use the system optimally and equitably.

### Future Proposed Practice:

**All units will provide the same data set, using the same guidelines, senate-approved curriculum and**

**Services will use Scientia to build the schedule with a uniform set of data provided by all Faculties.**

Current Practice: Some faculty members may not get their preferred teaching times, and work with Enrollment Services to find potential solutions

Future Proposed Practice: Faculty members will discuss scheduling issues with their dept. heads or Deans.



## WHAT DATA WILL ENROLMENT SERVICES RECEIVE?

- Faculties, departments and programs will no longer need to create internal timetables
- Now all units will provide details on what will be taught, who will instruct, and how each course should be structured (number of meetings per week and duration of meetings).
- **The Faculty of Management and School of Engineering have successfully been providing data in this format since the last three years**



## WHAT PARAMETERS WILL GUIDE INSTRUCTOR SCHEDULING?

- All senate requirements and degree progress requirements
- All requirements related to human rights, UBC policy and collective agreements
- Guidelines developed in collaboration with the deans for Enrolment Services to follow. These have been shared inside Faculties
- **Academic units, with the oversight of the deans/academic leaders, will remain able to accommodate/respond to particular issues that arise in their units**



## NEXT STEPS

Run new process for the next academic session. Monitor issues and correct prior to following cycle

In my regular updates to SEM, I have emphasized:

- This process is iterative. Each Faculty will examine how its impacts them and propose changes
- The overarching goal is to achieve pedagogical excellence and the best teaching and learning experience. Through the iterations we will establish a scheduling system that achieves the overarching goal.



# MAJOR PROPOSED MILESTONES

## 2020 Winter Academic Schedule

- Program requirement collection and verification
- Develop programs of study in Software
- Faculty class request data collection (WDC)
- Data validation
- Scheduling processes
- Schedule review
- Student registration

Dec – Jan  
 Dec – Ongoing  
 Feb 3 – Feb 21  
 Feb 24 – Mar 13  
 Mar 16 – Apr 29  
 Apr 30 – May 8  
 Jun 8 – Jul 3

## Sustainment project and planning

- Project
- 2021 Summer Academic Schedule Process
- 2021 Winter Academic Schedule Process

June 2020 – TBD  
 October 2020  
 TBD (based on Project recommendations)



27 February 2020

# QUESTIONS?

Okanagan Senate

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THE UNIVERSITY OF BRITISH COLUMBIA

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27 February 2020

**From: Senate Admissions and Awards Committee**

**To: Okanagan Senate**

**Re: Enrolment Targets recommended for approval by the Okanagan Senate**

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The Committee has reviewed and recommends to Senate for approval the 2020/21 academic year Enrolment Targets.

The 2020/21 Enrolment Target report is attached.

The following is recommended to Senate:

***Motion:*** *That Senate approve the 2020/21 academic year Enrolment Targets.*

Respectfully submitted,

Tamara Ebl  
Chair, Admissions and Awards Committee



# **UBC ANNUAL REPORT ON 2020/21 NEW-TO-PROGRAM ENROLMENT TARGETS**

Okanagan Campus

**DRAFT**

**Professor A. Mukherjee-Reed**

Provost and Vice-President Academic

UBC Okanagan

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To: Members of Admissions and Awards Committee, Okanagan Senate

From: A. Mukherjee-Reed, Provost and Vice-President Academic, Okanagan Campus

Re: 2020/21 Winter Undergraduate Enrolment Targets and Forecasts

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This report compares enrolment targets set for the current fiscal year (2019/20) against our actual enrolments as of November 1 and presents the undergraduate student enrolment profile by degree and year to determine entry-year admission targets for undergraduate degree programs for the 2020/21 fiscal year. The targets are built using the enrolment profile of the current 2019 winter session as a base, which estimates our overall domestic undergraduate and graduate FTE to be around 7,891, or 112% of our government funded FTE target (7,015). In 2020/21, the Ministry have increased our FTE targets by 44 FTE; 24 FTE are allocated to BSc in Computer Science and 20 FTE to Manufacturing Engineering. The targets that have been set for 2020/21 will bring us to 112% of government funding next year (7,904 delivered FTE with a Ministry target of 7,059). Based on the continued rollout of new programs over the next several years and enhanced recruitment and marketing efforts, the admission targets as presented in this report represent a long-term intake level which will allow UBC's Okanagan campus to continue to meet and modestly exceed its government funded target.

Strategic enrollment planning at UBCO is initiated in the Fall of each year at the Strategic Enrollment Management (SEM) committee. After an initial discussion at the committee, the Okanagan Planning and Institutional Research Office (OPAIR) and Enrolment Services meet with the deans of each Faculty to develop Faculty-specific and program-specific enrolment targets. Targets 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 total 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 used to forecast enrolment of continuing students in 2020/21. Finally, in light of projected continuing student enrolment, admission targets are established based on a number of factors: historical conversion rates of applications to enrolled students; anticipated student demand; government funding levels; faculty plans for implementation of new degree programs and specializations; and internal constraints that may be relevant for enrolment planning.

The stated admission targets 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 targets 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 targeted growth on the Okanagan campus.

This model leads to an overall admission target of 2,535 undergraduate students entering the first year of degree programs for the 2020 winter session. This total is comprised of 1,966 domestic students and 569 international students, which includes new to UBC as well as new internal transfers. Actual first-year, new-to-program international enrolments in 2019/20 (N=519) are on target (N=518). We have increased international student targets in programs with high demand; 2020/21 targets have been increased by 48 students. These values contribute to a forecasted 2020 winter session undergraduate degree program headcount enrolment of 9,548 students. When this headcount is converted to FTE, and combined with actuals for summer enrolment, projections for graduate student enrolment and

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non-degree student enrolment, and extraction of unfunded international undergraduate student FTEs, the result is a forecast of 7,904 domestic delivered funded FTE for the 2020/21 fiscal year (112% of government target).

As shown in Table 1 below, when estimating our actual campus utilization rate against the government target of **7,015** for 2019/20 (112%) and for the purposes of projecting forward towards a 112% utilization rate in 2020/21 (with a government target increased to 7,059 FTE), we take the Winter session FTE for degree-seeking undergraduate domestic students and incorporate the following categories: Non-degree winter domestic FTE (Diploma, Certificate, Access Studies, Exchange, Unclassified, and Visiting students); summer domestic undergraduate FTE; and graduate student annualized FTE.

**Table 1: Actual, Target, and Forecasted Campus Utilization Rates**

Actual Student FTE for 2019/20 (as of Nov 1 2019)	2019/20	Forecast Student FTE for 2020/21	2020/21
Winter domestic and undergraduate degree FTE	6,540	Winter domestic and undergraduate degree FTE	6,577
March adjustment for attrition (98.6% multiplier)	6,448	March adjustment for attrition (98.6% multiplier)	6,485
Non-degree winter domestic FTE	98	Non-degree winter domestic FTE	95
Summer domestic undergraduate FTE	437	Summer domestic undergraduate FTE	437
Graduate annualized FTE	908	Graduate annualized FTE	887
<b>Estimated actual ministry-funded FTE delivered</b>	<b>7,891</b>	<b>Estimated actual ministry-funded FTE delivered</b>	<b>7,904</b>
Ministry Target	7,015	Ministry Target	7,059
Utilization Rate	112%	Utilization Rate	112%
Target surplus (deficit)	876	Target surplus (deficit)	845
Winter international undergraduate FTE	1,477	Winter international undergraduate FTE	1,600
Non-degree winter international FTE	2	Non-degree winter international FTE	2
Summer international undergraduate FTE	119	Summer international undergraduate FTE	119
<b>Total international undergraduate FTE</b>	<b>1,598</b>	<b>Total international undergraduate FTE</b>	<b>1,721</b>
<b>Estimated undergraduate and graduate annualized FTE</b>	<b>9,489</b>	<b>Estimated undergraduate and graduate annualized FTE</b>	<b>9,625</b>

*Non-degree winter FTE also includes CIEP and DIEP FTE*

*Domestic and International summer undergraduate FTE also includes non-degree summer FTE*

International students transferring to UBC's Okanagan campus Bachelor of Applied Science from Vantage College (VC) on the Vancouver campus show up in the attached tables as internal transfers, mostly in second year. Out of 70 Vantage Applied Science stream students in 2018/19, 67 were retained in 2019/20, of which 27 enrolled on the Okanagan campus. For 2020/21, 26 Vantage College students of the current 67 Vantage Applied Science stream students are expected to transfer to the Okanagan campus Bachelor of Applied Science.

