



Vancouver Senate

THE SIXTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2013/2014 ACADEMIC YEAR

WEDNESDAY, 19 FEBRUARY 2014

6:00 P.M.

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

- 1. Minutes of the Meeting of 22 January 2014 – Mr Philip Edgcumbe**
(approval) (circulated)
- 2. Business Arising from the Minutes – Mr Philip Edgcumbe**
- 3. Tributes Committee – Dr Sally Thorne**

Memorial Minute for Dr Peter A. Lusztig (approval) (circulated)
- 4. Admissions Committee – Dr Robert Sparks**
 - a. Enrolment Targets 2014-2015 (approval) (circulated)
 - b. Bachelor of Dental Science, Dental Hygiene – Changes in Admission Requirements (approval) (circulated)
 - c. Doctor of Medicine – Calendar Changes on Admission (approval) (circulated)
 - d. Faculty of Graduate and Postdoctoral Studies – Transfer Credit (approval) (circulated)
 - e. Faculty of Graduate and Postdoctoral Studies – Undergraduate Eligibility for Graduate Courses (approval) (circulated)
- 5. Admissions & Curriculum Committees – Dr Robert Sparks/Dr Peter Marshall**

New Degree Program: Bachelor of Media Studies (approval) (circulated)
- 6. Curriculum Committee – Dr Peter Marshall**
 - a. Curriculum Proposals from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Arts, Medicine, Pharmaceutical Sciences), and Law (approval) (circulated)

- b. Doctor of Medicine Undergraduate Program Curriculum Renewal Framework (approval) (circulated)
- 7. Academic Policy Committee – Dr Paul Harrison**
 - Rolling Graduation for the Doctor of Medicine Program (approval) (circulated)
- 8. Student Awards Committee – Dr Sue Grayston**
 - New and Revised Awards (approval) (circulated)
- 9. Report from the Provost – Dr David H. Farrar**
 - Budget Update (information) (circulated) – with Vice-President Pierre Ouillet
- 10. Report from the Registrar – Dr Kate Ross**
 - 2014/2015 Academic Year (information) (circulated)
- 11. Proposed Agenda Items**
- 12. Other Business**
- 13. IN CAMERA – Tributes Committee – Dr Sally Thorne**
 - Candidate for Honorary Degree (approval) (to be circulated at meeting)

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



VANCOUVER SENATE

MINUTES OF 22 JANUARY 2014

DRAFT

Attendance

Present: Prof. S.J. Toope (President and Chair), Dr K. Ross (Secretary), Dr R. Anstee, Dean G. Averill, Dr K. Baimbridge, Mr G. Beales, Dr J. Belanger, Ms E. Biddlecombe, Dean M.A. Bobinski, Dr J. Brander, Dr H. Brock, Dr. P. Burns, Mr C. Chan, Dr G. Chapman, Dr P. Choi, Dean M. Coughtrie, Dr W. Dunford, Mr P. Edgcumbe, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Rev. Dr C. Godwin, Dr S. Grayston, Mr S. Haffey, Dr W. Hall, Dr P. Harrison, Dean R. Helsley, Dean J. Innes, Ms N. Karimi, Ms A. Kessler, Dr U. Kumar, Ms. E. Kuo, Mr C. Leonoff, Dr P. Leung, Dr P. Loewen, Prof. B. MacDougall, Mr T. MacLachlan, Ms K. Mahal, Dr F. Marra, Ms N. Marshall, Dr P. Marshall, Mr W. McNulty, Ms N. Mohd-Yahya, Dr I. Parent, Dr K. Patterson, Ms M. Patton, Dean S. Peacock, Dr J. Plessis, Dean S. Porter, Mr M. Prescott, Dr A. Riseman, Ms T. Rosseel, Dr L. Rucker, Dean C. Shuler, Ms T. Shum, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Dr S. Thorne, Mr D. Verma, Dr L. Walker, Dr R. Windsor-Liscombe, Dr D. Witt.

Regrets: Mr T. Ahmed, Dr L. Burr, Mr B. Caracheo, Prof. B. Craig, Dean B. Frank, Prof. B. Goold, Dean M. Isman, Dr I. Ivanov, Ms J. Jagdeo, Dr S. Knight, Dr B.S. Lalli, Mr J. Lee, Ms M. Maleki, Dr W. McKee, Ms S. Morgan-Silvester, Principal L. Nasmith, Dr D. O'Donoghue, Dean M. Parlange, Dr N. Perry, Dr R. Reid, Dr D. Simunic, Dean G. Stuart, Mr M. Thom, Rev. Dr R. Topping, Dr M. Vessey, Dr R. Wilson.

Guests: Ms S. Bigam, Ms V. Bondarenko, Dr A. Kindler, Ms M. Schroeder.

Recording Secretary: Mr C. Eaton.

Call to Order

The President called the fifth meeting of the Vancouver Senate for the 2013/2014 academic year to order.

Senate Membership

The Registrar welcomed Dr Paul Burns back to Senate as a representative of St Marks College, to replace the Rev. Dr Mark Hagemoen.

Minutes of the Previous Meeting

Richard Anstee	}	<i>That the Minutes of the Meeting of 18 December 2013 be adopted as presented.</i>
William McNulty		

Approved.

Remarks from the Chair

The President advised that Ms Allison Matacheskie has joined the University as Director of Faculty Relations. Previously she was with the Labour Relations Board.

Professor Toope informed Senate that the Federal Government announced parts of its international education strategy. The Government has “priority markets” identified: Brazil, India, China, India, Vietnam, Mexico, and the Middle East/North Africa/Turkey. Related to this, \$13M in funding was confirmed for the UBC-based Mitacs organization, which develops unique research and training programs to provide innovators with scientific and business skills.

Senate was reminded that the search for UBC’s next Chancellor was ongoing, as Ms Sarah Morgan-Silvester’s 2nd term is to end this summer.

Finally, the president noted that the first stage of the sports review results had been announced. Sixteen teams had their varsity status confirmed, and over the next three weeks, the remaining teams will be evaluated on their proposals on how they will achieve the desired markers.

Admissions Committee

The Chair of the Senate Admissions Committee, Dr Robert Sparks, presented.

BACHELOR OF EDUCATION - ADMISSION

Robert Sparks	}	<i>That Senate approve changes in admission requirements for applicants to the Bachelor of Education program, effective for entry to the 2014 Winter Session and thereafter.</i>
Rhodri Windsor-Liscombe		

The Committee Chair advised that this action was proposed to change the length of the degree required for admission to the B.Ed from 4 years to 3 years with two stipulations – the degree must be from a recognized institution, and it must be equivalent to one of our bachelor’s degrees. An example of this would be an undergraduate degree from Australia. The proposed changes affect Elementary, Middle Year, and Secondary options. There are no changes to specific admission requirements for core and upper level courses. Many institutions including those in Canada offer 3-year degrees.

Approved.

BACHELOR OF EDUCATION – CAREER EDUCATION PROGRAM: CHEF EDUCATION SPECIALIZATION

Robert Sparks	}	<i>That Senate approve changes in admission requirements for applicants to the Bachelor of Education Career Education Program Option in the Chef Education Specialization, for entry to the 2014 Winter Session and thereafter.</i>
Shannon Sterling		

Dr Sparks advised that the changes proposed were mainly for clarity and to update information regarding teacher certification.

Approved.

Admission & Academic Policy Committees

Senator Harrison, Chair of the Academic Policy Committee, presented on behalf of the Committees.

VISITING INTERNATIONAL RESEARCH STUDENT CLASSIFICATION

Paul Harrison	}	<i>That Senate approve the student classification and calendar entry proposed for Visiting International Research Students for inclusion in the 2014/15 version of the Academic Calendar, as set out in the attached proposal.</i>
Lance Rucker		

Dr Harrison advised that this proposal was to address international students who come to campus to do research but not take courses. Currently, we do not know how many there are, how to get them into the country, or how to get them services that they need. This proposal will give these students support and access to limited services. The cost charged has been kept at a minimum.

Senator Dunford asked what would happen for students who wished to stay for less than 1 month.

Dr Harrison advised that very short term visitors would not be under the policy.
Senator Baimbridge asked how we would communicate this with faculty supervisors.

Senator Harrison advised that deans had a responsibility to inform their faculties.

Dr Anstee advised that he was still concerned that students would not follow this policy due to the cost. For some students it was hard to imagine where or why they would pay \$500, especially for a shorter term undergraduate.

Dr Harrison advised that compliance with this policy was important for students to have proper legal status in Canada.

Senator Singh asked if the 1 month period had to be consecutive.

Dean Porter replied that yes it did.

Senator Harrison advised that all general policies that apply to “students” would apply.

Senator Kessler asked if there was a comparable program for domestic students.

Senator Harrison advised that there were many agreements between Canadian schools for movement.

Dean Porter replied that international student situations were much more complicated so UBC had focused on providing them with a mechanism specifically.

Senator Hall congratulated the committee for bringing forward this proposal.

Senator Harrison passed his thanks on to Go Global and Graduate and Postdoctoral Studies.

Approved.

Admissions & Curriculum Committees

Senator Marshall presented on behalf of the Admission & Curriculum Committees

NEW COMBINED DEGREE/DIPLOMA PROGRAM OPTION: MASTER OF PUBLIC HEALTH/DIPLOMA IN DENTAL PUBLIC HEALTH

See Appendix A: Master of Public Health/Diploma in Dental Public Health

Peter Marshall	}	<i>That Senate approve the New Combined</i>
Lance Rucker		<i>Degree/Diploma Program Option in the</i>
		<i>Master of Public Health and Diploma in</i>
		<i>Dental Public Health, and the associated new</i>
		<i>courses.</i>

Dean Shuler announced that this new program was to allow us to provide a training ground in oral health. There is only one other program in Canada.

Senator Lee asked why persons with DMDs had to write the MCAT.

Dean Shuler replied that this was part of the MPH requirements but we would not require it of dentists.

Approved.

Nominating Committee

CHANGES TO COMMITTEE MEMBERSHIPS

Rhodri Windsor-Liscombe	}	<i>That Senate approve the following revisions to</i>
Katharine Patterson		<i>the membership of Committees of Senate</i>
		<i>effective until 31 August 2014 and thereafter</i>
		<i>until replaced:</i>

Agenda Committee
Dr Susan Porter to replace Dr Darrin

Lehman

Tributes Committee

*Dr Michael Coughtrie to replace Dr Darrin
Lehman*

Approved

Report from the Provost

REPORT ON STUDENT EVALUATIONS OF TEACHING

The Provost presented on 2012 Winter Sessions's student evaluation of teaching results. He noted that the data was largely consistent with the results for previous years. One new aspect of this document is to continue to look at response rates. UBC is convinced that the results are valid; a small study was commissioned to recommend minimum response rates based on class size: 85% of our data met those recommendations.

A student senator stated that we likely had legal reasons for not releasing individual results, but asked if we could give aggregated departmental results instead of just by faculty.

With permission of Senate, Dr Kindler advised that there were no discussions on this topic when the policy was adopted. At that time, one issue raised was the concern that there were different cultures of assessment across different units.

The Provost advised that such a change would be a matter for Senate.

The student senator requested that this matter be referred to the Committee.

Dr Kindler agreed that the Student Evaluation on Teaching Committee would consider the matter.

ANNUAL REPORT ON EXTERNAL REVIEWS OF ACADEMIC ADMINISTRATIVE UNITS

Dr Farrar explained that this report was produced in response to reviews generally conducted every 5 years at UBC. Eleven reviews occurred last year:

Faculty of Applied Science

Department of Electrical & Computer Engineering, October 2012

Department of Civil Engineering, November 2012

Department of Materials Engineering, January 2013

Faculty of Arts

Department of Theatre & Film, November 2012

School of Journalism, January 2013

Chan Centre for the Performing Arts, February 2013

Department of French, Hispanic & Italian Studies, March 2013
Museum of Anthropology, April 2013

Faculty of Education
School Psychology PhD Program, September 2012 (Accreditation Review)

Faculty of Medicine
CMMT (Centre for Molecular Medicine and Therapeutics), March 2013
ICORD (International Collaboration on Repair Discoveries) Centre, April 2013

Faculty of Science
Zoology Department, November 2012

Senator Hall asked why Experimental Medicine and Statistics were not included in the report.

Senator Peacock advised that the cut-off was August, whereas Statistics was reviewed in September.

Senator Porter advised that Experimental Medicine was not an academic unit, just a graduate program.

A student senator asked why, as a review committee member, she was not advised of the response to a review.

The Provost agreed that this was something that should be followed up with the committee members in the future.

Senator Windsor-Liscombe spoke in favour of review committee members being informed of the actions taken from their reviews.

Senator Baimbridge asked if the review policy prescribed an internal follow-up to reviews, noting that many comments were repeated every 5 years for each department.

The Provost advised that we do follow up with faculties as these come in to the Provost's office.

Dr Kindler stated that the senate policy set the requirement; the guidelines advised that the review is to consider the previous review and its responses.

Senator Innes informed Senate what his faculty did in response to reviews, and that he shared his faculty responses with review teams.

Senator Loewen stated his appreciation for these reports being brought to Senate.

Senator Singh asked how often each of the faculties were reviewed.

The Provost replied that it is based on the appointment and reappointment processes for deans. A faculty had to be reviewed before a dean could be reappointed. In theory this means it could happen only every 10 years. He noted that external reviews for faculties were published on his website.

Senator Brander asked to what extent do the implicit judgments for what we should be doing come from the reviewers and what comes from what we tell them. Do we tell reviewers what we think these units should be doing or do they tell us?

Dr Farrar replied that we provided a set of standardized data. Imbedded in departmental self-studies are sometimes areas where the department itself has an interest in input. Otherwise, it is up to deans in their instructions to the review team. Reviews will be answering their own questions, the department's questions, and the dean's.

Adjournment

There being no further business, the meeting was adjourned at 6:40 pm.

Appendix A: Master of Public Health/Diploma in Dental Public Health

Faculty of Dentistry

New Courses

- DENT 506 (6) - Topics in Dental Public Health I (Critical Literature Review)
- DENT 507 (6) - Topics in Dental Public Health II (Critical Literature Review)
- DENT 508 (6) - Public Health Rotations I
- DENT 509 (6) - Public Health Rotations II



7 February 2014

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute

The Tributes Committee has prepared a memorial minute for the following individual:

Dr. Peter A Lusztig

Motion: *That Senate approve the Memorial Minute for Dr. Peter A. Lusztig, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Dr. Peter A. Lusztig

Peter Lusztig was born in Budapest and came to Canada in 1948 after spending much of his childhood in China and Hong Kong. In 1954, he graduated with a Bachelor of Commerce from UBC with a specialization in public administration. Outside of class, he was an active student as a member of the Thunderbird Swim Team and a member of the Alma Mater Society. After completing a Master of Business Administration at Western University in 1955, he began his finance career at the BC Electric Company (BC Hydro). While at BC Electric, Dr. Lusztig was recruited to join the Finance Division at UBC's Faculty of Commerce and Business Administration in 1957. After several years of teaching, he joined the doctoral program in finance at Stanford University, completing his doctoral studies in 1965. Dr. Lusztig was appointed Chair of the Finance Division in 1968 and was named Dean of the Faculty in 1977, a position he held until returning to the Finance Division in 1991. He remained a member of the Faculty until his retirement in 1995.

As Chair of the Finance group and as Dean, Dr. Lusztig led the Faculty to become one of the top business schools in the country. He established the first Advisory Council of a business school in Canada, established an internationally recognized Ph.D. Program, and assisted Shanghai Jiao Tong University in launching business courses alongside their engineering courses. Perhaps most importantly, under his leadership, UBC joined the ranks of the top research business schools in the world

He was a member of the Senate as both a faculty member and as Dean, serving a total of 21 years as a Senator. Following retirement, Dr. Lusztig's involvement with the University continued through his continued affiliation with the Faculty and its Finance Division. In addition to his years of teaching at UBC, Dr. Lusztig also taught at the University of Washington and the Banff School of Advanced Management.

Early in his career, he accepted an appointment to the BC Royal Commission on Automobile Insurance, eventually becoming a founding director of the Insurance Corporation of British Columbia. Subsequently, he accepted appointments to a number of boards: CANFOR, ICBC, Royal Sun Alliance, Vancouver General Hospital and its Foundation, Tree Island Industries, ROINS Financial Holdings, Healthcare Benefit Trust, Arts Umbrella and the Vancouver Board of Trade. He served as sole commissioner of the BC Commission of Inquiry into the Tree Fruit Industry and chaired the Federal/Provincial Asia Pacific Initiative. Shortly before retiring, the federal government appointed Dr. Lusztig as Federal Commissioner to the BC Treaty Commission for 4 consecutive 2-year terms.

After 37 years with the University, Dr. Lusztig's retired in 1995 and was named Dean Emeritus of Commerce and Business Administration. In 2010, the University established the Peter Lusztig Professorship in Finance in recognition of his invaluable contribution to the University.

The Senate sends its condolences to Dr. Lusztig's family and friends.



7 February 2014

To: Vancouver Senate

From: Admissions Committee

Re: a) Enrolment Targets 2014-2015 (approval)(circulated)
b) Bachelor of Dental Science (Dental Hygiene) – Changes in Admission Requirements (approval)(circulated)
c) Doctor of Medicine – Calendar Changes on Admission (approval)(circulated)
d) Faculty of Graduate and Postdoctoral Studies – Transfer Credit (approval)(circulated)
e) Faculty of Graduate and Postdoctoral Studies – Undergraduate Eligibility for Graduate Courses (approval)(circulated)

a) Enrolment Targets 2014-2015 (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the proposed undergraduate enrolment targets for the 2014/2015 academic year, as outlined by Faculty, program and year level.

***Motion:** That Senate approve the 2014/2015 enrolment targets, as per section 27(2)(r) of the University Act.*

b) Bachelor of Dental Science (Dental Hygiene) – Changes in Admission Requirements (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Bachelor of Dental Science (Dental Hygiene) program. Effective for entry to the 2015 Winter Session, the application process will include an interview component for applicants to the Entry-to-Practice admission option. Applicants will no longer be required to submit letters of reference. The circulated proposal also outlines a number of editorial changes for clarity and ease of reference.

***Motion:** That Senate approve changes to admission requirements for applicants to the Bachelor of Dental Science (Dental Hygiene) program, effective for admission to the 2015 Winter Session and thereafter.*

c) Doctor of Medicine – Calendar Changes on Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval Calendar changes on admission for applicant to the Doctor of Medicine program. Proposed changes include revisions to update general information, clarify the process for transfer applicants and revise the number of applicants invited for an interview.



Motion: *That Senate approve Calendar changes for the Doctor of Medicine program, effective for the 2015 Winter Session and thereafter.*

**d) Faculty of Graduate and Postdoctoral Studies – Transfer Credit
(approval)(circulated)**

The Committee had reviewed and recommends to Senate for approval revisions to the Faculty of Graduate and Postdoctoral regulations on transfer credit. Graduate students may transfer up to a maximum of 12 or up to 40% of the total number of credits needed for degree completion (whichever is more) as per the requirements set out in the attached proposal. The associated editorial change will also create a separate section for 'Transfer Credit' under the Faculty's 'Academic Regulations' section of the Calendar.

Motion: *That Senate approve the revised Calendar entry on Transfer Credit for Master's degree students in the Faculty of Graduate and Postdoctoral Studies, effective for the 2014 Winter Session and thereafter.*

e) Faculty of Graduate and Postdoctoral Studies – Undergraduate Eligibility for Graduate Courses (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the proposed Calendar entry on Undergraduate Eligibility for Graduate Courses. Information specific to undergraduate eligibility to register in graduate courses was previously included in the Faculty's general regulations on Transfer Credit but will now be reflected as a separate section under the Faculty's 'Academic Regulations' section of the Calendar.

Motion: *That Senate approve the proposed Calendar entry on Undergraduate Eligibility for Graduate Courses, effective for the 2014 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC

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Vice Provost and Associate Vice President
Academic Facilities and Enrolment

January 17th, 2014

To: Members of Senate Admissions Committee

From: Angela Redish, Vice-Provost and AVP Enrolment and Academic Facilities

A handwritten signature in blue ink, appearing to read 'Angela Redish'.

Re: 2014-2015 Academic Year Undergraduate Enrolment Targets

In this current academic year (2013-14) our domestic Undergraduate Full Time Equivalent (FTE) enrolment is forecast at 30,362, which is approximately 925 FTE above our Provincial funded levels (Table 1). Undergraduate domestic enrolment decreased from the previous year in accordance with planned targets to reduce over-enrolment above funded levels.

The tables below provide three year enrolment projections based on strategic planning decisions undertaken at the faculty level. Specific intake targets for undergraduate programs (reported as "headcount") are set in consultation with the Dean's offices of all Faculties. Intake targets take account of provincial government expectations regarding overall domestic enrolments (measured as full time equivalencies), the University's strategic goals, and both the opportunities and capacities of units to provide first-rate education and support to students. In the absence of additional government funding, undergraduate domestic enrolment at the Vancouver campus will gradually decrease while remaining over government funded levels by approximately 350 FTEs by 2016/17 (Table 1).

For the forthcoming 2014-15 academic year, some Faculties have made small changes to domestic intake targets for undergraduate direct entry programs to adjust for over-enrolment flow through from previous admission cycles. Enrolment in specific health related programs will also increase based on targets established in consultation with the provincial government (Medicine and Pharmacy). Intake targets for international students (ISI) in direct entry programs have been increased by 8% overall and vary by degree program and year level (Table 2).


UBC Vantage College will accept its first cohort of 300 International Program students in August 2014. Students will choose one of the three academic streams offered: the Global Citizenship stream which is equivalent to the first year of a Bachelor of Arts program; or the Computational Science stream or the Physical Science stream, either of which is equivalent to the first year of a Bachelor of Science program. Those who successfully complete the 12 month program will transition directly into the second year of an Arts or Science degree in September 2015 (Table 3). The forecast FTEs (Table 4) do not include students registered in their first year in Vantage College, but for 2015-16 and 2016-17 do include the students who matriculate into the second year of UBC degree programs. Initial planning for Vantage has simplified the proposal to include only Arts and Science programs but it is expected that as planning becomes more detailed, some of the student spaces currently modeled as progressing into Arts or Science will be allocated to other direct entry undergraduate degree programs.

The numbers reported below have been reviewed carefully in all Faculties in consultation with the Provost's Office, the Executive Enrolment Committee, the Office of Planning and Institutional Research, and Enrolment Services. Note that individual Faculties may re-distribute intake numbers between years 1-3 once we have additional information on admission applications and yield rates. Total new intakes in some Faculties may also be adjusted to meet our overall FTE targets.

The 2013 admission cycle represented the second year where all direct-entry applicants to the UBC Vancouver campus were required to submit a personal profile for consideration in the undergraduate admission decision. Although grades still play a very important role in selecting the incoming class of UBC students, the use of the personal profile allows for a more holistic admissions evaluation.

UBC's increased use of broader criteria has been extremely well received on both a local and a national level. Secondary schools have welcomed UBC's message underscoring the importance of being an engaged learner and an active member of the community in addition to having strong academics. Additional information on the impact of BBA as well as mean admission averages for incoming students can be found in the *UBC Vancouver 2013 Annual Report on Enrolment* which was submitted to Senate and the Board of Governors in November 2013 ([http://www.pair.ubc.ca/enrolment%20reports/BOG%20Enrolment%20Report UBCV Nov%202013 final.pdf](http://www.pair.ubc.ca/enrolment%20reports/BOG%20Enrolment%20Report%20UBCV%20Nov%202013%20final.pdf)).

Table 1: UBCV Undergraduate Program Normal Load FTEs (Domestic)

Winter Session				Forecast 			
Faculty	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
APSC	3,356	3,393	3,480	3,367	3,317	3,255	3,187
ARTS	7,485	7,560	7,646	7,449	7,312	7,228	7,189
COMM	2,338	2,316	2,377	2,324	2,307	2,274	2,240
DENT	346	334	331	330	317	315	311
EDUC	1,937	1,774	1,731	1,837	1,889	1,921	1,938
FRST	398	454	434	470	478	481	473
LAW	519	540	528	539	539	536	536
LFS	827	916	954	934	943	939	933
MEDI	1,093	1,137	1,179	1,241	1,279	1,282	1,282
PHAR	497	673	741	806	880	894	895
SCIE	5,453	5,450	5,644	5,636	5,653	5,643	5,612
Non-Degree & Residents	2,085	2,195	2,121	2,154	2,154	2,154	2,154
ALL UG Programs	26,334	26,742	27,165	27,087	27,068	26,922	26,749
Summer Session	3,514	3,326	3,311	3,274	3,274	3,274	3,274
Total Winter plus Summer	29,848	30,068	30,476	30,362	30,343	30,197	30,024
Funded	29,110	29,214	29,323	29,437	29,551	29,665	29,665
Unfunded FTE	738	854	1,153	925	792	532	359

NOTE: Includes all undergraduate direct entry, post-baccalaureate, diploma, certificate and non-degree students

Table 2: UBCV Intake Targets for Direct Entry Undergraduate Programs																
		2013-14 Targets			2013-14 Actuals Nov 1st			2014-15			2015-16 (includes Vantage Flow to Arts and Science)			2016-17 (includes Vantage Flow to Arts and Science)		
		Domestic Target	ISI Target	Total Target	Domestic Actual	ISI Actual	Total Actual	Domestic Target	ISI Target	Total Target	Domestic Target	ISI Target	Total Target	Domestic Target	ISI Target	Total Target
APSC																
	BASC															
	1	580	163	743	530	188	718	546	211	757	546	230	776	546	251	797
	2	150	39	189	178	33	211	150	39	189	140	50	190	140	55	195
	3	49	1	50	56		56	50	-	50	50	-	50	50	-	50
	Total	779	203	982	764	221	985	746	250	996	736	280	1,016	736	305	1,041
			-													
	BSN		-													
	3	117		117	115	2	117	117		117	117	-	117	117	-	117
			-													
APSC Total		896	203	1,099	879	223	1102	863	250	1,113	853	280	1,133	853	305	1,158
ARTS																
	BA															
	1	1,610	583	2,193	1579	557	2136	1,590	615	2,205	1,590	672	2,262	1,590	734	2,324
	2	420	122	542	414	114	528	420	133	553	420	265	685	420	446	866
	3	400	77	477	404	90	494	400	84	484	387	99	486	375	97	472
	BFA															
	1	-	-					-	-	-	-	-	-	-	-	-
	2	15	3	18	21	3	24	15	3	18	15	3	18	15	3	18
	3	39	8	47	51	11	62	39	9	48	39	10	49	39	11	50
	BIE															
	1	41	41	82	43	41	84	42	43	85	42	43	85	42	43	85
	2	-	-					-	-	-	-	-	-	-	-	-
	3	-	-					-	-	-	-	-	-	-	-	-
	BMUS															
	1	41	7	48	52	5	57	41	8	49	41	9	50	41	10	51
	2	13	-	13	13		13	13	-	13	13	-	13	13	-	13
	3	17	-	17	8	1	9	17	-	17	17	-	17	17	-	17
	BSW															
	1	-	-					-	-	-	-	-	-	-	-	-
	2	-	-					-	-	-	-	-	-	-	-	-
	3	30	-	30	53	1	54	30	-	30	30	-	30	30	-	30
	BMS															
	1							20	20	40	20	20	40	20	20	40
	2															
	3															
	Sciences PO															
	3										13	13	26	25	25	50
Arts Total		2,626	841	3,467	2638	823	3461	2,627	915	3,542	2,627	1,134	3,761	2,627	1,389	4,016
COMM																
	BCOM															
	1	380	249	629	381	307	688	380	314	694	380	314	694	380	320	700
	2	107	63	170	110	63	173	107	63	170	107	63	170	107	85	192
	3	85	49	134	90	53	143	85	49	134	85	50	135	85	63	148
			-													
COMM Total		572	361	933	581	423	1004	572	426	998	572	427	999	572	468	1,040
			-													
DENT			-													
	BDSC		-													
	1	28	1	29	28	2	30	30	-	30	30	-	30	30	-	30
	2		-				0	-	-	-	-	-	-	-	-	-
	3	20	-	20	8		8	10	-	10	10	-	10	10	-	10
	4	36	-	36	16		16	6	-	6	6	-	6	6	-	6
DENT Total		84	1	85	52	2	54	46	-	46	46	-	46	46	-	46

Table 2: UBCV Intake Targets for Direct Entry Undergraduate Programs

		2013-14 Targets			2013-14 Actuals Nov 1st			2014-15			2015-16 (includes Vantage Flow to Arts and Science)			2016-17 (includes Vantage Flow to Arts and Science)		
		Domestic Target	ISI Target	Total Target	Domestic Actual	ISI Actual	Total Actual	Domestic Target	ISI Target	Total Target	Domestic Target	ISI Target	Total Target	Domestic Target	ISI Target	Total Target
EDUC-KIN			-													
BKIN			-													
	1	153	19	172	175	13	188	180	14	194	180	15	195	180	17	197
	2	37	1	38	38		38	40	-	40	40	-	40	40	-	40
	3	82	1	83	84	1	85	83	1	84	83	1	84	83	1	84
					1											
EDUC-KIN Total		272	21	293	298	14	311	303	15	318	303	17	320	303	18	321
FRST																
BSCN																
	1	75	25	100	73	24	97	75	27	102	75	29	104	75	32	107
	2	10	-	10	9	2	11			-			-			-
	3		-			1	1			-			-			-
BSCW																
	1	20	20	40	12	20	32	20	25	45	20	25	45	20	26	46
	2	10		10	3	1	4			-			-			-
	3						0			-			-			-
BSF																
	1	60	10	70	62	20	82	60	15	75	60	15	75	60	15	75
	2	5		5	8	2	10			-			-			-
	3	5	10	15	3	6	9	5	11	16	5	12	17	5	13	18
BSFS																
	1	35	10	45	23	11	34	35	11	46	35	12	47	35	13	48
	2	5		5	1		1			-			-			-
	3			-						-			-			-
FRST Total		225	75	300	194	87	281	195	89	284	195	93	288	195	99	294
LFS			-													
BSAB																
	1	100	15	115	88	27	115	110	18	128	110	18	128	110	20	130
	2	35	3	38	23	1	24	35	4	39	35	4	39	35	4	39
	3	10	1		8	1	9	10	1	11	10	1	11	10	1	11
BSAG			-													
	1		-													
	2		-													
	3		-													
BSFN			-													
	1	130	45	175	126	42	168	130	48	178	130	50	180	130	55	185
	2	50	6	56	49	6	55	45	8	53	45	10	55	45	11	56
	3	10	1	11	26	1	27	15	1	16	15	1	16	15	1	16
BSCR																
	1							-	-	-	-	-	-	-	-	-
	2	30	6	36	20	4	24	30	6	36	30	8	38	30	9	39
	3	10	2	12	3	1	4	10	2	12	10	2	12	10	2	12
LFS Total		375	79	443	343	83	426	385	88	473	385	94	479	385	102	487
SCIE																
BCS																
	3	54	5	59	88	7	95	91	8	99	60	9	69	60	10	70
BSC																
	1	1,450	173	1,623	1396	227	1623	1,400	252	1,652	1,400	275	1,675	1,400	299	1,699
	2	300	37	337	259	55	314	250	61	311	250	186	436	250	264	514
	3	40	7	47	33	3	36	30	2	32	30	2	32	30	2	32
SCIE Total		1,844	222	2,066	1776	292	2068	1,771	323	2,094	1,740	472	2,212	1,740	576	2,316
Grand Total		6,894	1,803	8,686	6761	1947	8707	6,762	2,106	8,868	6,721	2,517	9,238	6,721	2,957	9,678