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 degree FTE.

## 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 program load (NPL) 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.

“Forecast” - The forecast portion of the report refers to continuing students. The number of continuing students in each program and year level is modelled using the best recent information on student progression patterns at UBC's Okanagan campus.

“Target” - The target portion of the report refers to the first-year new-to-program students that are explicitly targeted by UBC for intake in the winter session of each year.

## Exclusions from the Detailed Reports

Exchange, Visiting, Unclassified, Access and other non-degree student records (including Education certificate and diploma programs CIEP and DIEP) are excluded in the detailed tables that follow.

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**Table 2: All Winter Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2019, and Targets and Forecasts for 2020/21**  
Okanagan Campus

Faculty	Program	Year Level	2020/21 Target	Actual (2018/19): November 1st, 2018					Actual (2019/20): November 1st, 2019					Targets/Forecasts (2020/21)							
				Headcount				NPL FTE	Headcount				NPL FTE	Headcount				NPL 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	BSc	1	775	675	9	684	122	806	708	692	9	701	102	803	709	767	8	775	111	886	762
		2		62	18	80	517	597	513	53	18	71	490	561	491	53	15	68	457	525	447
		3		72	24	96	475	571	493	59	23	82	555	637	559	59	23	82	543	625	536
		4		-	3	3	558	561	453	-	2	2	666	668	533	-	2	2	714	716	578
		BSc Subtotal		809	54	863	1,672	2,535	2,167	804	52	856	1,813	2,669	2,293	879	48	927	1,825	2,752	2,323
ARSC/FCCS	BA	1	610	571	13	584	93	677	590	640	20	660	120	780	663	599	11	610	113	723	614
		2		90	24	114	328	442	373	109	44	153	377	530	445	109	44	153	387	540	459
		3		116	36	152	388	540	442	116	41	157	448	605	502	116	41	157	484	641	526
		4		-	1	1	518	519	391	-	2	2	576	578	436	-	2	2	607	609	447
		BA Subtotal		777	74	851	1,327	2,178	1,796	865	107	972	1,521	2,493	2,047	824	98	922	1,591	2,513	2,047
BMS	BMS	1	20	18	1	19	4	23	20	-	1	1	2	3	3	18	2	20	-	20	17
		2		-	1	1	8	9	9	-	-	-	9	9	8	-	-	-	2	2	2
		3		-	-	-	1	1	1	-	-	-	11	11	10	-	-	-	7	7	6
		4		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9	-
		BMS Subtotal		18	2	20	13	33	30	-	1	1	22	23	21	18	2	20	18	38	25
APSO	BASC	1	370	319	13	332	81	413	359	327	6	333	59	392	341	353	17	370	40	410	367
		2		32	43	75	281	356	313	31	41	72	340	412	358	31	41	72	305	377	336
		3		16	-	16	302	318	292	17	-	17	347	364	330	17	-	17	427	444	406
		4		-	-	-	305	305	258	-	-	-	331	331	269	-	-	-	343	343	292
		BASC Subtotal		367	56	423	969	1,392	1,222	375	47	422	1,077	1,499	1,298	401	58	459	1,115	1,574	1,401
EDUO	BED	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		5		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		BED Subtotal		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EDUO	BEDS/BED	5	120	22	80	102	84	186	145	35	97	132	105	237	185	34	86	120	132	252	219
		BEDS Subtotal		22	80	102	84	186	145	35	97	132	105	237	185	34	86	120	132	252	219
FCCS	BFA	1	43	38	2	40	6	46	40	31	5	36	3	39	33	42	1	43	6	49	40
		2		2	2	4	17	21	17	8	2	10	25	35	31	8	2	10	22	32	24
		3		1	2	3	20	23	18	1	2	3	18	21	17	1	2	3	29	32	26
		4		-	-	-	25	25	21	-	-	-	26	26	20	-	-	-	24	24	18
		BFA Subtotal		41	6	47	68	115	95	40	9	49	72	121	101	51	5	56	81	137	108
FHSD	BHK	1	204	213	21	234	30	264	232	185	15	200	15	215	190	187	17	204	20	224	202
		2		25	6	31	147	178	162	21	8	29	193	222	205	21	8	29	150	179	165
		3		23	1	24	142	166	139	18	2	20	175	195	167	18	2	20	162	182	155
		4		-	-	-	204	204	167	-	-	-	189	189	155	-	-	-	199	199	162
		BHK Subtotal		261	28	289	523	812	700	224	25	249	572	821	717	226	27	253	531	784	684
FHSD	BSN	1	130	96	37	133	6	139	135	108	26	134	8	142	131	100	30	130	5	135	125
		2		-	1	1	145	146	156	2	-	2	130	132	122	2	-	2	133	135	135
		3		21	5	26	118	144	152	17	1	18	140	158	152	17	1	18	125	143	141
		4		-	-	-	136	136	106	-	-	-	141	141	103	-	-	-	161	161	141
		BSN Subtotal		117	43	160	405	565	549	127	27	154	419	573	508	119	31	150	424	574	542
MGMT	BMGT	1	263	255	16	271	42	313	272	252	13	265	32	297	255	253	10	263	46	309	272
		2		6	32	38	142	180	169	5	49	54	183	237	216	5	49	54	149	203	177
		3		3	27	30	198	228	221	2	-	2	178	180	161	2	-	2	195	197	193
		4		-	-	-	214	214	178	-	-	-	247	247	217	-	-	-	215	215	185
		BMGT Subtotal		264	75	339	596	935	839	259	62	321	640	961	848	260	59	319	605	924	827
TOTAL, WINTER			2,535	2,676	418	3,094	5,657	8,751	7,542	2,729	427	3,156	6,241	9,397	8,017	2,812	414	3,226	6,322	9,548	8,177
TOTAL, FISCAL YEAR								8,677						9,371						9,625	

**Table 3: Domestic Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2019, and Targets and Forecasts for 2020/21**  
Okanagan Campus

Faculty	Program	Year Level	2020/21 Target	Actual (2018/19): November 1st, 2018					Actual (2019/20): November 1st, 2019					Targets/Forecasts (2020/21)							
				Headcount				NPL FTE	Headcount				NPL FTE	Headcount				NPL 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	BSc	1	600	534	7	541	90	631	560	545	7	552	79	631	560	595	5	600	79	679	595
		2		51	14	65	417	482	417	41	11	52	401	453	401	41	11	52	374	426	367
		3		63	18	81	411	492	425	53	19	72	438	510	447	53	19	72	433	505	432
		4			2	2	499	501	407		2	2	585	587	468	-	2	2	592	594	483
		BSc Subtotal		648	41	689	1,417	2,106	1,808	639	39	678	1,503	2,181	1,876	689	37	726	1,478	2,204	1,878
ARSC/FCCS	BA	1	410	379	12	391	72	463	402	461	19	480	87	567	481	401	9	410	72	482	414
		2		72	21	93	259	352	299	89	32	121	265	386	329	89	32	121	293	414	357
		3		101	28	129	324	453	376	100	22	122	359	481	398	100	22	122	352	474	395
		4			1	1	467	468	354		2	2	494	496	373	-	2	2	492	494	364
		BA Subtotal		552	62	614	1,122	1,736	1,431	650	75	725	1,205	1,930	1,582	590	65	655	1,209	1,864	1,530
	BMS	1	16	13	1	14	2	16	13		1	1	2	3	3	14	2	16	-	16	13
		2			1	1	6	7	7			-	6	6	5	-	-	-	2	2	2
		3					1	1	1			-	9	9	8	-	-	-	6	6	6
		4																	7	7	-
BMS Subtotal	13	2	15	9	24	21		1	1	17	18	16	14	2	16	15	31	21			
APSO	BASC	1	280	259	9	268	65	333	291	249	6	255	41	296	257	270	10	280	28	308	277
		2		29	15	44	247	291	255	29	8	37	283	320	277	29	8	37	242	279	249
		3		16		16	249	265	244	17		17	291	308	276	17	-	17	345	362	331
		4				-	262	262	219			-	271	271	220	-	-	-	279	279	239
		BASC Subtotal		304	24	328	823	1,151	1,010	295	14	309	886	1,195	1,030	316	18	334	894	1,228	1,095
EDUO	BED	4																			
		5																			
	BEDS/BED	5	120	22	80	102	84	186	145	35	97	132	105	237	185	34	86	120	132	252	219
BEDS Subtotal	22	80	102	84	186	145	35	97	132	105	237	185	34	86	120	132	252	219			
FCCS	BFA	1	35	34	2	36	5	41	36	26	3	29	1	30	25	34	1	35	3	38	32
		2		2	1	3	13	16	14	6	2	8	23	31	27	6	2	8	18	26	21
		3		1	2	3	19	22	17	1	2	3	16	19	15	1	2	3	26	29	23
		4				-	23	23	20			-	25	25	19	-	-	-	22	22	17
		BFA Subtotal		37	5	42	60	102	87	33	7	40	65	105	87	41	5	46	69	115	93
FHSD	BHK	1	200	206	21	227	29	256	226	181	15	196	15	211	186	183	17	200	19	219	198
		2		25	6	31	143	174	158	21	8	29	188	217	201	21	8	29	147	176	162
		3		23	1	24	139	163	137	18	2	20	171	191	163	18	2	20	159	179	153
		4				-	201	201	164			-	186	186	152	-	-	-	196	196	160
		BHK Subtotal		254	28	282	512	794	685	220	25	245	560	805	702	222	27	249	521	770	673
	BSN	1	130	96	37	133	6	139	135	108	26	134	8	142	131	100	30	130	5	135	125
		2			1	1	145	146	156	2		2	130	132	122	2	-	2	133	135	135
		3		21	5	26	118	144	152	17	1	18	140	158	152	17	1	18	125	143	141
		4					136	136	106			-	141	141	103	-	-	-	161	161	141
BSN Subtotal	117	43	160	405	565	549	127	27	154	419	573	508	119	31	150	424	574	542			
MGMT	BMGT	1	175	154	11	165	21	186	163	155	9	164	23	187	161	167	8	175	21	196	177
		2		4	12	16	110	126	116	3	22	25	103	128	114	3	22	25	105	130	116
		3		2	25	27	149	176	172	1		1	120	121	107	1	-	1	108	109	107
		4					153	153	124			-	199	199	172	-	-	-	148	148	127
		BMGT Subtotal		160	48	208	433	641	575	159	31	190	445	635	554	171	30	201	382	583	526
TOTAL, WINTER			1,966	2,107	333	2,440	4,865	7,305	6,310	2,158	316	2,474	5,205	7,679	6,540	2,196	301	2,497	5,124	7,621	6,577
TOTAL DOMESTIC DELIVERED FTE, FISCAL YEAR								7,350						7,892						7,904	

**Table 4: International Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2019, and Targets and Forecasts for 2020/21**  
Okanagan Campus

Faculty	Program	Year Level	2020/21 Target	Actual (2018/19): November 1st, 2018					Actual (2019/20): November 1st, 2019					Targets/Forecasts (2020/21)								
				Headcount				NPL FTE	Headcount				NPL FTE	Headcount				NPL 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	BSc	1	175	141	2	143	32	175	148	147	2	149	23	172	149	172	3	175	32	207	167	
		2		11	4	15	100	115	97	12	7	19	89	108	90	12	4	16	83	99	80	
		3		9	6	15	64	79	68	6	4	10	117	127	112	6	4	10	110	120	103	
		4			1	1	59	60	46			-	81	81	65			-	122	122	94	
		BSc Subtotal			161	13	174	255	429	359	165	13	178	310	488	417	190	11	201	347	548	445
ARSC/FCCS	BA	1	200	192	1	193	21	214	189	179	1	180	33	213	182	198	2	200	41	241	200	
		2		18	3	21	69	90	74	20	12	32	112	144	116	20	12	32	94	126	102	
		3		15	8	23	64	87	66	16	19	35	89	124	104	16	19	35	132	167	132	
		4				-	51	51	38			-	82	82	63			-	115	115	83	
		BA Subtotal			225	12	237	205	442	366	215	32	247	316	563	465	234	33	267	382	649	517
	BMS	BMS	1	4	5		5	2	7	7			-			4	-	4	-	4	4	
			2				2	2	2			-	3	3	3		-	-	-	-	-	
			3									-	2	2	2		-	-	-	1	1	-
			4									-					-	-	-	2	2	-
			BMS Subtotal			5	-	5	4	9	9			-	5	5	5	4	-	4	3	7
APSO	BASC	1	90	60	4	64	16	80	68	78		78	18	96	84	83	7	90	12	102	89	
		2		3	28	31	34	65	58	2	33	35	57	92	81	2	33	35	63	98	88	
		3					53	53	47			-	56	56	54		-	-	82	82	75	
		4					43	43	39			-	60	60	49		-	-	64	64	53	
		BASC Subtotal			63	32	95	146	241	212	80	33	113	191	304	268	85	40	125	221	346	306
EDUO	BED	4		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		5		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		BED Subtotal		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		BEDS	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
			BEDS Subtotal		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
FCCS	BFA	1	8	4		4	1	5	3	5	2	7	2	9	8	8	-	8	3	11	8	
		2				1	4	5	3	2		2	2	4	4	2	-	2	4	6	3	
		3					1	1	1			-	2	2	2		-	-	3	3	3	
		4					2	2	1			-	1	1	1		-	-	2	2	2	
		BFA Subtotal			4	1	5	8	13	8	7	2	9	7	16	14	10	-	10	12	22	16
FHSD	BHK	1	4	7		7	1	8	6	4		4	4	4	4	4	-	4	1	5	4	
		2				4	4	4			-	5	5	4		-	-	3	3	3		
		3				3	3	2			-	4	4	4		-	-	3	3	3		
		4				3	3	2			-	3	3	3		-	-	3	3	3		
		BHK Subtotal			7	-	7	11	18	15	4		4	12	16	15	4	-	4	10	14	12
	BSN	BSN	1	-	-		-	-	-	-			-									
			2				-	-	-			-										
			3				-	-	-			-										
			4				-	-	-			-										
			BSN Subtotal			-	-	-	-	-	-			-								
MGMT	BMGT	1	88	101	5	106	21	127	109	97	4	101	9	110	94	86	2	88	25	113	95	
		2		2	20	22	32	54	52	2	27	29	80	109	102	2	27	29	44	73	61	
		3		1	2	3	49	52	49	1		1	58	59	54	1	-	1	87	88	86	
		4				-	61	61	53			-	48	48	45		-	-	67	67	59	
		BMGT Subtotal			104	27	131	163	294	263	100	31	131	195	326	294	89	29	118	223	341	301
<b>TOTAL, WINTER</b>			<b>569</b>	<b>569</b>	<b>85</b>	<b>654</b>	<b>792</b>	<b>1,446</b>	<b>1,232</b>	<b>571</b>	<b>111</b>	<b>682</b>	<b>1,036</b>	<b>1,718</b>	<b>1,477</b>	<b>616</b>	<b>113</b>	<b>729</b>	<b>1,198</b>	<b>1,927</b>	<b>1,600</b>	
<b>TOTAL, FISCAL YEAR</b>								<b>1,327</b>						<b>1,479</b>						<b>1,721</b>		

## Appendix: Target and Actual headcounts, 2016/17 through 2020/21

The following tables present targets against actual headcounts for new-to-program first-year students, by Faculty and degree program, over the past four years, including the current year (as of November 1). Table A.1 combines both domestic and international targets, while A.2 and A.3 break them down by domestic and international respectively.