Table 3: Vantage College Program Headcount

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
New Vantage Intake into year 1	300	600	1,000	1,000	1,000	1,000	1,000	1,000
Vantage Flow to UBC Degree Programs								
Year 2		240	480	800	800	800	800	800
Year 3		-	228	456	760	760	760	760
Year 4		-	-	217	433	722	722	722
Total Vantage Flow		240	708	1,473	1,993	2,282	2,282	2,282

Notes:

Vantage flow for students into Arts and Science in 2015/16 at 50:50; subsequent years at 60/40 but subject to change
Current ISI first year retention rates for Arts & Science are 80% (in same faculty)
2nd and 3rd year retention rates vary per isi faculty retention rates but model assumes 95% transition rates

Table 4: ISI Undergraduate FTE

Forecast fte 

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16 (includes Vantage Flow to Arts & Science)	2016/17 (includes Vantage Flow to Arts & Science)
Direct Entry Programs								
APSC	443	491	533	597	705	807	900	1,009
ARTS	1,310	1,334	1,468	1,633	1,784	2,000	2,331	2,786
COMM	442	502	572	696	835	961	1,057	1,144
EDUC-KIN	32	40	42	48	54	57	59	60
FRST	73	89	109	140	159	165	179	193
LFS	93	108	120	128	156	175	197	219
SCIE	398	376	377	429	527	637	847	1,093
Non Degree Programs (Visi/Uncl)	35	33	37	54	66	66	66	66
Non Direct Entry	38	23	32	37	49	49	49	49
Non SIS Fee paying (Sauder Diploma)	59	44	44	43	39	39	39	39
Summer	292	308	309	387	401	401	401	401
Total All	3,212	3,348	3,644	4,192	4,775	5,358	6,127	7,059
%Change over prior year		4%	9%	15%	14%	12%	14%	15%

Table 5: ISI as a proportion of total Direct Entry Undergraduate Degree Programs

Direct Entry Programs	2010/11	2011/12	2012/13	2013/14 Forecast	2014/15	2015/16 (includes Vantage Flow to Arts and Science)	2016/17 (includes Vantage Flow to Arts and Science)
Applied Science - BASC	12%	13%	14%	17%	19%	21%	24%
Arts - BA/BFA/BIE/BMUS	15%	16%	18%	20%	22%	25%	28%
Sauder - BCOM	21%	24%	27%	31%	34%	37%	39%
Kinesiology - BKIN	6%	6%	6%	6%	6%	6%	6%
Forestry - All UG Programs	18%	19%	24%	25%	26%	27%	29%
LFS - All UG Programs	12%	12%	12%	14%	16%	17%	19%
Science - BSC/BCS	6%	6%	7%	9%	10%	13%	16%
Total All Direct Entry	13%	14%	15%	17%	19%	22%	24%

UBC Admissions Proposal Form

<p>Faculty: Dentistry Department: Dean's Office Faculty Approval Date: October 3, 2013 Effective Session (W or S): for 2014 Calendar release Effective Academic Year: For students entering the B.D.Sc. (Dental Hygiene) program in September 2015</p>	<p>Date: 20 January 2014 Contact Person: Vicki Koulouris Phone: 2-4486 Email: vkoulouris@dentistry.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Dentistry > Dental Hygiene Degree Program</p> <p>The Faculty of Dentistry offers a multiple admissions approach to the Dental Hygiene Degree Program. The admission options or entry points are:</p> <ol style="list-style-type: none"> 1. Entry-to-Practice Admission Option The Entry-to-Practice admission option, open to secondary school graduates and applicants with post-secondary education, is the entry point to full-time, four-year studies at UBC that includes development of the knowledge base and pre-clinical and clinical skills required to earn the B.D.Sc. degree in Dental Hygiene and become a registered dental hygienist (RDH). 2. Direct Entry Admission Option The Faculty of Dentistry is not accepting applications to the Direct Entry admission option at this time. 	<p>URL: http://www.calendar.ubc.ca/vancouver/ind ex.cfm?tree=12,201,315,0</p> <p>Present Calendar Entry:</p> <p><i>Dental Hygiene Degree Program</i></p> <p>NOTE: The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010/11 academic year. Applicants who wish to earn a B.D.Sc. (Dental Hygiene) degree are directed to the Entry-to-Practice admission option.</p> <p>The Faculty of Dentistry offers a multiple admissions approach to the Dental Hygiene Degree Program. The four admission options or entry points are:</p> <ol style="list-style-type: none"> 1. Entry-to-Practice Admission Option The Entry-to-Practice admission option, open to secondary school graduates and applicants with post-secondary education, is the entry point to full-time, four-year studies at UBC that includes development of the knowledge base and pre-clinical and clinical skills required to earn the B.D.Sc. degree in Dental Hygiene and become a registered dental hygienist (RDH). 2. Direct Entry Admission Option NOTE: The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010/11 academic year. Applicants who wish to earn a

3. Dental Hygiene Degree Completion Admission Option

The Dental Hygiene Degree Completion admission option, open to dental hygienists who are graduates of accredited North American Dental Hygiene diploma programs, is the entry point to full or part-time studies leading to the B.D.Sc. degree in Dental Hygiene.

4. International Dental Hygiene Degree Completion Admission Option

The International Dental Hygiene Degree Completion admission option, open to dental hygienists who are graduates of non-North American Dental Hygiene programs, is the entry point to full or part-time studies leading to the B.D.Sc. degree in Dental Hygiene.

The University will consider granting transfer credit for all transferable post-secondary courses completed. The Program, in accordance with University regulations about transfer credits, will determine the number of credits that can be applied to the dental hygiene degree.

~~B.D.Sc. (Dental Hygiene) degree are directed to the Entry-to-Practice admission option.~~

~~The Direct Entry admission option, open only to secondary school applicants with no more than 6 post-secondary university transferable credits, is the entry point to full-time, four-year studies through a partnership between UBC and Camosun College, the College of New Caledonia, and Vancouver Community College dental hygiene programs that includes development of the knowledge base and pre-clinical and clinical skills required to earn the B.D.Sc. degree in Dental Hygiene and become a registered dental hygienist (RDH).~~

3. Dental Hygiene Degree Completion Admission Option

The Dental Hygiene Degree Completion admission option, open to dental hygienists who are graduates of accredited North American Dental Hygiene diploma programs, is the entry point to full or part-time studies leading to the B.D.Sc. degree in Dental Hygiene.

4. International Dental Hygiene Degree Completion Admission Option

The International Dental Hygiene Degree Completion admission option, open to dental hygienists who are graduates of non-North American Dental Hygiene programs, is the entry point to full or part-time studies leading to the B.D.Sc. degree in Dental Hygiene.

~~Dental hygienists who have been awarded a baccalaureate degree and wish to undertake post-baccalaureate education in the field of Dentistry may apply to the Master of Science (Craniofacial Science) Program as a full-time or part-time student. Qualified dental hygienists interested in pursuing a doctoral degree may apply to the Doctor of Philosophy~~

<p>Aboriginal Applicants</p> <p>The Faculty of Dentistry welcomes applications from qualified Aboriginal applicants. Please visit youbc Vancouver for more information.</p> <p>UBC welcomes applications from qualified international applicants. All applicants must satisfy the UBC English language requirements. See http://you.ubc.ca/admissions/elas/curricula-elas/ ELI verbal communication test results are required.</p> <p>Note: The possession of a Bachelor of Dental Science degree in Dental Hygiene does not automatically confer the right to practice dental hygiene in any province in Canada. Each province has a regulatory authority that grants the privilege to practice dental hygiene. For more information about the regulatory authority in British Columbia, contact the College of Dental Hygienists of BC.</p> <p>Admission:</p> <p>1. Entry-to-Practice Admission Option</p> <p>Admission to the Dental Hygiene Degree Program via the Entry-to-Practice admission option is based upon:</p> <ul style="list-style-type: none"> • academic performance (overall GPA) • personal statement • an interview (invitation to eligible candidates only) <p>Among the factors considered in the application review are demonstrated leadership skills, critical thinking,</p>	<p>(Oral Biology) Program. Study in the Ph.D. Program requires full-time attendance. See graduate Craniofacial Science.</p> <p>The possession of a Bachelor of Dental Science degree in Dental Hygiene does not automatically confer the right to practice dental hygiene in any province in Canada. Each province has a regulatory authority that grants the privilege to practice dental hygiene. For more information, contact the College of Dental Hygienists of BC.</p> <p>Admission</p> <p>Admission to the Dental Hygiene Degree Program via the Entry-to-Practice admission option is based upon academic performance and broad-based selection criteria.</p> <p>Among the factors considered in the application review are academic performance, demonstrated leadership skills, active</p>
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problem solving, ethics, substantial volunteerism, active participation in extracurricular activities and knowledge of the dental hygiene profession.

Successful applicants to the Dental Hygiene Degree Program via the Entry-to-Practice Admission Option will complete a fulltime 4-year program that includes didactic and clinical instruction. Upon successful completion of the degree, a student will be eligible to register to practice as a dental hygienist. Students admitted via this admission option will complete their studies at UBC Vancouver through on-campus, distributed learning, and community outreach instructional delivery. See [Entry-to-Practice program courses](#) for details.

See [Faculty](#) for the required prerequisite courses and pre-entry information for the Entry to Practice option.

See [Admissions](#) for information on application procedures and UBC admission policies. All applicants must complete the Dental Hygiene Degree Program on-line **personal statement application**.

The required non-refundable application fee and all supporting documents must be submitted to the Manager, Admissions, Faculty of Dentistry. Incomplete and late applications will not be considered.

All inquiries relating to admission should be addressed to the Dentistry [Admissions](#) Office.

~~participation in extracurricular activities, significant awards and achievements, a personal statement, and references.~~

See [Admissions](#) for information on application procedures and UBC admission policies. All applicants must complete the Dental Hygiene Degree Program on-line supplemental [application](#). ~~Incomplete and late applications will not be accepted.~~

~~The University will consider granting transfer credit for all transferable post-secondary courses completed. The number of credits that could be applied to the Dental Hygiene Degree will be determined by the Program in accordance with University regulations about transfer credits.~~

All inquiries relating to admission ~~and the supplemental application~~ should be addressed to the Dentistry [Student Services Office](#).

~~1. Entry-to-Practice Admission Option~~

	<p>Successful applicants to the Dental Hygiene Degree Program via the Entry to Practice Admission Option will complete a fulltime 4-year program that includes didactic and clinical instruction. The Faculty expects that students will register in a full course load to complete the degree in four years. Upon successful completion of the degree, a student will be eligible to register to practice as a dental hygienist. Students admitted via this admission option will complete their studies at UBC Vancouver through on-campus, distributed learning, and community outreach instructional delivery.</p> <p>First Year</p> <p>Biology 153 Chemistry 121 DHYG 108 Oral Health Sciences DHYG 110 Dental Hygiene Theory & Practice English 100, Level 1 Microbiology 153 Psychology 100 Total Credits [†] ENGL 112 (3 credits, plus 3 additional first y</p> <p>Second Year</p> <p>DHYG 206 Head & Neck Anatomy DHYG 208 Oral Health Sciences DHYG 210 Dental Hygiene Theory & Practice Statistics 203 Total Credits</p> <p>Third Year</p> <p>DHYG 308 Oral Health Sciences DHYG 310 Dental Hygiene Theory & Practice DHYG 400 Current Issues in Oral Health Serv DHYG 461 Literature Review I DHYG 462 Literature Review II Total Credits</p>
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2. Direct Entry **Admission** Option –

The Faculty of Dentistry is not accepting applications to the Direct Entry admission option at this time.

Fourth Year

DHYG 401 Oral Epidemiology

DHYG 405 Oral Microbiology & Immunology

DHYG 410 Dental Hygiene Theory & Practice

DHYG 412 Oral Health Care Trends & Topics

Electives

Total credits

Aboriginal Applicants

The Faculty of Dentistry welcomes applications from qualified Aboriginal applicants. Please visit [yoube Vancouver](http://yoube.vancouver) for more information.

2. Direct Entry Option

Students entering the Program will complete the degree requirements through a partnership between the UBC Faculty of Dentistry and the dental hygiene programs of Camosun College, College of New Caledonia, and Vancouver Community College. The Faculty expects students to register in a full course load in order to complete their degree requirements in 4 years. The first year of the Direct Entry option is taken at UBC and consists of 33 credits of course work.

Students who have successfully completed the first year of the program will advance to one of the three Colleges for the second and third years (September to June each year).

Assignment to one of the three partner Colleges will be made by the University. Student preferences for College location will be considered but cannot be guaranteed. The fourth year of the program is taken at UBC through on-campus, distributed learning and community outreach instructional delivery.

First Year

The first year of the Direct Entry Option consists of the following arts and science courses taken at UBC:

English 100-level[†]

	Biology 153	7
	Chemistry 100 level	8
	Psychology 100 or 200	6
	Statistics 203	3
	Electives	3
	Total Credits	33
	[†] ENGL 112 (3 credits, plus 3 additional first year English credits)	
	Second and Third Year	
	A combination of academic and clinical studies in the following subjects taken at one of the partner community colleges:	
	<ul style="list-style-type: none"> • Behavioural Sciences • Immunology and Microbiology • Embryology and Histology • Oral Anatomy and Physiology • Dental Anatomy • General Pathology • Oral Pathology • Pharmacology • Radiology • Periodontics • Dental Hygiene Theory and Practice • Local Anesthesia • Dental Materials • Ethics and Jurisprudence • Community Health • Health Promotion and Preventive Dentistry • Literature Review and Interpretation of Research • Interpersonal Skills and Advanced Communication 	

- Dental Specialties
- Practice Management

Fourth Year

The fourth year of the direct entry option includes advanced studies at UBC through on-campus, distributed learning, and community outreach instructional delivery modes. The fourth year builds upon concepts introduced previously. Coursework includes core and elective courses:

DHYG-401 Oral Epidemiology
 DHYG-404 Dental Hygiene Practice II
 DHYG-405 Oral Microbiology and Immunology
 DHYG-435 Oral Medicine & Pathology
 DHYG-462 Literature Review II
 EPSE 482/HCEP 400[†] Statistics

Electives^{2,3,4}

Total Credits

[†] If DHYG 401 (5) not taken.