**Table A.1: Overall Target and Actual First-year, New-to-program Headcounts**

		2016/17		2017/18		2018/19		2019/20		2020/21	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS	BSc	686	632	730	727	730	684	750	701	775	
IKBSAS/	BA	500	494	510	494	510	584	610	660	610	
FCCS	BMS	-	-	30	21	30	19	30	1	20	
APSO	BASC	300	283	305	306	320	332	360	333	370	
EDUO	BED	30	27	100	86	100	102	120	132	120	
	BEDS	60	56			-	-	-	-	-	
FCCS	BFA	27	28	33	27	28	40	33	36	43	
FHSD	BHK	228	176	204	214	204	234	204	200	204	
	BSN	130	131	130	143	130	133	130	134	130	
MGMT	BMGT	230	241	290	221	228	271	245	265	263	
<b>Total</b>		<b>2,191</b>	<b>2,068</b>	<b>2,332</b>	<b>2,239</b>	<b>2,280</b>	<b>2,399</b>	<b>2,482</b>	<b>2,462</b>	<b>2,535</b>	

**Table A.2: Domestic Target and Actual First-year, New-to-program Headcounts**

		2016/17		2017/18		2018/19		2019/20		2020/21	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS	BSc	600	516	600	560	600	541	600	552	600	
IKBSAS/	BA	400	408	410	376	410	391	410	480	410	
FCCS	BMS			24	16	24	14	24	1	16	
APSO	BASC	250	234	255	246	260	268	280	255	280	
EDUO	BED	30	27	100	86	100	102	120	132	120	
	BEDS	60	56								
FCCS	BFA	25	25	30	22	25	36	30	29	35	
FHSD	BHK	225	172	200	208	200	227	200	196	200	
	BSN	130	131	130	143	130	133	130	134	130	
MGMT	BMGT	160	163	200	155	160	165	170	164	175	
<b>Total</b>		<b>1,880</b>	<b>1,732</b>	<b>1,949</b>	<b>1,812</b>	<b>1,909</b>	<b>1,877</b>	<b>1,964</b>	<b>1,943</b>	<b>1,966</b>	



**Table A.3: International Target and Actual First-year, New-to-program Headcounts**

		2016/17		2017/18		2018/19		2019/20		2020/21	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS	BSc	86	116	130	167	130	143	150	149	175	
IKBSAS/	BA	100	86	100	118	100	193	200	180	200	
FCCS	BMS			6	5	6	5	6	-	4	
APSO	BASC	50	49	50	60	60	64	80	78	90	
EDUO	BED										
	BEDS										
FCCS	BFA	2	3	3	5	3	4	3	7	8	
FHSD	BHK	3	4	4	6	4	7	4	4	4	
	BSN										
MGMT	BMGT	70	78	90	66	68	106	75	101	88	
	<b>Total</b>	<b>311</b>	<b>336</b>	<b>383</b>	<b>427</b>	<b>371</b>	<b>522</b>	<b>518</b>	<b>519</b>	<b>569</b>	



THE UNIVERSITY OF BRITISH COLUMBIA

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27 February 2020

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Re:** Admissions Proposal recommended for approval by the Okanagan Senate

- a) Admissions proposal: Suspension of Admission to Vantage College – Management Stream for the 2020 Winter Session
- 

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

- a) Admissions proposal: Suspension of Admission to Vantage College – Management Stream for the 2020 Winter Session**

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

***Motion:** That Senate approve the suspension of admission to the Vantage College – Management Stream for the 2020 winter session.*

Respectfully submitted,

Tamara Ebl  
Chair, Admissions and Awards Committee

**MEMO****Submitted to:**

UBC Okanagan Senate, Admissions and Awards Committee (February 10<sup>th</sup>, 2020)  
and, UBC Vancouver Senate, Admissions Committee (February 12<sup>th</sup>, 2020).

**Re:** Update to calendar notations indicating, "Admission to the UBC Vantage College Management stream is suspended for the 2020 winter session."

---

December 11<sup>th</sup>, 2019

Admission into the UBC Vantage College Management program was previously suspended with no intake in 2019. The following calendar updates indicate that admissions to the Vantage One Management program continues to be suspended for the 2020 winter session. We have identified three specific locations for these updates in both the UBC Okanagan and UBC Vancouver calendars.

This calendar notification already exists in the calendar as enrolment into the program was previously suspended. This notation requires updating. The decision to suspend enrolment for the Vantage One Management program will be revisited in the summer of 2020. In the meantime, UBC Vantage College and UBC Okanagan campus stakeholders are investigating options for programming delivered at UBCO.

**Calendar updates:**

For the Okanagan Calendar,

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,287,1091,1364>

Under the heading "**Transition from UBC Vantage College**", add the notation:

*"Admission to the UBC Vantage College Management Stream is suspended for the 2020 winter session."*

For the Vancouver Calendar,

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,309,0,0#23351>

Following the text "students applying to the Management stream in the Vantage Program", add the notation:

*"Admission to the UBC Vantage College Management Stream is suspended for the 2020 winter session."*

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,307,943,0>

Under the "**Management stream**" heading, add the same notation:

*"Admission to the UBC Vantage College Management Stream is suspended for the 2020 winter session."*



# Admissions Consultation Request Okanagan Campus

January 16<sup>th</sup>, 2020

**Originating from:** Faculty/School/Unit:

First & Last Name:

Email & Phone:

Proposing Admissions Changes to Policy / Program Title(s): (See attachments)

The following calendar updates indicate that admissions to the Vantage One Management program continues to be suspended for the 2020 winter session. Please see attached for more information.

To be completed by respondent:

**Respondent:** Faculty/School/Unit:

First & Last Name:

Email & Phone:

Response: (X a box)

Support

No Relevance

DO NOT Support (reasons must be detailed below)

Comments:

Respondent's Signature, Date:

9 January 2020

Please return signed form to originator.



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Please respond by:  
No response will be taken as no interest  
Allow 15 day minimum turnaround

### Admissions Consultation Request Okanagan Campus

January 16, 2020

**Originating from:**  
Faculty/School/Unit: UBC Vantage College

First & Last Name: Dr. Joanne Fox

Email & Phone: Joanne.fox@ubc.ca

Proposing Admissions Changes to Policy / Program Title(s): (See attachments)

The following calendar updates indicate that admissions to the Vantage One Management program continues to be suspended for the 2020 winter session. Please see attached for more information.

To be completed by respondent:

**Respondent:**  
Faculty/School/Unit: Enrolment Services

First & Last Name: Michelle Davis

Email & Phone: Michelle.davis@ubc.ca

- Response: (X a box)
- Support
  - No Relevance
  - DO NOT Support (reasons must be detailed below)

Comments:

Respondent's Signature, Date: *M. Davis*

*Dec. 12 2019*

Please return signed form to originator.

For a list of contacts in each Faculty (to email this form), see: <http://senate.ubc.ca/okanagan/curriculum/forms>;  
Undergraduate Admissions contact: [admissions.ok@ubc.ca](mailto:admissions.ok@ubc.ca)



13 February 2020

To: Okanagan Senate  
From: Senate Academic Policy Committee  
Re: **Updates to O-125.1: Term and Formal Examination Scheduling**

---

The following is recommended to Senate:

**Motion:** *“That the revised policy O-125.1: Term and Formal Examination Scheduling be approved as set out in the attached document, effective 1 September 2020.”*

The most recent revisions proposed on this policy seek to formalize and define important term dates such as the add/drop and withdrawal deadline, and to extend the withdrawal period by two weeks in a winter term and one week in a summer term. It also allows for the Winter Term 1 mid-term break to be extended by one day, where possible.

Respectfully submitted,

Dr. Jan Cioe, Chair  
Senate Academic Policy Committee

## THE UNIVERSITY OF BRITISH COLUMBIA

**SENATE POLICY:  
O-125.1****OKANAGAN SENATE**  
3333 University Way  
Kelowna, BC V1V 1V7**Number & Title**O-125.1: *Term and Formal Examination Scheduling***Effective Date:**

1 September 2020

**Approval Date:**

February 2020 (anticipated)

**Review Date:**

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

**Responsible Committee:**

Okanagan Senate Academic Policy Committee

**Authority:***University Act, S. 37(1)*

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

*...(d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;...*

*...(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university;...*

*(n) to provide for the preparation and publication of a university calendar;...”*

**Purpose and Goals:**

This policy is designed to ensure consistent scheduling of the *Winter and Summer Sessions*, their constituent terms, and *formal examination periods* and to allow Enrolment Services flexibility in scheduling the Academic Year.

**Applicability:**

This policy is applicable to direct-entry undergraduate programs.

**Exclusions:**

Graduate programs do not necessarily follow the pattern of term and *formal examination* scheduling described herein but are encouraged to do so as much as possible.

**Definitions:**

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

- *Academic Year* shall mean the section in the Academic Calendar that indicates important dates and events throughout the period between September 1<sup>st</sup> and August 31<sup>st</sup> each year, as scheduled by the Registrar.
- *Direct-entry undergraduate programs* shall mean those programs into which students may enter directly after completion of secondary school.
- *Formal examination* shall mean an oral, written, or practical assessment that contributes toward the determination of an examination candidate's final grade or standing in the respective course, and that is scheduled by the Registrar and time-limited, with invigilation provided.
- *Formal examination period* shall mean the period when *formal examinations* are scheduled (normally, in December, April, June, and August) as delineated in the *Academic Year* as scheduled by the Registrar.
- *Teaching day* shall mean a weekday on which instruction can be provided.
- *Teaching week* shall mean a week (Monday through Friday) during which instruction can be provided. **The end of a teaching week shall mean 11:59 p.m. on the Friday of that week.**
- *University-recognized holidays* shall mean any day listed under "Statutory Holidays at UBC" on the University of British Columbia's Human Resources website.
- *Summer Session* shall mean the period of study that begins in May and ends in August.
- *Winter Session* shall mean the period of study that begins in September and ends in April.

**Policy:*****Winter Session******Term Length and Teaching Days***

- 1) *Winter Session* shall be divided into two terms. Each term shall contain a minimum of 60 *teaching days*; ~~62~~ *teaching days* are considered optimal.
- 2) Each term shall span a minimum of 12 *teaching weeks*. The observance of *university-recognized holidays* and a pre-examination break may result in some of the 12 weeks containing fewer than five (5) *teaching days*.

***Term Start Dates***

- 3) Term 1 may begin prior to Labour Day, although not earlier than September 1. The Tuesday following Labour Day is **typically the first teaching day of Term 1** ~~the typical Term 1. start date~~
- 4) Term 2 shall begin the Monday following January 1 unless this creates an issue in achieving the minimum number of *teaching days* or *teaching weeks* set out in sections (1) and (2), in which case it will begin the week prior.

***Add-Drop and Withdrawal Dates***

- 5) **Add- Drop Date**  
A student may add a one-term course to their program only within the first ten *teaching days* of the term, and a two-term course within the first fifteen *teaching days*. If a course is dropped during these periods, no record of the registration in the course will appear on the student's academic record.
- 6) **Withdrawal Date**  
Students may withdraw from Winter Session courses in which they are registered at any time up to the end of the tenth *teaching week* of classes for courses that are offered in a single term, and up to the end of the twelfth *teaching week* of classes for courses that span two terms.

***Examination Periods***

- 7) There shall be at least two (2) calendar days, including weekends and *university-recognized holidays*, between the last day of classes

in a *Winter Session* term and the beginning of *formal examinations*.

- 8) Up to 14 examinable days may be scheduled including Saturdays but not Sundays for each *Formal Examination Period* in the *Winter Session*.
- 9) Winter Term 1 *formal examinations* conclude not later than December 22; Winter Term 2 *formal examinations* conclude no later than April 30.

#### *Term 1 Mid-term Break*

- 10) **Provided that the 60-day teaching day minimum per term can still be achieved, a one- or A one two-day mid-term break shall be scheduled during Term 1, either on the days directly preceding or directly following adjacent to the November 11 statutory holiday or UBC holiday in lieu. Where November 11<sup>th</sup> falls in the middle of the week, it is preferable to schedule this break later in the week.**

#### *Term 2 Mid-term Break*

- 11) A four-day mid-term break shall be scheduled during Term 2, directly following the Family Day statutory holiday **in February**.

#### *Summer Session*

##### *Term Length and Teaching Days*

- 12) *Summer Session* shall be divided into two terms. Each term shall contain a minimum of 27 *teaching days*; 28 days are considered optimal. Term 1 and Term 2 are equal in length, where possible.
- 13) Each term shall span a minimum of 6 *teaching weeks*. The observance of *university-recognized holidays* and the provision of a weekday free of classes at the end of each term before *formal examinations* can result in some of these 6 weeks containing fewer than five (5) *teaching days*.
- 14) Courses may be offered which **that** span both *summer session* terms. In such cases, the *formal examination period* falling at the end of Summer Term 1 shall be used for a break in study, **or for** a mid-term examination within the *formal examination period*. These 12-week courses shall be examinable in the Term 2 *formal examination period*.

*Term Start Dates*

- 15) Term 1 shall begin on the last Monday in May occurring before May 17.
- 16) Term 2 shall begin after the Canada Day holiday and no later than July 6. The first week of Term 2 will be no shorter than three (3) days.

*Add-Drop and Withdrawal Dates***17) Add-drop Date**

**A one-term course may be added to a student's program only before the end of the first five *teaching days* of the term, and a two-term course before the end of the first ten *teaching days* of the term. If a course is dropped during this period, no record of the registration in the course will appear on the student's academic record.**

**18) Withdrawal Date**

**Students may withdraw from courses in which they are registered at any time up to the end of the fifth *teaching week* of classes for courses that are offered in a single term, and up to the end of the tenth *teaching week* of classes for courses that span two terms.**

*Examination Periods*

- 19) There shall be at least two (2) calendar days including weekends and *university-recognized holidays* between the last day of classes in a *Summer Session* term and the beginning of *formal examinations*.
- 20) The length of the Term 1 and Term 2 *formal examination periods* shall be equal, whenever possible. *Formal examinations* run for five (5) days including, if necessary, a Saturday.
- 21) Summer Term 1 *formal examinations* shall conclude no later than June 30; Summer Term 2 *formal examinations* conclude not later than August 22.

**Calendar Statement:**

**When effective, changes will need to be reflected in the Academic Calendar under Dates and Deadlines and the Academic Year.**

## **Consultations**

The following groups were consulted in the development of this policy:

UBCSUO, Enrolment Services (scheduling, Student Financial Assistance), Deans, Student Housing & Hospitality Services, VP Academic & Provost.

## **History:**

The term and examination dates have been subject to amendments from time to time as exhibited in the archive of Academic Calendars. In May 2004, the Vancouver Senate approved a number of recommendations that included the minimum provisions for each of Winter Session Terms 1 and 2 and the last day of examinations in the Winter Session Terms. This policy influences the term and examination policy of the Okanagan Senate. The Okanagan Senate approved the addition of a Term 1 mid-term break in May 2006.

The 2013 version of the policy sought to align the practices in term and examination scheduling at the Okanagan campus with those of the Vancouver Campus and introduces formal examination periods in the summer session. This will prevent future summer sessions being scheduled in a manner that is problematic to student loan policy and will enable the English Foundations Program. Furthermore, Enrolment Services advises that alignment with the Vancouver Policy will offer efficiencies and diminish confusion in scheduling.

The 2020 revisions seek to formalize and define other important term dates such as the add/drop and withdrawal deadline, and to extend the withdrawal period by two weeks in a winter term and one week in a summer term. It also allows for the Winter Term 1 mid-term break to be extended by one day where possible.

## **Related Policies:**

Academic Year

<http://www.calendar.ubc.ca/okanagan/academicyear.cfm>

## **Appendix:**

There is no appendix to this policy.