² Electives must be UBC courses (transfer credit not permitted) and may be taken in areas of interest such as health promotion, residential care, geriatrics, community health, adult education, health care ethics, inter-professional education, behavioural sciences, economics, etc. Electives may be taken on-campus or through distance education at UBC.

³ Faculty of Dentistry courses subject to sufficient enrolment include: DHYG 400 (6) Current Issues in Oral Health Sciences; DHYG 433 (3) Assessment & Treatment Planning for Advanced Periodontal Diseases; DENT 407 (6) Oral Health Care in Residential Care Settings.

⁴ Interprofessional courses are highly recommended. See [Health Disciplines](#) for a complete list of IHHS courses.

Degree Completion

3. Dental Hygiene Degree Completion (category 1 or 2) Admission Option (for dental hygiene diploma graduates)

Admission from Secondary School

~~NOTE: The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010/11 academic year. Applicants who wish to earn a B.D.Sc. (Dental Hygiene) degree are directed to the Entry-to-Practice Admission Option.~~

~~Admission into the Direct Entry option of the Dental Hygiene Degree Program will be based upon academic performance and broad-based criteria. Among the factors considered in the application review are academic performance in the courses required for admission, demonstrated leadership skills, active participation in extracurricular activities, significant awards and achievements, personal statement, and references.~~

~~Information on application procedures and admission policies requirements for [UBC](#) and the Dental Hygiene degree are specified in [Admissions](#). All applicants must complete the Dental Hygiene Degree Program on-line supplemental application at [Dentistry](#). Incomplete and late applications will not be accepted.~~

~~All inquiries relating to admission and the supplemental application should be addressed to Dentistry [Student Services](#).~~

Aboriginal Applicants

~~The Faculty of Dentistry welcomes applications from qualified Aboriginal applicants. Please visit [youbc Vancouver](#) for more information.~~

Degree Completion

**Admission to the Dental Hygiene Degree
Completion admission option is based upon:**

- **academic performance (overall GPA)**
- **personal statement**

The eligible candidates may be invited for an interview at the discretion of the admissions committee.

Applicants must meet the [Admissions](#) requirements of the University (see you.ubc.ca/vancouver).

There are two categories of students in the Degree Completion option: Category 1 and Category 2, **which are detailed in bullets 3.1 and 3.2 respectively.** Visit [Dentistry](#) to determine eligibility for the appropriate admission category. Students in either category may undertake studies on a full or part-time basis. Part-time students will have up to five years to complete the program.

3.1 Category 1 - Students who have completed 30 credits of university transfer prerequisites.

Graduates of dental hygiene diploma programs accredited by the Commission of Dental Accreditation of Canada (CDAC) or the Commission of Dental Accreditation (CODA) of the American Dental Association (ADA) with a minimum overall average of 70% are eligible for admission to the fourth year of the Program. Current registration, in good standing, with a regulatory authority where the applicant has practiced most recently and a Canadian National Dental Hygiene Certification Board Examination Certificate or the American National Board Certificate are required. If an applicant is a recent graduate of a dental hygiene diploma program seeking to enter the Dental Hygiene Degree Program directly and has not yet practiced, then a recommendation letter from the director of the dental hygiene diploma program is required.

Applicants seeking to enter Category 1 must have completed 30 credits of university transfer courses including:

There are two categories of students in the Degree Completion option: Category 1 and Category 2. ~~See Admission to Dental Hygiene Degree Completion (Category 1 and 2) or~~ visit [Dentistry](#) to determine eligibility for the appropriate admission category. Students in either category may undertake studies on a full or part-time basis. Part-time students will have up to five years to complete the program.

Category 1 - Students who have completed 30 credits of university transfer prerequisites.

Graduates of dental hygiene diploma programs accredited by the Commission of Dental Accreditation of Canada (CDAC) or the Commission of Dental Accreditation (CODA) of the American Dental Association (ADA) with a minimum overall average of 70% are eligible for admission to the fourth year of the Program. Current registration, in good standing, with a regulatory authority where the applicant has practiced most recently and a Canadian National Dental Hygiene Certification Board Examination Certificate or the American National Board Certificate are required. If an applicant is a recent graduate of a dental hygiene diploma program seeking to enter the Dental Hygiene Program directly and has not yet practiced, then a recommendation letter from the director of the dental hygiene diploma program is required.

- 6 credits of first-year biology (anatomy and physiology)
- 6 credits of first-year chemistry
- 6 credits of first-year English
- 6 credits of first or second-year psychology
- 6 credits of electives (3 credits of statistics preferred)

See [Admissions](#) for information on application procedures and UBC admission policies. All applicants must complete the Dental Hygiene Degree Program on-line personal statement [application](#).

The required non-refundable application fee and all supporting documents must be submitted to the Manager, Admissions, Faculty of Dentistry. Incomplete and late applications will not be considered.

All inquiries relating to admission should be addressed to the Dentistry [Admissions](#) Office.

Further information about the program coursework can be viewed on the Faculty website:

www.dentistry.ubc.ca/Education/Hygiene/Caregory1/Courses.asp

Students must complete the following courses to be eligible to apply for graduation. Coursework includes core and elective courses:

6		
6	DHYG-401	Oral Epidemiology
3		
D	DHYG-404	Dental Hygiene Practice II
Y	DHYG-405	Oral Microbiology and Immunology
41		
3	DHYG-435	Oral Medicine & Pathology
4	DHYG-462	Literature Review II
	EPSE	Statistics
9	482/HCEP	
	400 ⁺	
30	Electives ^{2,3,4}	
	Total Credits	

<p>Note: Students currently enrolled in the final year of an accredited dental hygiene diploma program (with 30 credits of university transfer prerequisites) who wish to transfer directly into the fourth year of the Dental Hygiene Degree Program immediately following diploma graduation, can make application. Applicants may be given a conditional acceptance under the provisions of Category 1. Official acceptance will be granted only upon successful completion of the requirements for dental hygiene diploma graduation and the Faculty of Dentistry admission requirements.</p> <p>3.2 Category 2 - Students who have NOT completed 30 credits of university transfer prerequisites.</p> <p>Graduates of dental hygiene diploma programs</p>	<p>¹ If DHYG 401 (5) not taken</p> <p>² Electives must be UBC courses (transfer credit is not permitted) and may be taken in areas of interest such as health promotion, residential care, geriatrics, community health, adult education, health care ethics, inter-professional education, behavioural sciences, economics, etc. Electives may be taken on campus or through distance education at UBC.</p> <p>³ Faculty of Dentistry courses subject to sufficient enrolment include: DHYG 400 (6) Current Issues in Oral Health Sciences; DHYG 433 (3) Assessment & Treatment Planning for Advanced Periodontal Diseases; DENT 407 (6) Oral Health Care in Residential Care Settings.</p> <p>⁴</p> <p>Interprofessional courses are highly recommended. For a complete list of IHHS courses offered by the College of Health Disciplines, please see their website.</p> <p>Note: Students currently enrolled in the final year of an accredited dental hygiene diploma program (with 30 credits of university transfer prerequisites) who wish to transfer directly into the fourth year of the Dental Hygiene Program immediately following diploma graduation, can make application. Applicants may be given a conditional acceptance under the provisions of Category 1. Official acceptance will be granted only upon successful completion of the requirements for dental hygiene diploma graduation and the Faculty of Dentistry admission requirements. Acceptance also depends on available space.</p>
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accredited by the Commission of Dental Accreditation of Canada (CDAC) or the Commission of Dental Accreditation (CODA) of the American Dental Association (ADA) with a minimum overall average of 70% are eligible for admission to third year of the Program. Current registration, in good standing, with a regulatory authority where the applicant has practiced most recently, and a Canadian National Dental Hygiene Certification Board Examination Certificate or the American National Board Certificate are required. If an applicant is a recent graduate of a dental hygiene diploma seeking to enter the Dental Hygiene Program directly and has not yet practiced, then a recommendation letter from the director of the dental hygiene diploma program is required.

Applicants NOT completing the 30 credits of university transfer courses including 6 credits of first-year biology (anatomy and physiology), 6 credits of first-year chemistry, 6 credits of first-year English, 6 credits of first or second-year psychology, and 6 credits of electives are eligible to apply under Category 2.

See [Admissions](#) for information on application procedures and UBC admission policies. All applicants must complete the Dental Hygiene Degree Program on-line personal statement [application](#).

The required non-refundable application fee and all supporting documents must be submitted to the Manager, Admissions, Faculty of Dentistry. Incomplete and late applications will not be considered.

All inquiries relating to admission should be addressed to the Dentistry [Admissions Office](#).

Further information about the program coursework can be viewed on the Faculty website:
www.dentistry.ubc.ca/Education/Hygiene/Category2/Courses.asp

Category 2 - Students who have not completed 30 credits of university transfer prerequisites.

Graduates of dental hygiene diploma programs accredited by the Commission of Dental Accreditation of Canada (CDAC) or the Commission of Dental Accreditation (CODA) of the American Dental Association (ADA) with a minimum overall average of 70% are eligible for admission to third year of the Program. Current registration, in good standing, with a regulatory authority where the applicant has practiced most recently, and a Canadian National Dental Hygiene Certification Board Examination Certificate or the American National Board Certificate are required. If an applicant is a recent graduate of a dental hygiene diploma seeking to enter the Dental Hygiene Program directly and has not yet practiced, then a recommendation letter from the director of the dental hygiene diploma program is required.

	<p>Students must complete the following courses to be eligible to apply for graduation. Course work includes core and elective courses.</p> <p>DHYG 400 Current Issues in Oral Health Sciences</p> <p>DHYG 401 Oral Epidemiology</p> <p>DHYG 402 Dental Hygiene Practice I</p> <p>DHYG 404 Dental Hygiene Practice II</p> <p>DHYG 405 Oral Microbiology and Immunology</p> <p>DHYG 433 Assessment and Treatment Planning for Advanced Periodontal Diseases</p> <p>DHYG 435 Oral Medicine & Pathology</p> <p>DHYG 461 Literature Review I</p> <p>DHYG 462 Literature Review II</p> <p>ENGL 301 Technical and Business Writing or equivalent</p> <p>EPSE 482/ HCEP 400¹ Statistics or equivalent</p> <p>IHHS 401 Biomedical Ethics or equivalent</p> <p>Electives² 3,4</p> <p>Total Credits</p> <p>¹ If DHYG 401 (5) not taken.</p> <p>² Electives may be taken in areas of interest such as health promotion, residential care, geriatrics, community health, adult education, health care ethics, inter-professional education, behaviour</p>
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Note: Students currently enrolled in the final year of an accredited dental hygiene diploma program (without 30 credits of university transfer prerequisites) who wish to transfer directly into the third year of the Dental Hygiene Program immediately following diploma graduation can make application. Applicants may be given a conditional acceptance subject to successful completion of the requirements for dental hygiene diploma graduation and the admission requirements of the [Faculty of Dentistry](#). Acceptance also depends on available space.

sciences, economics, etc. Some core courses and electives may be taken on campus or through distance education at UBC, BC Open University, or other recognized universities. Permission of the Program Director is required for all non-UBC courses.

³ ~~Faculty of Dentistry courses subject to sufficient enrolment include: DENT 407 (6) – Oral Health Care in Residential Care Settings.~~

⁴ ~~Interprofessional courses are highly recommended. Visit [Health Disciplines](#) for a complete list of IHHS courses.~~

Note: Students currently enrolled in the final year of an accredited dental hygiene diploma program (without 30 credits of university transfer prerequisites) who wish to transfer directly into the third year of the Dental Hygiene Program immediately following diploma graduation can make application. Applicants may be given a conditional acceptance subject to successful completion of the requirements for dental hygiene diploma graduation and the admission requirements of the [Faculty of Dentistry](#). Acceptance also depends on available space.

Admission to Degree Completion (Category 1 and 2)

Applicants must meet the [Admissions](#) requirements of the University (see also [yoube Vancouver](#)). No specific courses at the secondary school level are mandatory.

Applicants seeking to enter Category 1 must have completed 30 credits of university transfer courses including:

- 6 credits of first-year biology (anatomy and physiology)
- 6 credits of first-year chemistry
- 6 credits of first-year English
- 6 credits of first or second-year psychology

4. International Dental Hygiene Degree Completion Admission Option

Admission to the International Dental Hygiene Degree Completion option is based upon:

- **academic performance (overall GPA)**
- **personal statement**
- **ELI score of 5 or above or its equivalent**
- **IELTS scores of at least 6.5 and at least 6 on each component of the exam.**
- **supporting certification documents**

Eligible candidates may be invited for an interview at the discretion of the admissions committee.

Graduates of **dental hygiene diploma** programs that are not accredited by the Commission on Dental Accreditation of Canada (CDAC) but who hold the Canadian National Dental Hygiene Certification Board Examination Certificate may be admitted to the third year of the Program. No specific courses at the secondary school level are mandatory. Applicants are required to have, or be eligible to have, current registration, in good standing, with a regulatory authority where the applicant has practiced most recently. If the applicant has not practiced, then a letter of support from an instructor from their dental hygiene program is required.

See [Admissions](#) for information on application procedures and UBC admission

- **6 credits of electives**

~~All other applicants are eligible to apply under Category 2. Application must be made online to the Faculty of Dentistry. Deadlines for application are April 15 for admission the following September. Eligible applicants may be invited to participate in a structured interview. Detailed information regarding the admissions process and application forms are available at [Dentistry](#). The electronic application, required non-refundable application fee and all supporting documents must be submitted to the Manager, Admissions and Academic Progress, Faculty of Dentistry by the April 15 deadline.~~

International Degree Completion

Graduates of programs that are not accredited by the Commission on Dental Accreditation of Canada (CDAC) but who hold the Canadian National Dental Hygiene Certification Board Examination Certificate may be admitted to the third year of the Program. No specific courses at the secondary

policies. All applicants must complete the Dental Hygiene Degree Program on-line personal statement [application](#).

The required non-refundable application fee and all supporting documents must be submitted to the Manager, Admissions, Faculty of Dentistry. Incomplete and late applications will not be considered.

All inquiries relating to admission should be addressed to the Dentistry [Admissions Office](#).

Note: Registration to practice in BC is not required for admission to the Program. However, international applicants who wish to practice dental hygiene in British Columbia must satisfy the requirements of the College of Dental Hygienists of BC (CDHBC), the provincial dental hygiene regulatory authority. For information, refer to [College of Dental Hygienists of BC](#).

Further information about the program coursework can be viewed on the Faculty website:

<http://www.dentistry.ubc.ca/Education/Hygiene/AdvancedOptions.asp>

school level are mandatory. Applicants are required to have, or be eligible to have, current registration, in good standing, with a regulatory authority where the applicant has practiced most recently. If the applicant has not practiced, then a letter of support from an instructor from their dental hygiene program is required. ~~All applicants must demonstrate an acceptable working knowledge of English by achieving an overall score of at least 6.5 on the [IELTS](#) and at least 6 on each component of the exam.~~

Registration to practice in BC is not required for admission to the Program. However, international applicants who wish to practice dental hygiene in British Columbia must satisfy the requirements of the College of Dental Hygienists of BC, the provincial dental hygiene regulatory authority. For information, refer to [CDHBC](#).

~~Students must complete the following courses to be eligible to apply for graduation. Coursework includes core and elective courses.~~

1	DHYG-400	Current Issues in Oral Health	6
2	DHYG-401	Oral Epidemiology	2/
3			5
3	DHYG-402	Dental Hygiene Practice-I	6
4	DHYG-404	Dental Hygiene Practice-II	6
4	DHYG-405	Oral Microbiology and Immunology	3
4/	DHYG-433	Assessment and Treatment Planning for Advanced Periodontal Diseases	3
3			
1	DHYG-435	Oral Medicine & Pathology	3
5			
6	DHYG-461	Literature Review-I	4
1	DHYG-462	Literature Review-II	4
	ENGL-301	Technical and Business Writing	3
	EPSE	Statistics	3
	482/HCEP		
	400 ¹		
	HHHS-401	Biomedical Ethics	3
	Electives ^{2,3,4}		1
			5
	Total Credits		6
			1
	¹ If DHYG-401 (5) not taken.		
	² Electives may be taken in areas of interest such as health promotion, residential care, geriatrics, community health, adult education, health care ethics, inter-professional education, behavioural sciences, economics, etc. Some core courses and electives may be taken on campus or through distance education at UBC, BC Open University, or other recognized universities. Permission of the Program Director is required for all non-UBC courses.		
	³ Available Faculty of Dentistry courses include: DENT-407 (6) Oral Health Care in Residential Care Settings.		
	⁴ Interprofessional courses are highly recommended.		

<p>Acceptance</p> <p>1. Entry-to-Practice Applicants</p> <p>The Dental Hygiene Degree Program has limited enrolment. Since the number of qualified applicants typically exceeds the number of places available, fulfillment of the minimum requirements is not a guarantee of admission. The Faculty reserves the right of selection of all students for admission to the Program.</p> <p>Successful applicants must submit a deposit by</p>	<p>See Health Disciplines for a complete list of IHHS courses.</p> <p>Admission to International Degree Completion</p> <p>Application must be made online to the Faculty of Dentistry. The deadline for application is April 15 for the following September. Eligible applicants may be invited to participate in a structured interview and may be required to undertake an interview to demonstrate competence in verbal communication skills in English by reaching level 5 or better on the Placement Interview and Test Rating Scale of the English Language Institute (ELI) at UBC, or its equivalent. This requirement in English communication skills is in addition to the English Language Admission Standard as demonstrated by the applicant's IELTS exam score. Detailed information regarding the admissions process and application forms are available at Dentistry. The electronic application, required non-refundable application fee and all supporting documents must be submitted to the Manager, Admissions and Academic Progress, Faculty of Dentistry by the April 15 deadline.</p> <p>Acceptance</p> <p>1. Entry-to-Practice Applicants</p> <p>The Dental Hygiene Degree Program has limited enrolment. Since the number of qualified applicants typically exceeds the number of places available, fulfillment of the minimum requirements is not a guarantee of admission. The Faculty reserves the right of selection of all students for admission to the Program.</p> <p>Successful applicants must submit a deposit within two weeks of the offer of admission from the Faculty of Dentistry. This deposit is non-refundable and will be applied toward the</p>
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the date specified in the letter of offer from the Faculty of Dentistry. This deposit is non-refundable and will be applied toward the **tuition** fees for the first term.

A health record that evidences immunizations (tetanus/diphtheria-toxoid, polio, MMR, chickenpox, and hepatitis B) and a negative TB skin test (if the test is positive, a chest x-ray is required) must be submitted to the UBC Student Health Service. Immunizations are available from your family doctor, community health department, and from the UBC Student Health Service. Being a carrier of any one of the conditions may restrict students' educational opportunity to fulfill requirements for graduation and subsequent practice as a dental hygienist. Counselling is available to individuals who have, or are carriers, of communicable diseases. Applicants should be aware that dental hygiene practice might be very difficult for people with back problems or latex allergies.

Disability may result from practicing dental hygiene. Included are exposure to infectious diseases such as HIV, Hepatitis, musculo-skeletal injuries, and the possibility of physical assault. Injury during the Program may preclude a student from continuing and from practicing dental hygiene. While the Faculty of Dentistry makes efforts to minimize such risks it does not provide any insurance to protect students from loss of future income. The Faculty recommends that students purchase disability insurance and continue coverage throughout the Program.

For more detailed information please view the website:

www.dentistry.ubc.ca/Education/Hygiene/EntryToPractice/default.asp

2. Direct Entry Applicants

NOTE: The Faculty of Dentistry is not accepting applications to the Direct Entry admission option at this time.

~~el~~ine fees of the first term.

A health record that evidences immunizations (tetanus/diphtheria-toxoid, polio, MMR, chickenpox, and hepatitis B) and a negative TB skin test (if the test is positive, a chest x-ray is required) must be submitted to the UBC Student Health Service. Immunizations are available from your family doctor, community health department, and from the UBC Student Health Service. Being a carrier of any one of the conditions may restrict students' educational opportunity to fulfill requirements for graduation and subsequent practice as a dental hygienist. Counselling is available to individuals who have, or are carriers, of communicable diseases. Applicants should be aware that dental hygiene practice might be very difficult for people with back problems or latex allergies.

Disability may result from practicing dental hygiene. Included are exposure to infectious diseases such as HIV, Hepatitis, musculo-skeletal injuries, and the possibility of physical assault. Injury during the Program may preclude a student from continuing and from practicing dental hygiene. While the Faculty of Dentistry makes efforts to minimize such risks it does not provide any insurance to protect students from loss of future income. The Faculty recommends that students purchase disability insurance and continue coverage throughout the Program.

2. Direct Entry Applicants

NOTE: The Faculty of Dentistry will not be accepting applications to the Direct Entry admission option for the 2010/11 academic year. Applicants who wish to earn a B.D.Sc. (Dental Hygiene) degree are directed to the Entry-to-Practice Admission Option.

The Dental Hygiene Degree Program has limited enrolment. Since the number of

qualified applicants typically exceeds the number of places available, fulfillment of the minimum requirements is not a guarantee of admission. The Faculty reserves the right of selection of all students for admission to the Program.

A health record that evidences immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR, Chickenpox, and Hepatitis B) and a negative TB skin test (if the test is positive, a chest x-ray is required) must be submitted to the UBC Student Health Service. Immunizations are available from your family doctor, community health department, and from the UBC Student Health Service. Being a carrier of any one of the conditions may restrict students' educational opportunity to fulfil requirements for graduation and subsequent practice as a dental hygienist. Counselling is available to individuals who have, or are carriers, of communicable diseases. Applicants should be aware that dental hygiene practice might be very difficult for people with back problems or latex allergies.

Disability may result from practicing dental hygiene. Included are exposure to infectious diseases such as HIV, Hepatitis, musculo-skeletal injuries and the possibility of physical assault. Injury during training may preclude a student from continuing and from practicing dental hygiene. While the Faculty of Dentistry makes efforts to minimize such risks it does not provide any insurance to protect students from loss of future income. The Faculty recommends that students purchase disability insurance and continue coverage during training and practice.

3. Degree Completion Applicants

Selection for admission is based on academic performance as evidenced by scholastic records (transcripts), interview results, and letter of intent. Applicants who meet minimum admission requirements are not guaranteed acceptance. Enrolment is limited. Successful applicants must submit a deposit by the date specified in the letter of offer from the Faculty of Dentistry. This deposit is non-

3. Degree Completion Applicants

Applicants who meet minimum admission requirements are not guaranteed acceptance. Enrolment is limited. Successful applicants must submit a deposit by the date specified in the letter of offer from the Faculty of Dentistry. This deposit is non-refundable and will be applied towards tuition fees for the first term. If an applicant does not register for the term specified in the **offer** letter, the acceptance and the deposit will be forfeited.

4. International Degree Completion Applicants

Applicants who meet minimum admission requirements are not guaranteed acceptance. Enrolment is limited. Successful applicants must submit a deposit by the date specified in the letter of offer from the Faculty of Dentistry. This deposit is non-refundable and will be applied towards tuition fees. If an applicant does not register at UBC for the term specified in the **offer** letter, the acceptance and the deposit will be forfeited.

Readmission

The Faculty of Dentistry reserves the right to readmit students and to stipulate conditions attached to readmission. Readmission to the Program may necessitate repetition of courses previously completed if, in the judgment of the Faculty, curriculum changes, and/or length of interruption are sufficient to render the applicant inadequately prepared to continue studies.

Academic Regulations

Students are subject to Faculty policies on advancement, attendance, and examinations as outlined in the Faculty of Dentistry calendar entry (see [Academic Regulations](#))

Part-time students will be expected to complete the program within five years of initial course

refundable and will be applied towards tuition fees. If an applicant does not register for the term specified in the acceptance letter, the ~~acceptance~~ and the deposit will be forfeited.

4. International Degree Completion Applicants

~~Selection for admission is based on interview results, letter of intent, and ELL verbal communication test results.~~ Applicants who meet minimum admission requirements are not guaranteed acceptance. Enrolment is limited. Successful applicants must submit a deposit by the date specified in the letter of offer from the Faculty of Dentistry. This deposit is non-refundable and will be applied towards tuition fees. If an applicant does not register at UBC for the term specified in the ~~acceptance~~ letter, the acceptance and the deposit will be forfeited.

Readmission

The Faculty of Dentistry reserves the right to readmit students and to stipulate conditions attached to readmission. Readmission to the Program may necessitate repetition of courses previously completed if, in the judgment of the Faculty, curriculum changes, and/or length of interruption are sufficient to render the applicant inadequately prepared to continue studies.

Academic Regulations

Students are subject to Faculty policies on advancement, attendance, and examinations as outlined in the Faculty of Dentistry calendar entry (see [Academic Regulations](#)).

registration.

Graduation Requirements For All Options

Candidates for the Bachelor of Dental Science Degree in Dental Hygiene must have fulfilled all the requirements for entrance to the Faculty of Dentistry and have completed the courses of instruction, which comprise the Dental Hygiene Degree Program.

Candidates must have met the academic requirements of the program as defined by the Faculty.

The Faculty will recommend to Senate the granting of the Bachelor of Dental Science to students who have satisfactorily completed the academic requirements.

Candidates for the Bachelor of Dental Science must make formal application for graduation. Candidates planning to graduate **must apply by the UBC deadlines**. See the **deadline dates, [Academic Year](#)**. Special forms for this purpose are provided by **UBC Enrolment Services**.

Program Inquiries

All inquiries relating to the Dental Hygiene Degree Program should be addressed to:

Student Services Office
Faculty of Dentistry
The University of British Columbia
278-2199 Wesbrook Mall
Vancouver, BC, V6T 1Z3
Tel: 604.822.9726
Fax: 604.822.8279
Email: dhgadm@dentistry.ubc.ca (Faculty of Dentistry Admissions)

Part-time students will be expected to complete the program within five years of initial course registration.

Graduation Requirements

Candidates for the Bachelor of Dental Science (Degree in Dental Hygiene) must have fulfilled all the requirements for entrance to the Faculty of Dentistry and have completed the courses of instruction, which comprise the Dental Hygiene Program.

Candidates must have met the academic requirements of the program as defined by the Faculty.

The Faculty will recommend to Senate the granting of the Bachelor of Dental Science (~~Degree in Dental Hygiene~~) to students who have satisfactorily completed the academic requirements.

Candidates for the Bachelor of Dental Science (~~Degree in Dental Hygiene~~) must make formal application for graduation. Candidates planning to graduate ~~in May must apply by the February deadline and candidates planning to graduate in November must apply by the August deadline~~. See the [Academic Year](#). Special forms for this purpose are provided by Enrolment Services.

Program Inquiries

All inquiries relating to the Dental Hygiene Degree Program should be addressed to:

Student Services Office
Faculty of Dentistry
The University of British Columbia
278-2199 Wesbrook Mall
Vancouver, BC, V6T 1Z3
Tel: 604.822.9726
Fax: 604.822.8279
Email: dhgadm@interchange.ubc.ca (Faculty of Dentistry Admissions)

	<p>Type of Action:</p> <ol style="list-style-type: none">1. Add an interview to the Entry-To-Practice admission process2. Removal of the reference letters of reference requirement3. Editorial changes-remove reference to specific admission requirements which are now listed on the Faculty's website.4. remove reference to specific program requirement which are now listed on the Faculty's website.5. general reorganization of the Calendar entry for clarity and ease of reference. <p>Rational for Proposed Changes:</p> <ol style="list-style-type: none">1. Add an interview to the Entry-To-Practice admission process: The dental hygiene undergraduate program is a student-centered pedagogy, problem-based learning (PBL). The addition of an interview to the admission process would facilitate the selection of prospective candidates in the oral health profession by effectively assessing the non-cognitive qualities as well as the applicant's maturity (high school applicants), motivation, and initiative, which are all elements of a successful active learner. The proposed addition of an interview component would align the program's admissions processes with other programs within the Faculty and general admission procedures for health-sciences programs at the University.2. Removal of the reference letters Letters of reference have not proved useful in the selection process for the undergraduate programs in the Faculty of Dentistry. The program is looking to be included in the UBC Broad-based Admissions process, allowing, if needed, a list of phone numbers of referees the applicants can provide.3. Editorial changes: Editorial changes to describe and clarify the Dental Hygiene admissions procedures. Specific admission and program requirements are now accessible on the Faculty's website, consistent with the format followed by the Faculty of Medicine.
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UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Faculty: Medicine Department: MD Undergraduate Admissions Faculty Approval Date: 2013 Effective Session: 2015 Winter Year for Change: 2014</p>	<p>Date: January 2, 2014 Contact Person: Joan Munro Phone: 604-875-4111, ext 68933 Email: joan.munro@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Proposed Calendar Entry:</p> <p>Prerequisites</p> <p>Candidates for admission must have completed a minimum of three full years of university-level study (90 credits). The required university-level prerequisite courses (or their equivalents) must be completed by April 30 of the year for which admission is sought.</p> <p>Medical College Admission Test</p> <p>All applicants must take the Medical College Admissions Test (MCAT) and request that their results be released to UBC. Information and online registration are available on the MCAT website.</p> <p>Please note: UBC is not a part of the American Medical College Application Service (AMCAS). You must therefore</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Present Calendar Entry:</p> <p>Prerequisites</p> <p>Candidates for admission must have completed a minimum of three full years of university-level study (90 credits). OAC courses are not considered to be at the university level. The required university-level prerequisite courses (or their equivalents) must be completed by April 30 of the year for which admission is sought.</p> <hr/> <p>Type of Action: Delete sentence.</p> <p>Rationale: OAC [Ontario Academic Credit was a 5th year of high school] phased out in 2003.</p> <hr/> <p>Medical College Admission Test</p> <p>All applicants must take the Medical College Admissions Test (MCAT) and request that their results be released to UBC. Information and online registration are available on the MCAT website.</p> <p>Please note: UBC is not a part of the American Medical College Application Service (AMCAS). You must therefore</p>