## 2020/2021 Academic Year

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*Date* 27 February 2020

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*To* Senate

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*From* **Kate Ross, Associate Vice-President Enrolment Services & Registrar**

---

Key dates for the 2020/21 **Winter Session** are as follows:

### Winter Session Term 1

Term 1 begins	Tuesday, 8 September 2020
Midterm Break	November 12-13 November 2020
Last day of Term 1 classes for most faculties	Friday, 4 December 2020
	Monday, 7 December 2020
Last day of exams for Term 1	Tuesday, 22 December 2020
Number of Teaching Days	60

### Winter Session Term 2

Term 2 begins	Monday, January 4, 2021
Mid-term break	February 16 – February 19, 2021
Last day of Term 2 classes for most faculties	Thursday, April 8, 2021
First day of exams for Term 2	Monday, April 12, 2021
Last day of exams for Term 2	Tuesday, April 27, 2021
Number of Teaching Days	62

Key dates for the 2021 **Summer Session** are as follows:

### Summer Session Term 1

Term 1 begins	Monday, May 10, 2021
Last day of Term 1 classes for most faculties	Thursday, June 17, 2021
First day of exams for Term 1	Monday, June 21, 2021
Last day of exams for Term 1	Friday, June 25, 2021
Number of Teaching Days	28

## Summer Session Term 2

Term 2 begins	Monday, July 5, 2021
Last day of Term 2 classes for most faculties	Thursday, August 12, 2021
First day of exams for Term 2	Monday, August 16, 2021
Last day of exams for Term 2	Friday, August 20, 2021
Number of Teaching Days	28

Draft term and examination dates for academic years up to and including 2023/2024 may be viewed on the Senate website: <http://senate.ubc.ca/okanagan/termdates>



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27 February 2020

**To:** Senate  
**From:** Agenda Committee  
**Subject:** Senate Meeting Schedule 2020-2021

---

Rule 15 (a) of *the Rules and Procedures of Senate* provides:

*15. Regular Meetings*

*a. The Senate shall schedule nine regular meetings each academic year, normally on either the third, fourth, or fifth Thursday of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.*

The Senate Agenda Committee would therefore recommend:

*That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2020-2021 be established as follows:*

- *24 September 2020*
- *29 October 2020*
- *26 November 2020*
- *17 December 2020*
- *28 January 2021*
- *25 February 2021*
- *25 March 2021*
- *29 April 2021*
- *20 May 2021*

Respectively submitted,

Dr Peter Arthur  
Chair, Agenda Committee



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27 February 2020

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Re:** 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.

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the revised degree requirements for the Master in Social Work program, and new courses brought forward for the Faculty of Health and Social Development, the new and revised courses brought forward from the Faculty of Arts and Sciences, the new courses brought forward from the Faculty of Creative & Critical Studies.*

- a. From the Faculty of Health and Social Development
  - i. Master of Social Work, Advanced and Foundational Tracks
  - ii. SOCW 525 (3) Human Development for Clinical Social Work
  - iii. SOCW 555 (3) Organizations and Leadership
  
- b. From the Faculty of Arts and Sciences
  - iv. ANTH 373 (3) The Acquisition of Language and Cultural Practice
  - v. PSYO 440 (3) Introduction to Counselling and Interviewing

- c. From the Faculty of Creative and Critical Studies
  - i. WRLD 340 (3) Tales of Resistance: Indigenous Voices in Central America
  - ii. WRLD 428 (3) Anti-Semitism: Then and Now

For the Committee,

Dr. Peter Arthur  
Chair, Curriculum Committee



## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Health & Social Development <b>Dept./Unit:</b> School of Social Work <b>Faculty/School Approval Date:</b> 2019/12/09 <b>Effective Session:</b> 2020W	<b>Date:</b> 2020/01/28 <b>Contact Person:</b> Dr. John Graham <b>Phone:</b> 250.807.9980 <b>Email:</b> <a href="mailto:john.graham@ubc.ca">john.graham@ubc.ca</a>
<b>Type of Action:</b> Revision to Calendar Description Revision to the degree requirements of the MSW program: Advanced and Foundational Tracks	
<b>Rationale:</b> <p>In response to our recent curriculum mapping exercise, we are replacing two current core courses (SOCW 516 and SOCW 552) with newly developed ones (SOCW 525 and SOCW 555). We wish to maintain the two old courses; Since the content covered in the proposed courses (SOCW 525 and SOCW 555) does not overlap with the content in the existing courses (SOCW 516 and SOCW 552), some MSW students may benefit from taking the new courses as required as well as the old courses as electives.</p> <p>The purpose of these changes to the degree requirement are three-fold: (1) further strengthen our program alignment with the Canadian Association of Social Work Education (CASWE) Accreditation Standards, (2) enhance our students’ knowledge of the social environmental factors that affect human development and behavior, and (c) ensure our MSW students are eligible to become Registered Clinical Social Workers in BC (based on the criteria of the BC College of Social Workers; BCCSW). Two additional Category 1 proposals for each of these new courses are attached to this proposal.</p> <p>Also, due to our new Administrative structure, the Program Coordinator is now responsible for approving exceptions to degree requirements for the Master of Social Work. The replacement of “Director” with “Program Coordinator” is to make the Academic Calendar consistent with our new internal processes, which are outlined to students on the <a href="#">MSW Student Handbook</a>, section on “Exception to Course Schedules” (p. 29) and in the section about the thesis option (p. 42).</p> <p>Replacing the word “These” with “HINT” will clarify that it is only HINT courses that “encourage effective interprofessional collaboration...”</p>	



**Proposed Academic Calendar Entry:**

[Homepage \(draft\) Faculties, Schools, and Colleges College of Graduate Studies Social Work Master of Social Work – Advanced One-Year Track](#)

**[16008] Degree Requirements**

**[16009]** The M.S.W. Advanced One-Year track requires the completion of 30 credits including one 6-credit practicum.

**[16010]** Completion of the program normally requires up to 12 months of study. Students are expected to be continuously enrolled in a maximum of 12 credits (and a minimum of 3 credits), unless otherwise permitted by the **Program Coordinator** of the School of Social Work.

**[16012]**

Students choosing the *course-based option* are required to complete the following

- SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits)
- SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)
- SOCW 554 Mental Health and Mental Illness (3 credits)
- SOCW 555 Organizations and Leadership (3 credits)**
- SOCW 558 Advanced Integrative Seminar for Field Education (3 credits)
- SOCW 559 Social Work Field Education II (6 credits)

One of:

- (1) SOCW 598 Graduating Paper (3 credits) and 2 approved electives (6 credits); or
- (2) 3 approved electives (9 credits)

**[16013]**

Students choosing the *thesis option* are required to complete the following 30 credits:

- SOCW 553, Research Methods and Evidence in Clinical Social Work (3 credits);

**Draft Academic Calendar URL:**

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1177>

**Present Academic Calendar Entry:**

[Homepage \(draft\) Faculties, Schools, and Colleges College of Graduate Studies Social Work Master of Social Work – Advanced One-Year Track](#)

**[16008] Degree Requirements**

**[16009]** The M.S.W. Advanced One-Year track requires the completion of 30 credits including one 6-credit practicum.

**[16010]** Completion of the program normally requires up to 12 months of study. Students are expected to be continuously enrolled in a maximum of 12 credits (and a minimum of 3 credits), unless otherwise permitted by the **Director** of the School of Social Work.

**[16012]**

Students choosing the *course-based option* are required to complete the following 30 credits:

- SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits)
- SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits)**
- SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)
- SOCW 554 Mental Health and Mental Illness (3 credits)
- SOCW 558 Advanced Integrative Seminar for Field Education (3 credits)
- SOCW 559 Social Work Field Education II (6 credits)

One of:

- (1) SOCW 598 Graduating Paper (3 credits) and 2 approved electives (6 credits); or
- (2) 3 approved electives (9 credits)

**[16013]**

Students choosing the *thesis option* are required to complete the following 30 credits:

- SOCW 553, Research Methods and Evidence in Clinical Social Work (3 credits);



One of SOCW 551, SOCW 554, or SOCW 555 (3 credits);  
 1 approved electives (3 credits);  
 One additional graduate-level research methods course approved by the **Program Coordinator** of the School of Social Work (3 credits);  
 SOCW 558, Advanced Integrative Seminar for Field Education (3 credits)  
 SOCW 559, Social Work Field Education II (6 credits);  
 SOCW 599, Thesis (9 credits)

**[16015] Approved Electives**

**[16016]** Approved electives consist of offerings from the School of Social Work, Okanagan Campus (SOCW) and Health-Interprofessional (HINT) 500-level courses, offered by the Faculty of Health and Social Development. These **HINT** courses encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.

Note: Additional electives may be possible with the approval of the **Program Coordinator** of the School of Social Work.