<p>specify that you would like us to receive your results by providing the UBC code (260). This can only be done after your results have been sent to you using MCAT's online "THx system." Applicants are strongly encouraged to use the menu option on the THx System called "Review the status of my THx requests" to confirm that results have been successfully released to UBC. This is not done automatically.</p> <p>Applicants are required to meet a minimum score in each component of the test. These scores will be determined each year by Admissions Committees. Applicants should check M.D. Undergraduate Admissions for the current minimum requirements. <u>dates of valid MCAT sittings and deadline for receipt of test scores.</u></p> <p>If you have written more than one MCAT, the MCAT with the best overall total score will be used. It is the applicant's responsibility to ensure that all results are released to the UBC Faculty of Medicine and received by the Admissions Office.</p> <p>-</p> <p>Selection Process</p>	<p>specify that you would like us to receive your results by providing the UBC code (260). This can only be done after your results have been sent to you using MCAT's online "THx system." Applicants are strongly encouraged to use the menu option on the THx System called "Review the status of my THx requests" to confirm that results have been successfully released to UBC. This is not done automatically.</p> <p>Applicants are required to meet a minimum score in each component of the test. These scores will be determined each year by Admissions Committees. Applicants should check M.D. Undergraduate Admissions for the current minimum requirements.</p> <p>Test results from the five years prior to the application deadline are considered valid. M.D. Undergraduate Admissions provides exact dates of valid MCATs. If you have written more than one MCAT, the MCAT with the best overall total score will be used. It is the applicant's responsibility to ensure that all results are released to the UBC Faculty of Medicine and received by the Admissions Office.</p> <p>MCAT test scores must be released to UBC by the application deadline.</p> <p>Type of Action: Delete sentences & slight reorganization of information.</p> <p>Rationale: Because of changes to the MCAT as of 2013, scores will not always be valid for 5 years – there is a table on the website showing valid dates for the next 6 years.</p> <p>Selection Process</p>
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<p>..... Please refer to M.D. Undergraduate Admissions Evaluation Criteria for additional information.</p> <p>The interview is a critical component of the admission process. The interview process follows the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates are usually scheduled in February.</p> <p>UBC Faculty of Medicine Undergraduate Distributed Program</p> <p>The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32 students will be in the Northern Medical Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the Southern Medical Program at UBC Okanagan. The remaining 192 students will be located at UBC Vancouver.</p> <p>Application Procedure</p> <p>....The Faculty of Medicine will interview</p>	<p>..... Please refer to M.D. Undergraduate Admissions Evaluation Criteria for additional information.</p> <p>The interview is a critical component of the admission process. The interview process follows the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates are usually scheduled from around the middle of February. to the beginning of March.</p> <p><u>Type of Action:</u> Correction of dates.</p> <p><u>Rationale:</u> Interviews are consistently held in February.</p> <p>UBC Faculty of Medicine Undergraduate Distributed Program</p> <p>The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32 students will be in the Northern Medical Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the new Southern Medical Program at UBC Okanagan. The remaining 192 students will be located at UBC Vancouver.</p> <p><u>Type of Action:</u> Delete “new”</p> <p><u>Rationale:</u> SMP has been admitting students since the 2010-11 cycle,</p> <p>Application Procedure</p> <p>....The Faculty of Medicine will interview</p>
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a sub-set of approximately 640 applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled in February. The interview process follows the Multiple Mini Interview (MMI) model. The interviewers consist of a combination of academic, clinical, community representatives and UBC's third- or fourth-year medical students, representing diverse geographic areas of BC. Please refer to [M.D. Undergraduate Admissions](#) for more information.

Applicants with Disabilities

.... For more information please contact [Access and Diversity](#), 604.822.5844.

Admission of Students by Transfer

a sub-set of approximately ~~700~~ applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled in February. The interview process follows the Multiple Mini Interview (MMI) model. The interviewers consist of a combination of academic, clinical, community representatives and UBC's third- or fourth-year medical students, representing diverse geographic areas of BC. Please refer to [M.D. Undergraduate Admissions](#) for more information.

Type of Action: Change 700 to 640.

Rationale: This change was prompted by logistical concerns re staging of the interview event. Analysis had found that only a very small number, if any, of interview invitees in the 640-700 range were offered admission. It was felt that there would not be any significant impact on applicants' chances of admission **as** the reduced number is consistent with the overall number of applicants interviewed in prior years.

Applicants with Disabilities

.... For more information please contact ~~the~~ [Access and Diversity](#), 604.822.5844.

Type of Action: Delete "the"

Rationale: redundant word

Admission of Students by Transfer

<p>Transfer students may be accepted to the third year of the Doctor of Medicine program only if vacancies exist in that class. Transfers are generally not possible in any other year.</p> <p>In order to be eligible, students requesting transfer must be in good standing in a Canadian or US medical school accredited by the Committee on Accreditation of Canadian Medical Schools and the Liaison Committee on Medical Education.</p> <p><u>Students who meet the above criteria and wish to be considered for transfer, should contact the Associate Dean, Student Affairs at associate.dean@ubc.ca</u></p>	<p>Transfer students may be accepted to the third year of the Doctor of Medicine program only if vacancies exist in that class. Transfers are generally not possible in any other year.</p> <p>In order to be eligible, students requesting transfer must be in good standing in a Canadian or US medical school accredited by the Committee on Accreditation of Canadian Medical Schools and the Liaison Committee on Medical Education.</p> <p>The application deadline for transfer students is January 31. Applicants must submit an outline of their University curriculum, application fees (see above), a letter indicating their reasons for wishing to transfer, and a letter from the dean (or designate) of the medical school which they currently attend. Interviews may be required.</p> <p>Requests for partial year transfers will not be considered.</p> <hr/> <p>Type of Action: Revision of wording as information is no longer relevant.</p> <p>Rationale: Admissions does not deal with requests for transfer into the MD Program (this wording may have been relevant in the days of paper applications) and all such requests are forwarded, as stated, to the Associate Dean, Student Affairs. There have been no transfers for many years, but we wish to retain the wording, just in case there is an exception.</p>
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UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Graduate and Postdoctoral Studies</p> <p>Faculty Approval Date: 18 Nov. 2013</p> <p>Effective Session (W or S): to be published in Calendar for 2014/2015</p> <p>Effective Academic Year: 2014W</p>	<p>Date: December 23 2013</p> <p>Contact Person: Max Read</p> <p>Phone: 2-0283</p> <p>Email: max.read@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,0</p> <p>Proposed Calendar Entry:</p> <p><i>Academic Regulations</i></p> <p>Contents</p> <p>Program of Study</p> <p>Transfer Credit</p> <p>Academic Progress</p> <p>Duration of Program</p> <p>Examinations, Master's Theses, and Doctoral Disserta</p> <p>Withdrawal, Reinstatement, and Readmission</p> <p>Academic Record</p> <p>Graduate Student Leaves of Absence</p> <p>Graduate Student Parental Accommodation Policy</p> <p>Graduate Student Vacation Policy</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,0</p> <p>Present Calendar Entry:</p> <p><i>Academic Regulations</i></p> <p>Contents</p> <p>Program of Study</p> <p>Academic Progress</p> <p>Duration of Program</p> <p>Examinations, Master's Theses, and Doctoral Disserta</p> <p>Withdrawal, Reinstatement, and Readmission</p> <p>Academic Record</p> <p>Graduate Student Leaves of Absence</p> <p>Graduate Student Parental Accommodation Policy</p> <p>Graduate Student Vacation Policy</p> <p>Type of Action: Clarification of current Calendar policy by addition of new section on 'Transfer Credit' under "Academic Regulations."</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,0, link to new entry on "Transfer Credit"</p> <p>Proposed Calendar Entry: ...</p> <p>Transfer Credit</p> <p>1. Graduate students who have earned credits outside their current master's</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,614</p> <p>Present Calendar Entry: Program of Study / Master's Students / Transfer Credit ...</p> <p>Transfer Credit</p> <p>1. Students registered in a master's program</p>

<p>program (e.g., from another university, in a different UBC master's program, as an undergraduate, or as an unclassified student) may transfer up to 12 credits or up to 40% of the total number of credits needed for completion of their current program (whichever is more), provided that:</p> <ul style="list-style-type: none"> • the courses were not used to satisfy the requirements of another credential, • the courses were not used as a basis for admission to the graduate degree program • at least a B standing (UBC 74%) was obtained in courses considered for transfer • the courses considered for transfer credit have been taken within five years of commencement of the current degree program. <p>2. The 12-credit (40%) restriction applies to students in UBC-approved Exchange Agreements established by the UBC Go Global Office.</p> <p>3. Requests for transfer credit must be accompanied by a letter from the home graduate program addressed to the Dean of the Faculty of Graduate and Postdoctoral Studies. The letter must provide an academic justification for allowing the transfer credit on a course by course basis.</p>	<p>may be permitted to take up to 12 credits or up to 40% of the total number of credits needed for degree completion (whichever is more) at another university to be counted toward a UBC graduate degree. These credits cannot have been counted toward the completion of another credential, nor have been used to upgrade an applicant's academic standing to justify admission. Only courses in which at least a B standing (UBC 74%) is obtained will be considered for transfer.</p> <p>2. Undergraduate students who have maintained an overall B+ (76%) average in their completed third and fourth year courses, and who have completed at least 75% of the third and fourth year requirements for their undergraduate degree, may be eligible to register in graduate courses. Upon admission to the Faculty of Graduate Studies, these credits, to a maximum of 12 credits or 40% of the total number of credits needed for degree completion (whichever is more), may be applied toward a graduate degree.</p> <p>3. The 12-credit (40%) restriction applies to students in UBC-approved Exchange Agreements established by the UBC Go Global Office.</p> <p>4. Requests for transfer credit must be accompanied by a letter from the home graduate program addressed to the Dean of the Faculty of Graduate Studies. The letter must provide an academic justification for allowing the transfer credit on a course by course basis.</p> <p>Type of Action: Clarification of current Calendar policy by updating and simplifying the existing wording.</p> <p>Rationale for Proposed Change: For ease of reference, information on transfer credit should be listed under general academic regulations.</p>
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UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Graduate and Postdoctoral Studies</p> <p>Faculty Approval Date:</p> <p>Effective Session (W or S): to be published in Calendar for 2014/2015</p> <p>Effective Academic Year: 2014W</p>	<p>Date: January 21 2014</p> <p>Contact Person: Max Read</p> <p>Phone: 2-0283</p> <p>Email: max.read@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,0</p> <p>Proposed Calendar Entry:</p> <p><i>Academic Regulations</i></p> <p>Contents</p> <p>Program of Study</p> <p>Transfer Credit</p> <p><u>Undergraduate Eligibility for Graduate Courses</u></p> <p>Academic Progress</p> <p>Duration of Program</p> <p>Examinations, Master's Theses, and Doctoral Disserta</p> <p>Withdrawal, Reinstatement, and Readmission</p> <p>Academic Record</p> <p>Graduate Student Leaves of Absence</p> <p>Graduate Student Parental Accommodation Policy</p> <p>Graduate Student Vacation Policy</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,0</p> <p>Present Calendar Entry:</p> <p><i>Academic Regulations</i></p> <p>Contents</p> <p>Program of Study</p> <p>Academic Progress</p> <p>Duration of Program</p> <p>Examinations, Master's Theses, and Doctoral Disserta</p> <p>Withdrawal, Reinstatement, and Readmission</p> <p>Academic Record</p> <p>Graduate Student Leaves of Absence</p> <p>Graduate Student Parental Accommodation Policy</p> <p>Graduate Student Vacation Policy</p> <p>Type of Action: Create new section.</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,0 , link to new entry on "Undergraduate Eligibility for Graduate Courses"</p> <p>Proposed Calendar Entry:</p> <p>...</p> <p><u>Undergraduate Eligibility for Graduate Courses</u></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12_204,342,614</p> <p>Present Calendar Entry: Program of Study / Master's Students / Transfer Credit</p> <p>...</p> <p>Transfer Credit</p> <p>.....</p>

<p>Undergraduate students who have maintained an overall B+ (76%) average in their completed third- and fourth-year courses, and who have completed at least 75% of the third- and fourth-year requirements for their undergraduate degree, may be eligible to register in graduate courses</p>	<p>4. Undergraduate students who have maintained an overall B+ (76%) average in their completed third- and fourth-year courses, and who have completed at least 75% of the third- and fourth-year requirements for their undergraduate degree, may be eligible to register in graduate courses. Upon admission to the Faculty of Graduate Studies, these credits, to a maximum of 12 credits or 40% of the total number of credits needed for degree completion (whichever is more), may be applied toward a graduate degree.</p> <p>2. The 12 credit (40%) restriction applies to students in UBC approved Exchange Agreements established by the UBC Go Global Office.</p> <p>3. Requests for transfer credit must be accompanied by a letter from the home graduate program addressed to the Dean of the Faculty of Graduate Studies. The letter must provide an academic justification for allowing the transfer credit on a course by course basis.</p> <p>Type of Action: Removed from Transfer Credit section into own separate section as recommended by Senate Admissions Committee.</p> <p>Rationale for Proposed Change: This material was in the Transfer Credit section but does not belong there. When the Transfer Credit section was revised, the Committee recommended this change.</p>
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19 February 2014

To: Vancouver Senate
From: Senate Curriculum & Admissions Committees
Re: Bachelor of Media Studies (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Arts and are please to recommend to Senate the following:

Motion: *“That the new Bachelor of Media Studies Program and its associated new courses and course code brought forward by the Faculty of Arts be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair, Senate Curriculum Committee
Dr. Robert Sparks, Chair, Senate Admissions Committee

**EXECUTIVE SUMMARY
BACHELOR OF MEDIA STUDIES
FACULTY OF ARTS
UNIVERSITY OF BRITISH COLUMBIA
December 22, 2013**

OVERVIEW

The Bachelor of Media Studies (BMS) brings together seven Arts units – Art History and Visual Art and Theory, German, Creative Writing, English, Film Studies/Film Production, Journalism, the School of Library, Archival and Information Studies – and one Science unit – Computer Science. The BMS organises existing resources into a four-year, cohort undergraduate program in an area of strong interest to students and communities alike.

The program provides students in the cohort with a common core of study in areas represented by the eight units and with multiple, staged experience in community and industry contexts related to media. In other words, the BMS packages traditional areas of Arts studies in a professional program.

Credential

The credential awarded is the Bachelor of Media Studies (BMS). The degree couples hands-on technical experience with strong theoretical offerings and grounding in research methods. This practice/theory/research blend is the Arts Media Studies brand, and its graduates' versatility in responding to the constantly changing media scene.

Location

The Vancouver Campus of UBC is the main location for classroom learning and administration. Campus activities will be enhanced by experience in community-based research and by industry and community placements. Program development anticipates opportunities for structured study abroad at partner institutions.

Faculty Offering Program

The program will be offered formally, administrated, and delivered by the Faculty of Arts, UBC.

Program Start Date

The program will be offered in the 2014/2015 academic year, beginning September 2014.

Program Completion Time

Anticipated time for completion of the program is 4 years of full-time academic study.

OBJECTIVES: Undergraduate recruitment

By offering a well-defined, selective program, the BMS will attract high-achieving applicants, both domestically and internationally.

- Unlike most other Arts degrees, the BMS will be a Direct-Entry program, guaranteeing successful applicants a place in their program of choice.
- Admission to the BMS will be broad-based and highly selective, including applicants' statement of study and professional aspirations, and a portfolio of written, visual, and/or digital materials.
- The BMS speaks at once to applicants' interests in Arts disciplines and their prospects for career paths. It links traditional Arts studies with a world-readiness for community and industry scenes: communications and media relations in government, corporate, or non-profit sectors; the arts and cultural sectors; digital industries; media policy.

OBJECTIVES: Community partnerships

Building on UBC's commitment to provide students with Enhanced Educational Experiences, the BMS will expand existing and develop new partnerships in the community. Students in the cohort will have the opportunity to take up media-related Co-Op positions; courses will host Community Service Learning and Community-Based Research.

OBJECTIVES: Media and UBC Arts

Media excite questions – social, cultural, policy-related – in scholarly and public forums. The BMS brings together researchers in media-related areas, defining Arts as a source of research-informed insight into media issues. The BMS will be a platform for scholarly and community discussion, a venue for distinguished visitors, and a focus for research cooperation and advanced scholarship in this rapidly growing field.

CONTRIBUTION TO UBC'S MANDATE AND STRATEGIC PLAN

Trek 2010 commits UBC to outstanding research to serve communities. In its multi-disciplinary, theoretically informed focus on the development, adoption, and effect of media, the BMS recruits students to principled inquiry into questions that matter to people: how media have affected communities' horizons of interaction and identity; how media may do so in future. Moreover, the hands-on, technical dimensions of the BMS ensure that graduates will be ready to take their research expertise to the places where people are developing new media, and new concepts of media.

DELIVERY METHODS

A strong spine of core courses (61 credits of required courses) ensures graduates' technical and conceptual competencies. An additional 12 required credits gives students the opportunity to enhance their strengths in any of the eight contributing disciplines. Through a required Learning Plan, students are guided in their selection from media-related courses in other disciplines; from minors in related disciplines, such as Music Technologies; from complementary areas such as, for example, languages, history and politics of regions, in preparation for work in and study of media internationally.

LEARNING OUTCOMES AND CURRICULUM DESIGN

Through intensive collaboration amongst participating units, Learning Outcomes have been coordinated with curriculum. Graduates will possess a high degree of applied creativity; a capacity to participate effectively in communicative projects in appropriate media; readiness to take up advanced study or work in industry and the marketplace, in government, in communities. Graduates will possess broad capabilities in design, research, and theory in media and their applications.

PROGRAM STRENGTHS

Extending from creative and performing arts through humanities and social sciences to professional schools, UBC Arts is a rich resource from which to configure the BMS. The articulation of the participating units demonstrates the capacity of traditional Arts disciplines, in partnership with practice-oriented disciplines, to address public issues in media, and demonstrates the readiness of Arts students to engage in the work of communities. In addition, UBC Arts is situated in a region inviting to students interested in media application of Arts studies. Multi-cultural Vancouver is an internationally recognised centre of media production and innovation, and aesthetic and cultural exploration of media frontiers.

RELATED PROGRAMS AT UBC OR OTHER BC POST-SECONDARY INSTITUTIONS

UBC currently does not offer a concentrated program in media. In Simon Fraser University's School of Communication, the emphasis is on policy, communication systems and their development, and on communication industries, from the methodological perspectives of the communication discipline. In contrast, the UBC BMS takes up the methods and orientations of Arts disciplines. Like the University of Victoria's study option in Digital and Media Arts, Emily Carr University's Interactive + Social Media Arts (ISMA) Major "enables students to pursue creative and critical art/new media practices that employ the use of interactive and social media methods and technologies" – an approach included in the UBC BMS through the participation of the Department of Art History Visual Art and Theory, but combined with a broad range of disciplines. UBC Arts has agreed with the Centre for Digital Media on student exchanges between the upper years of the BMS and the Master of Digital Media.

Institutional contact

Janet Giltrow, Senior Associate Dean, Faculty of Arts
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UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

<p>Faculty: Arts Department: Faculty of Arts Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2014-2015</p>	<p>Date: 2013 September 30 Contact Person: Janet Giltrow Phone: 2-3247 Email: janet.giltrow@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Please see attached document below.</i></p>	<p>URL: none (new degree program)</p> <p>Present Calendar Entry: none (new degree program)</p> <p>Type of Action: New Degree Program within the Faculty of Arts</p> <p>Rationale: Eight academic units – seven from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory, School of Library, Archival and Information Studies) and one from Science (Computer Science) – are joining to offer a multi-disciplinary program in Media Studies. For its core curriculum, the program draws on existing strengths in each unit – teaching and research interests current in the department’s activities – and, where possible, existing courses. In some cases, new courses are proposed, to specify a media-studies approach.</p> <p>Whereas many universities offer media studies programs, these programs typically concentrate on one sector of the cluster of disciplines which can contribute to media studies or, after a broad introduction, enable students to specialize in one area. The UBC Arts BMS brand is a multi-disciplinary practice/theory/research blend: hands-on technical experience coupled with strong theoretical offerings and grounding in research methods.</p> <p>Admissions The BMS is designed to attract high-achieving students from across Canada. Recognizing UBC’s commitment to internationalization, it is also designed to attract high-achieving students from around the world. The commitment to internationalization is an active principle in media studies, for media themselves – new and traditional – define communities locally and extend them globally. The BMS seeks a balance of domestic and international enrolment. That balance will be achieved through recruitment strategies and not by differential admission standards. In keeping with UBC’s Senate-</p>

	<p>approved principles of effective admission, admission thresholds will be set by the quantity and quality of domestic applications. International students will be admitted in reference to that threshold.</p> <p>Program Outcomes</p> <p>Graduates will possess a high degree of applied creativity; a capacity to participate effectively in communicative projects in appropriate media; readiness to take up advanced study or work in industry and the marketplace, in government, in communities. Graduates will possess broad capabilities in design, research, and theory in media and their applications.</p> <p>Graduates will</p> <ul style="list-style-type: none">• understand the history of media and media change; be able to apply this understanding to current contexts and projects• possess the skills to research communicative 'ecologies'; to understand the research methods applicable to media; to disseminate the results of research to a range of audiences• possess the experience and perspectives to work collaboratively with communities and organisations to achieve communicative goals and manage media resources• understand the ethical, legal, social, and political dimensions of media and media change• be familiar with leading theoretical paradigms of media and with global and cultural perspectives on media; be able to represent these paradigms and perspectives to a range of audiences• possess the skills and experience necessary to update their knowledge of media and media studies; to keep current in theory and practice; to anticipate media change and be ready to respond to trajectories of change• be experienced in writing for media genres and for academic genres; experienced in visual design and composing for media genres and for academic genres• understand the foundations of computerized information and media processing and be able to work individually and collaboratively to design computer programs and computer supported media presentations
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	<ul style="list-style-type: none">• have experience working with emerging media and responding to technological change• be able to inform and contribute substantively to public and policy discussion of media and media change, their impact on social groups, their potential for equity and social justice.
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PROPOSED CALENDAR ENTRY:

Bachelor of Media Studies

Introduction

The Bachelor of Media Studies is a four-year, direct-entry, multi-disciplinary cohort program blending practice, theory, and research methodology in the participating disciplines. Students take designated “core” courses from within eight units: Art History, Visual Art and Theory; Creative Writing; English; Journalism; Central, Eastern and Northern European Studies; Film Studies and Film Production (Theatre and Film); Library, Archival and Information Studies; and Computer Science.

The Bachelor of Media Studies blends practice, theory, and research methodology in the participating disciplines. The core curriculum is 73 credits: 61 are mandatory, ensuring broad competencies in the field; the remaining 12, chosen from a limited list, enable some specialization for the workplace or for further study. In consultation with the program advisor, each student will develop a Learning Plan to guide them in choosing electives and preparing for co-curricular opportunities in the field.

Admission

General Information

UBC’s procedures, policies, and general admission requirements are specified in the [UBC Calendar – Admissions](#). Enrolment in the Bachelor of Media Studies program is limited; attainment of the minimum admission requirements does not guarantee admission.

Admission from Secondary School

Specific secondary course(s), including English 12 or First Nations Studies 12 and one of Geography 12, History 12 or English Literature 12 (or acceptable equivalents) are required for determining an entrance admission Average. For the complete list of entrance requirements please refer to [Enrolment Services – Admissions](#). This site includes information on entrance requirements and access to the on-line application form.

In addition to the on-line application form, all applicants must supply a portfolio of written, visual, and/or digital materials. Please see the Bachelor of Media Studies web-site for further information and deadline dates.

Applicants will be evaluated broadly on evidence of academic achievement and intellectual readiness, and on applicants’ own representation of their experience, ideas, and aspirations. Additional courses in areas not eligible for inclusion in the Admission Average (i.e. Creative Writing, the Visual and Performing Arts, Information Technology, Media Studies) may be taken into consideration. An interview may be required.

Committed to internationalization, the Bachelor of Media Studies will seek a balance of international and domestic enrolment.

Advanced Credit and Advanced Placement

The Bachelor of Media Studies program may grant advanced placement and/or course credit to students who complete certain [International Baccalaureate](#), [Advanced Placement](#), or other enriched secondary school courses with appropriate grades. When granted, the credit/placement will be indicated on the student's notification of acceptance to UBC.

Admission from Post-Secondary study

Individuals who have completed courses through an alternate post-secondary institution will apply for entry to Year One of the Bachelor of Media Studies program and must meet competitive admission requirements for entry. Transfer credit will be assessed after admission has been achieved. Once admitted, applicants may be considered for admission to Year Two of the program only if they have already substantially completed Year One "Core" course requirements.

Transfer from Another UBC Program

As all admission to the Bachelor of Media Studies program is competitive, UBC students may not apply for transfer into the program. Instead they must apply for entry to Year One of the program and meet the competitive admission requirements.

Once admitted, applicants may be considered for admission to Year Two of the program only if they have already substantially completed the Year One "Core" course requirements.

Admission is not available into Years Three and Four of the program.

Degree Requirements

All students in the Bachelor of Media Studies must complete the following degree requirements:

- The B.M.S. requires a minimum of 120 credits. A minimum of 48 of these credits must be completed at the upper level through courses numbered 300 and above. Once accepted into the B.M.S. program students are expected to complete all of their coursework at UBC-Vancouver, with the exception of credit completed through a UBC [Go Global](#) student exchange experience.
- The following courses, defined as "Core" courses, are required: ARTH 300, ARTH 480, ASTU 100, CPSC 110, CPSC 189, CPSC 344, CRWR 213, CRWR 440, ENGL 232, ENGL 332, FIPR 233, FIST 100, FIST 240, FIST 340, GERM 412, INFO 250, INFO 419, INFO 456, JOUR 100, VISA 110, VISA 210, VISA 241

- A minimum of 12 credits selected from the following courses, defined as “Core Plus”, is required: CPSC 210, CPSC 310, CPSC 430, CRWR 306A, CRWR 402, CRWR 452, DMED 500, DMED 503, DMED 540, ENGL 419, FIPR 338, FIPR 339, FIPR 469, FIST 300, FIST 331, FNSP 100, FNSP 220, VISA 310, VISA 340, one of [POLI 380, SOCI 328A, GEOG 374, STAT 200, STAT 203]

Program of Study guide

In Year One students will complete:

- the “Media Studies” stream of the [Co-ordinate Arts Program](#). This CAP program is comprised of ASTU 100, CRWR 213, FIST 100, JOUR 100, VISA 110; and,
- CPSC 110; and,
- electives

In Year Two students will complete:

- “Core” courses: ENGL 232, FIPR 233, FIST 240, INFO 250, VISA 241; and,
- If needed, CPSC 189; and,
- “Core Plus” required electives; and,
- electives

In Year Three students will complete:

- “Core” courses: ARTH 300, CRWR 440, ENGL 332, FIST 340, VISA 210; and,
- “Core Plus” required electives; and,
- electives

In Year Four students will complete:

- “Core” courses: ARTH 480, CPSC 344, GERM 412, INFO 419, INFO 456; and,
- “Core Plus” required electives; and,
- electives

Note: Students are not required to complete all “Core” courses before becoming eligible for promotion to the next year level. The above is meant to serve as a guide for course planning only. Students are encouraged to pursue opportunities such as Arts Co-op and Go Global exchange, and may extend their studies as necessary.

Note: No more than 60 credits of Distance Learning courses can be applied to the B.M.S. and no more than 42 such credits may be taken in the final 60 credits towards the degree program.

Note: Students in the Bachelor of Media Studies satisfy the outside requirement with the disciplinary breadth of their program and are not required to complete further credits outside their program.

Note: Students must complete at least 120 Arts-acceptable credits for the degree. Of these 120, at least 72 must be taken with courses administered within the Faculty of Arts. The following courses are acceptable for credit towards the Bachelor of Media Studies:

- All courses administered within the Faculty of Arts.
- A maximum of 48 credits administered by UBC Faculties outside the Faculty of Arts.
- All courses in music history, music theory, ethnomusicology, or music composition and a maximum of 8 credits from the ensemble courses in musical performance.

Note: In the 120 credits required and acceptable for the Bachelor of Media Studies degree, there may be:

- a maximum of 72 credits in courses at the 100- and 200-level; and
- a maximum of two courses at the 500-level (a maximum of 8 credits). For further information on enrolment in graduate courses, see [Enrolment in Graduate Courses](#).

Course Selection

Students planning their 100- and 200-level courses should be aware that many upper-level courses have lower-level prerequisites. Students are advised to select their first 60 credits with their entire program in mind.

Students in their first 30 credits of university-level study are encouraged to register primarily in 100-level Arts courses. Students granted advanced credit may register in courses for which this credit serves as a prerequisite, but are advised to register primarily in lower-level courses while completing their first year of university-level study.

Students in their second 30 credits of university-level study may begin registering in upper-level courses for which they have the appropriate prerequisites, but are encouraged to focus their study primarily at the 200-level. Students in their upper years of study may register in any course for which they have the appropriate prerequisites.

Students seeking entry into language courses beyond the introductory level and in need of placement should consult the department teaching the language.

Important Note: Students may not earn credit for two courses with significant overlap. Students are advised to check the Course Schedule for course equivalencies and to review the [Science Credit Exclusion List](#) to avoid registering in courses which overlap. Students registering in courses dealing with probability and statistics should exercise particular caution.

Minor Programs

Students in the Bachelor of Media may construct their program to include a minor. In addition to minors in any of the disciplines or interdisciplinary programs offered by the Faculty of Arts, students can also choose a Minor in Commerce or a Minor in Science.

Note: A maximum of 6 credits numbered 300 and higher may be shared between the B.M.S. and the minor. See [Double-Counting](#).

Minor in Arts

Students in the B.M.S. may complete any minor program in the Faculty of Arts, subject to their admissibility to the minor of their choice. Students are encouraged to plan their minor with their program and career goals in mind, and to build upon areas of particular interest or strength.

To earn a minor, students must complete at least 30 credits in a single subject (discipline) or field of specialization, including any courses specified as required for the minor, unless the chosen minor is normally composed of fewer than 30 total credits in which case they must include the number specified for that program. At least 18 of the total minor credits must be in courses numbered 300 or above.

Minor in Commerce

The Minor in Commerce consists of the following courses: COMM 329 (3), COMM 457 (3), COMM 465 (3), COMM 473 (3), COMM 493 (3), and one of COMM 398 (3) or COMM 458 (3), for a total of 18 credits.

Enrolment in this program is strictly limited. An application for admission can be obtained from the Arts Undergraduate website under Specializations. The completed form must be returned to Arts Academic Advising by May 31. At the time of application, students must be eligible for third-year standing with a cumulative average of at least 68%. Meeting the stated minimum requirements does not guarantee admission into the minor.