**Proposed Academic Calendar Entry:**

[Homepage \(draft\) Faculties, Schools, and Colleges College of Graduate Studies Social Work](#) Master of Social Work – Foundational Two-Year Track

**[15995] Degree Requirements**

One of SOCW 551, ~~SOCW 552~~, or SOCW 554 (3 credits);  
 1 approved electives (3 credits);  
 One additional graduate-level research methods course approved by the **Director** of the School of Social Work (3 credits);  
 SOCW 558, Advanced Integrative Seminar for Field Education (3 credits)  
 SOCW 559, Social Work Field Education II (6 credits);  
 SOCW 599, Thesis (9 credits)

**[16015] Approved Electives**

**[16016]** Approved electives consist of offerings from the School of Social Work, Okanagan Campus (SOCW) and Health-Interprofessional (HINT) 500-level courses, offered by the Faculty of Health and Social Development. These courses encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.

Note: Additional electives may be possible with the approval of the **Director** of the School of Social Work.

**Draft Academic Calendar URL:**

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,1291>

**Present Academic Calendar Entry:**

[Homepage \(draft\) Faculties, Schools, and Colleges College of Graduate Studies Social Work](#) Master of Social Work – Foundational Two-Year Track

**[15995] Degree Requirements**



**[15996]** The M.S.W. Foundational Two-Year Track requires the completion of 60 credits including two 6-credit field education placements. Completion of the full-time program normally requires up to 24 months of study. Students are expected to be continuously enrolled in a maximum of 12 credits (and a minimum of 3 credits), unless otherwise permitted by the **Program Coordinator** of the School of Social Work.

**[15997] First Year**

**[15998]** All Foundational Track first-year students are required to complete the following 30 credits:

**[15999]**

**Year 1 (30 credits)**

- SOCW 511 Introduction to Social Work Theory and Practice (3 credits);
- SOCW 512 Theories and Interventions for Clinical Social Work (3 credits);
- SOCW 513 Assessment Skills for Clinical Social Work (3 credits);
- SOCW 514 Diversity and Critical Reflexive Practice (3 credits);
- SOCW 515 Social Welfare Policy in Canada (3 credits)
- SOCW 517 Social Work and Indigenous Peoples in Canada (3 credits)
- SOCW 518 Integrative Seminar for Field Education (3 credits);
- SOCW 519 Social Work Field Education I (6 credits);

**SOCW 525 Human Development for Clinical Social Work (3 credits); and**

**[16001] Second Year**

**[16002]** Year 2 students are required to complete the following 30 credits:

**[16000]**

**Year 2 Course-based option (30 credits)**

- SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits);
- SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits);
- SOCW 554 Mental Health and Mental Illness (3 credits);

**[15996]** The M.S.W. Foundational Two-Year Track requires the completion of 60 credits including two 6-credit field education placements. Completion of the full-time program normally requires up to 24 months of study. Students are expected to be continuously enrolled in a maximum of 12 credits (and a minimum of 3 credits), unless otherwise permitted by the **Director** of the School of Social Work.

**[15997] First Year**

**[15998]** All Foundational Track first-year students are required to complete the following 30 credits:

**[15999]**

**Year 1 (30 credits)**

- SOCW 511 Introduction to Social Work Theory and Practice (3 credits);
- SOCW 512 Theories and Interventions for Clinical Social Work (3 credits);
- SOCW 513 Assessment Skills for Clinical Social Work (3 credits);
- SOCW 514 Diversity and Critical Reflexive Practice (3 credits);
- SOCW 515 Social Welfare Policy in Canada (3 credits)
- ~~SOCW 516 Foundations of Ethical Practice (3 credits)~~
- SOCW 517 Social Work and Indigenous Peoples in Canada (3 credits)
- SOCW 518 Integrative Seminar for Field Education (3 credits);
- SOCW 519 Social Work Field Education I (6 credits); **and**

**[16001] Second Year**

**[16002]** Year 2 students are required to complete the following 30 credits:

**[16000]**

**Year 2 Course-based option (30 credits)**

- SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits);
- ~~SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits);~~
- SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits);



<p><b>SOCW 555</b>     <b><u>Organizations and Leadership (3 credits)</u></b></p> <p>SOCW 558     Advanced Integrative Seminar for Field Education (3 credits)</p> <p>SOCW 559     Social Work Field Education II (6 credits);</p> <p>and</p> <p>One of:</p> <p>(1) SOCW 598 Graduating Paper (3 credits) and 2 approved electives (6 credits); or</p> <p>(2) 3 approved electives (9 credits)</p>	<p>SOCW 554     Mental Health and Mental Illness (3 credits);</p> <p>SOCW 558     Advanced Integrative Seminar for Field Education (3 credits)</p> <p>SOCW 559     Social Work Field Education II (6 credits);</p> <p>and</p> <p>One of:</p> <p>(1) SOCW 598 Graduating Paper (3 credits) and 2 approved electives (6 credits); or</p> <p>(2) 3 approved electives (9 credits)</p>
<p><b>[16005]</b></p> <p><b>Year 2 Thesis option (30 credits)</b></p> <p>SOCW 553     Research Methods and Evidence in Clinical Social Work (3 credits)</p> <p>One of SOCW 551, SOCW 554, <b><u>or SOCW 555</u></b> (3 credits);</p> <p>One approved elective (3 credits);</p> <p>One additional graduate-level research methods course approved by the <b><u>Program Coordinator</u></b> of the School of Social Work (3 credits);</p> <p>SOCW 558,     Advanced Integrative Seminar for Field Education (3 credits)</p> <p>SOCW 559     Social Work Field Education II (6 credits);</p> <p>SOCW 599     Thesis (9 credits)</p>	<p><b>[16005]</b></p> <p><b>Year 2 Thesis option (30 credits)</b></p> <p>SOCW 553     Research Methods and Evidence in Clinical Social Work (3 credits)</p> <p>One of SOCW 551, <del>SOCW 552</del>, or SOCW 554 (3 credits);</p> <p>One approved elective (3 credits);</p> <p>One additional graduate-level research methods course approved by the <del>Director</del> of the School of Social Work (3 credits);</p> <p>SOCW 558,     Advanced Integrative Seminar for Field Education (3 credits)</p> <p>SOCW 559     Social Work Field Education II (6 credits);</p> <p>SOCW 599     Thesis (9 credits)</p>



**[17046] Approved Electives**

[17047] Approved electives consist of offerings from the School of Social Work, Okanagan Campus (SOCW) and Health-Interprofessional (HINT) 500-level courses, offered by the Faculty of Health and Social Development.

These **HINT** courses encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.

Note: Additional electives may be possible with the approval of the **Program Coordinator** of the School of Social Work.

**[17046] Approved Electives**

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Note: Additional electives may be possible with the approval of the **Director** of the School of Social Work.



## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Health & Social Development <b>Dept./Unit:</b> School of Social Work <b>Faculty/School Approval Date:</b> 2019/12/09 <b>Effective Session:</b> 2020W	<b>Date:</b> 2020/01/28 <b>Contact Person:</b> Dr. John Graham <b>Phone:</b> 250.807.9980 <b>Email:</b> john.graham@ubc.ca
<b>Type of Action:</b> Add New Course, SOCW 525	
<p><b>Rationale:</b> Our MSW program is clinically oriented and as such, we prepare students for direct practice with individuals and families. Understanding human development by focusing on the social environments and social determinants of healthy development is critical for social workers to be effective in their direct practice with clients. Further, many of our student seek becoming Registered Clinical Social Workers in BC through the BC College of Social Workers. To be eligible for this clinical designation, applicants must complete a clinical course of study which includes three courses, one of which is a course on “Human Behaviour and Development from a Biopsychosocial perspective” (see <a href="http://www.bccollegeofsocialworkers.ca/wp-content/uploads/2019/10/Clinical-Course-of-Study_fillable-1.pdf">http://www.bccollegeofsocialworkers.ca/wp-content/uploads/2019/10/Clinical-Course-of-Study_fillable-1.pdf</a>). Our current curriculum does not cover this topic. The proposed course will address this existing gap in our MSW curriculum and will better prepare our students to become effective as direct practice, clinically-oriented social workers, as well as meeting the eligibility criteria of the BC College of Social Workers for becoming a Registered Clinical Social Worker. As stated in the course overview section of the proposed syllabus, “This course helps students develop a complex understanding of human development and behaviour, including the factors that impact these. The course focuses on social work practice with diverse populations across the lifespan.” This course will become a core requirement of the MSW program (see additional Category 1 proposal for changes to the MSW Degree Requirement).</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>SOCW 525 (3) Human Development for Clinical Social Work</u></b></p> <p><b><u>Empirical and theoretical knowledge of human development relevant for clinical social work practice across the lifespan.</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p><b>Present Academic Calendar Entry:</b></p> <p>none</p>
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## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Health & Social Development <b>Dept./Unit:</b> School of Social Work <b>Faculty/School Approval Date:</b> 2019/12/09 <b>Effective Session:</b> 2020W	<b>Date:</b> 2020/01/28 <b>Contact Person:</b> Dr. John Graham <b>Phone:</b> 250.807.9980 <b>Email:</b> john.graham@ubc.ca
<b>Type of Action:</b> Add New Course: SOCW 555	
<p><b>Rationale:</b> According to the Standards for Accreditation of the Canadian Association of Social Work Education (CASWE; <a href="https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS.Standards-11-2014-1.pdf">https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS.Standards-11-2014-1.pdf</a>), “MSW students are prepared to take leadership roles in organizational and societal systems and to work towards changing oppressive social conditions” (p. 12). A recent curriculum mapping exercise revealed this was a gap in our curriculum. The proposed course will fill this gap and further strengthen our curriculum alignment with the current Accreditation Standards. It will provide our MSW students the knowledge and skills required for leadership roles within human service organizations. As stated in the course overview section of the proposed syllabus, “This course focuses on the assessment of structures and functioning of human service organizations, and the broader contextual factors impacting social work practice. Students learn to critically analyze organizational structures and processes through which policies, programs and services are developed and implemented and the economic, political, and social forces that shape internal strategies of service delivery.” This course will become a core requirement of the MSW program (see additional Category 1 proposal for changes to the MSW Degree Requirement).</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><u><b>SOCW 555 (3) Organizations and Leadership</b></u></p> <p><u><b>Knowledge of human service organizations and tools for effective leadership.</b></u></p>	<p><b>Draft Academic Calendar URL:</b></p> <p><b>Present Academic Calendar Entry:</b></p> <p>none</p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> IKBSAS <b>Dept./Unit:</b> CCGS <b>Faculty/School Approval Date:</b> 20200114 <b>Effective Session:</b> 2020W	<b>Date:</b> 20191108 <b>Contact Person:</b> Dr. S Ward <b>Phone:</b> 250.807.8695 <b>Email:</b> Shannon.ward@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The cultural basis of learning, in general, and language learning, in particular, are central to anthropological approaches to childhood. Students will gain perspectives on how language acquisition is intertwined with the process of learning to become a member of a community. This course will benefit students interested in linguistic anthropology, language acquisition, and childhood more generally. Building on theoretical and methodological faculty expertise, the course will be tailored to social science majors, but will provide anthropological perspectives on topics relevant to careers in education, language instruction, and speech language pathology.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>ANTH 373 (3) The Acquisition of Language and Cultural Practice</b></u>  <u><b>Foundations, theories, and methods of language socialization. The cultural basis of language learning across the human lifespan with emphasis on the role of family, schooling, heritage, and endangerment.</b></u> <u><b>Prerequisite: One of ANTH 100, ANTH 170. Third-year standing. ANTH 170 is preferred.</b></u>	<b>Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b>  N/A



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**Curriculum Proposal Form  
New/Change to Course/Program – Okanagan campus**

<b>Category: 1</b>	
<b>Faculty/School:</b> IK Barber School of Arts & Sciences <b>Dept./Unit:</b> Psychology <b>Faculty/School Approval Date:</b> 20191210 <b>Effective Session:</b> 2020W	<b>Date:</b> 2019.09.23 <b>Contact Person:</b> Jan Cioe <b>Phone:</b> 250.807.8732 <b>Email:</b> jan.cioe@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b>	
<p>Our students have expressed strong interest in being able to take courses that are applied in nature. Dr. C. Szostak has offered this course as PSYO 480K Special Topics – Introduction to Counselling &amp; Interviewing for a number of years. It has been very well received by students.</p> <p>A substantial number of Psychology majors are interested in subsequently pursuing a Masters in Counselling Psychology. These programs frequently require students to have previously completed an introductory course in counselling and interviewing that includes an applied/practical component. The proposed course is intended to meet this requirement.</p> <p>This course, as a Special Topics, has been reviewed by UBCV for their Masters Counselling program and is deemed to be equivalent to CNPS 362 (Basic Interviewing Skills), a pre-requisite for the Educational &amp; Counselling Psychology Masters (Faculty of Education).</p>	



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<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>PSYO 440 (3) Introduction to Counselling and Interviewing</u></b></p> <p><b><u>Theoretical and applied issues fundamental to psychological counselling and other helping professions. Development of basic interviewing skills. Credit will not be granted for both PSYO 440 and PSYO 480K. [0-3-0]</u></b></p> <p><b><u>Pre-requisites: Fourth-year standing. At least 6 credits of 300-level Psychology, including at least 3 credits of Area 4 (Abnormal/Personality). Interview required. Contact Department of Psychology for details.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> None.</p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category:</b> 1	
<b>Faculty/School:</b> Creative and Critical Studies <b>Dept./Unit:</b> Languages and World Literatures <b>Faculty/School Approval Date:</b> 20191212 <b>Effective Session:</b> 2020 W	<b>Date:</b> 20191205 <b>Contact Person:</b> Monica Good <b>Phone:</b> 250-807-8503 <b>Email:</b> monica.good@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The inclusion of Indigenous perspectives, languages and literatures is one of the main priorities for FCCS, in alignment with the UBC strategic plan regarding Indigenous Engagement. For the WRLD major which we are currently building, this proposed course would be a cornerstone for our plan to integrate Indigenous narratives, perspectives, pedagogies, cultures, and languages (including non-American ones) into and across our program. This course has been developed in consultation with Indigenous Studies and is also being proposed as a way to bridge the Spanish language program with WRLD.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>WRLD 340 (3) Tales of Resistance: Indigenous Voices in Central America</b></u>  <u><b>Indigenous literature (including oral traditions, myths, legends, stories, songs testimonial narratives) from Indigenous nations in Southern Mexico and Guatemala.</b></u> <u><b>Prerequisite: Third year standing.</b></u>	<b>Draft Academic Calendar URL:</b> N/A



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

<b>Category:</b> 1	
<b>Faculty/School:</b> Creative and Critical Studies <b>Dept./Unit:</b> Critical Studies <b>Faculty/School Approval Date:</b> 20191212 <b>Effective Session:</b> 2020 S	<b>Date:</b> 20191008 <b>Contact Person:</b> Dr. Francisco Peña Fernandez <b>Phone:</b> 250.807.8044 <b>Email:</b> francisco.pena@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b>  <p>This course is a timely and vitally important introduction – via the analysis of key canonical literary texts -- to the ideological, religious, and historical backgrounds that led to the development of anti-Semitism.</p> <p>This course enlists FCCS faculty’s range of expertise in different fields of literature and opens an interdisciplinary and transcultural dialogue through the study of world literatures. The proposed course is being planned to work also as a Go Global summer course that can be team-taught in Germany with German faculty.</p> <p>We believe that it is important for WRLD to connect present social issues to (and with) canonical literary texts that have shaped the consciousness of generations of people – a pedagogical method distinct from social science courses on the same topic so that it will be useful for social science students but also able to attract less political literature students to engage with contentious topics.</p> <p>Upon course approval, faculty will consult with the Ethics Board regarding the experiential learning component of the class (a vodcast interview with a member of Kelowna’s Jewish community).</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>WRLD 428 (3) Anti-Semitism: Then and Now</u></b> <b><u>Roots, developments and transformations of anti-Semitism in literature, and culture.</u></b></p> <p><b><u>Prerequisite: Third year standing.</u></b></p>	<p><b>Draft Academic Calendar URL: N/A</b></p> <p><b>Present Academic Calendar Entry:</b> N/A</p>
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