Admission requirements for the minor are ASTU 100; ECON 101 and 102 (or ECON 310 and 311 or combination of both) and one of MATH 100, 102, 104, 120, 180, or 184. Upon admission to, and successful completion of the program, the notation "Minor in Commerce" will be placed on the student's transcript.

The 18 upper-level credits of COMM required by this program will not be applied towards the minimum 72 credits administered within the Faculty of Arts.

Minor in Science

B.M.S. students can also complete a Minor in Science. An acceptable program must comprise courses recognized for credit in the Faculty of Science and acceptable for a science major in the proposed subject area or field. The Minor in Science must consist of at least 18 credits numbered

300 or higher in a single subject or field of specialization, together with any necessary prerequisites. Students should design a coherent and academically sound course of studies for their proposed minor.

The 18 upper-level credits of science required by this program and their science prerequisites will not be applied towards the minimum 72 credits administered within the Faculty of Arts.

Major or Honours Programs

Students in the Bachelor of Media Studies are not permitted to complete a major or honours program within the Faculty of Arts or the Faculty of Science in addition to their B.M.S.

Dual Degree Programs

Students in the Bachelor of Media Studies are not permitted to complete a dual degree program.

Academic Regulations

Attendance

Regular attendance is expected of students in all lectures, laboratories, tutorials, and seminars. Students who neglect academic work and assignments in a course may be excluded from the final examination. Students who are unavoidably absent from scheduled classes because of illness or disability should report to their instructors immediately on return. Students whose attendance or academic performance is severely affected by medical, emotional, or other extenuating circumstances should apply for special consideration through Arts Academic Advising. See Arts Academic Concession and Senate Academic Concession.

Change of Registration

In the Winter Session, students can drop one-term courses within two weeks of the course commencing; two-term courses can be dropped within three weeks of the course commencing. Courses dropped within the drop deadline period, as specified above, will result in all record of registration in the course(s) to be removed from the student's transcript. Thereafter, students may withdraw from a one-term course up to the end of the sixth week of classes, and up to the end of the twelfth week of classes for a two-term course. Courses dropped during this latter period will be indicated by a W on the student's transcript. Up until the final withdrawal deadline, students can withdraw from courses online using the Student Service Centre. After these dates, students are not normally permitted to withdraw from courses but can apply for Academic Concession.

Students who cease to attend or otherwise fail to complete exams, assignments, or other course requirements and have not received approval for a late withdrawal will receive a grade reflecting requirements completed in the course. See also Change of Registration and Withdrawal.

Academic Concession

Students whose attendance or academic performance is severely affected by medical, emotional, or other extenuating circumstances should apply for special consideration from their instructor or Arts Academic Advising as soon as possible.

Students are advised to contact instructors if unable to complete exams or other graded work because of short-term illness or for other reasons, and arrange to make up missed work according to written guidelines given at the start of the course. See Grading Practices. Students also have the right to request Academic Concession from Arts Academic Advising.

Students absent from final examinations held during any of the official examination periods must request Academic Concession from Arts Academic Advising. Students must report their absence and apply for an academic concession as soon as possible after the missed examination(s). Bachelor of Music students in the School of Music or Bachelor of Social Work students in the School of Social Work must make their request to the Director of their school.

Students requesting Academic Concession will be required to complete an application form and provide supporting documentation as requested. In some cases it will be necessary for the student to attend an interview. Academic Concessions are granted only by the senior staff of Arts Academic Advising, and are a privilege; not a right. Among academic concessions that may be granted are permission to withdraw from a course after the final withdrawal deadlines have passed. See Change of Registration, Deferred Standing, Aegrotat Standing, and Withdrawal from the University.

Deferred Standing may be granted when a student has a valid reason for not completing course requirements as scheduled. Students granted deferred standing in Winter Session courses must complete all outstanding course requirements no later than August 23 following. Students granted Deferred Standing in Summer Session courses must complete all outstanding work no later than December 25 following. Students granted deferred standing are responsible for making satisfactory arrangements with their instructors for completion of outstanding course requirements. If a student fails to complete deferred requirements by the dates specified, the deferred standing will be replaced with a grade or standing that reflects requirements completed in the course. Students unable to meet the specified deadlines because of further medical, emotional, or other difficulties must contact Arts Academic Advising by no later than August 31 (for Winter Session courses) or December 31 (for Summer Session courses) following the original deferral. Extensions will not be granted for standing deferred requirements. If a student is unable to meet the requirement by the deadline they should contact Arts Academic Advising. See also Academic Concession and Grading Practices.

Aegrotat Standing (AEG) allows a student to obtain credit for a course, which the student has not completed course requirements due to medical, emotional, or other difficulties. This standing is awarded only if the course instructor and the Dean (or designate) agree that the student has demonstrated a satisfactory understanding of the course material. When AEG standing is awarded, a letter grade is assigned which is converted to the minimum percentage for that category, for the calculation of averages.

Students with Standing Deferred credits should reduce the maximum load in the session immediately following (Summer or Winter) by the equivalent number of credits. For example, if a student has 3 credits deferred from the Winter session until August, that student should not enrol in more than 9 credits in the following Summer session, although the permitted maximum is 12.

Transfer Credit

Students entering a degree program within the Faculty of Arts from a college or another university will receive credit for appropriate courses completed there, subject to the provisions in Applicants from a College or University and Degree Requirements.

Students in a degree program within the Faculty of Media Studies who wish to interrupt their UBC studies and take courses in other institutions for credit toward a UBC degree must obtain, in advance, a Letter of Permission from Arts Academic Advising. See also Letter of Permission to Study at Another Institution.

Students currently registered in UBC courses may not concurrently take courses for credit toward the Bachelor of Arts at other institutions without specific written permission from Arts Academic Advising. See also Letter of Permission to Study at Another Institution.

The Faculty has no obligation to grant transfer credit unless a Letter of Permission has been obtained.

See also Attendance.

Granting of Credit

Credit is granted for all courses completed with at least the minimum passing grade (normally 50%), provided they are eligible under the requirements specified for the degree.

Evaluation of Written Work

In all courses taught in the English language in the Faculty of Arts, students' written work will be evaluated in part on grammatical and syntactical correctness.

Repeating a Course For Higher Standing

A student who has passed a course is permitted to repeat it for a higher standing.¹ Students who are repeating a course which they have passed must be aware that credit will not be awarded for it again and the previous grade will not be replaced.

¹EXCEPTION: A student who has passed a Science course will not be permitted to repeat that course for higher standing as outlined by the Academic Regulations of the Faculty of Science. Courses on the Science Credit Exclusion Lists are considered to be the same course for the purposes of this rule.

Failed Courses

A student may repeat a failed course only once. This restriction does not apply to courses required to satisfy the Faculty of Arts language requirement or to MATH 100, 101, 102, 103, 104, and 105, any of which may be repeated twice.

Supplemental Examinations

The Bachelor of Media Studies Degree program does not offer supplemental examinations in any courses.

Letter of Permission

See Transfer Credit.

Scholarships and Awards

Information on scholarships and awards available to academically outstanding students is available at Awards, Fees and Finances. See also Fees, Financial Assistance, and Scholarships.

Dean's List

Students who complete 27 credits or more in a Winter Session with an overall average of 85% or higher on all credits attempted will receive the notation "Dean's List" on their permanent records for that specific Winter Session.

Students in the Arts Co-operative Education Program who complete a Co-operative Work Term in Term 1 or Term 2 of any Winter Session and 15 credits in the other Term of the same Winter Session with an overall average of 85% or higher receive the notation of "Dean's List" on their permanent records.

Promotion Requirements

Promotion is dependent on successful completion of a minimum number of credits as listed below.

Students who have completed 27 credits are promoted to second year. Students who have completed 54 credits are promoted to third year. Students who have completed 84 credits are promoted to fourth year.

Appeal for Readmission

Students who have more than one failed year in the Bachelor of Media Studies are required to submit a letter of appeal with their readmission application. The letter of appeal must be submitted to Enrolment Services at Brock Hall. See Centre for Arts Student Services.

Applications for readmission will be adjudicated by the Arts Appeals Committee. In considering an application for readmission, the Bachelor of Media Studies Steering Committee will take into account any and all evidence of a student's ability to perform satisfactorily at a university level.

Continuation Requirements

B.M.S. students who achieve (i) a sessional average of at least 55% and (ii) an average of at least 60% on their core courses will be assigned Pass standing and will be permitted to continue in the B.M.S. program.

B.M.S. students who achieve a sessional average of at least 55%, but who either (i) achieve an average between 55% and 59.9% on their core courses or (ii) fail one or more core courses, will have their B.M.S. Continuation Status reviewed by the B.M.S. Steering Committee.

B.M.S. students who achieve a sessional average between 45% and 54.9%, and who either (i) achieve an average between 55% and 59.9% on their core courses or (ii) fail one or more core courses, will receive B.M.S. academic probation (ACPR) standing and will have their B.M.S. Continuation Status reviewed by the B.M.S. Steering Committee.

Upon completion of the B.M.S. Continuation Status review, and at the discretion of the B.M.S. Steering Committee, students will be given either (i) Eligible to continue in the B.M.S. program or (ii) Required to discontinue from the B.M.S. program status. All students required to discontinue from the B.M.S. program will be automatically transferred to the Faculty of Arts B.A. program. Note that student representatives on the Steering Committee will neither participate in nor attend B.M.S. Continuation Status adjudication meetings.

B.M.S. students who achieve a sessional average of 55% or more, but an average below 55% on core courses, will be required to discontinue from the B.M.S. program. All students required to discontinue from the B.M.S. program will be automatically transferred into the Faculty of Arts B.A. program.

B.M.S. students who achieve a sessional average of between 45% and 54.9%, but an average below 55% on core courses, will receive academic probation (ACPR) standing and be required to discontinue from the B.M.S. program. All students required to discontinue from the B.M.S. program will be automatically transferred into the Faculty of Arts B.A. program.

Students with a sessional average of less than 45% will be given Fail standing and will be required to withdraw from the University.

Summary of Continuation Requirements

Winter Session Average	Core Average ¹	Failed Core Courses	Sessional Standing	Continuation Status in B.M.S.
	60% or more	none	Pass	Eligible to continue
55% or more	55%-59.9%	none	Pass	Review

55% or more	55% or more	one or more	Pass	Review
55% or more	Less than 55%	n/a	Pass	Required to discontinue the B.M.S.
45%-54.9%	60% or more	none	ACPR	Eligible to continue
45%-54.9%	55%-59.9%	none	ACPR	Review
45%-54.9%	55% or more	one or more	ACPR	Review
45%-54.9%	Less than 55%	n/a	ACPR	Required to discontinue the B.M.S.
Less than 45%	n/a	n/a	Fail	Required to withdraw

¹Core Average is calculated on all required Core courses completed in the Winter session. Core Plus courses are not included in the calculation of the Core Average.



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Framework for the Bachelor of Media Studies, Faculty of Arts

The Bachelor of Media Studies (BMS) brings together seven Arts units – Art History and Visual Art and Theory, CENES (German), Creative Writing, English, Film Studies/Film Production, Journalism, SLAIS – and one Science unit – Computer Science. The BMS organises existing resources into a four-year, cohort undergraduate program in an area of strong interest to students and communities alike.

The program is designed to provide students in the cohort with a common, 73-credit core of experience in areas represented by the eight units and with multiple, staged experience in community and industry contexts related to media. In other words, the BMS takes traditional areas of Arts studies and packages these in a format resembling that of professional programs.

Drawing on UBC Arts' unique strengths, the BMS transcends the theory-practice opposition: every graduate is a practical theorist, and a theoretically informed practitioner. Hands-on technical experience coupled with strong theoretical offerings and grounding in research methods: this practice/theory/research blend is the Arts Media Studies brand, and its versatility in responding to change.

Recruiting and partnering internationally, the degree promises global perspectives on media.

OBJECTIVES

The BMS will

- attract to UBC Arts high-achieving, highly motivated domestic and international students;
- enhance and develop Arts' community partnerships;
- develop a UBC Arts focus on media, responsive to community, policy, and cultural debates on media.

Undergraduate recruitment

While Arts attracts high-achieving, intellectually ambitious applicants, both domestically and internationally, many of these students do not take up their offers of admission to Arts. They take offers from our competitors, for reasons of financial awards, institutional

reputation, and program. We seek to improve Arts' attractiveness to these students by offering admission to a well-defined, selective program.

- Unlike most other Arts degrees but like the new Bachelor of International Economics (BIE), the BMS will be a Direct-Entry program. Like the BIE, the BMS will guarantee successful applicants a place in their program of choice.
- Admission to the BMS will be broad-based and highly selective, including but going beyond the measures of GPA and Personal-Profile score to include applicants' statement of study and professional aspirations and achievement relevant to media studies, and a portfolio of written, visual, and/or digital materials. The selective admission process in itself sends a message to applicants: it assures them that not only does Arts take an interest in their ideas, talents, and aspirations but that they will be joining a cohort of other focused, creative, and intellectually adventurous students.
- The BMS speaks at once to applicants' interests in Arts disciplines and their prospects for career paths. The program links traditional Arts studies with a world-readiness for participation in community and industry scenes.

We hear from both domestic and international recruiters that a media-studies option would attract students. And in Arts, we know from reading Personal Profiles that there are many applicants with demonstrated interest and experience in media projects, in the aesthetics, practices, design, and effect of media. This degree program speaks to them, and to students ready for study in traditional Arts disciplines and at the same time looking for applications of those studies in work and community contexts: in communications and media relations in government, corporate, or non-profit sectors; in the arts and cultural sectors; in digital industries; in media policy.

Community partnerships

Building on UBC's commitment to provide students with Enhanced Educational Experiences, the BMS will expand existing and develop new partnerships in the community. Students in the cohort will have the opportunity to take up media-related Co-Op positions; courses will host CSL and CBR initiatives. These opportunities will be scheduled as part of students' progress through the four years of study. Aligned with Program Outcomes and informed by Curriculum Mapping, the core curriculum itself will be oriented to the principles of E3: that is, the recontextualisations of knowledge – its transfer from academic settings to scenes beyond and back again, for reflection and responsible inquiry.

Media and UBC Arts

Media excite questions – social, cultural, policy-related – in scholarly and public forums. In Arts units, many researchers are working on media-related topics. The BMS brings these researchers together, not only linking their work through a well-articulated curriculum but also defining Arts as a source of research-informed insight into media-related issues. The BMS will be a platform for scholarly and community discussion, a venue for distinguished

visitors, and a focus for research cooperation and advanced scholarship in this rapidly growing field.

THE PROGRAM'S STRUCTURE AND ITS COMPETITION

In North America, Australia, Europe and the UK, Media Studies is a conspicuously multidisciplinary and interdisciplinary field. Accordingly, the many programs sharing the term 'media studies' are diverse in the ways they compose themselves from sub-sets of the many disciplines which, in some way, study media. Media Studies can take, for example, a film-studies stance, with a humanities-inclining cultural-studies orientation. Or it can be a preparation for a career in journalism. Or it can be a more technologically oriented preparation for work in digital industries and arts. Media studies can also appear as a concentration in communications departments.¹

The multi-disciplinarity of Media Studies also manifests itself in the structure of programs. A few programs – often those more technically oriented – stipulate a relatively narrow range of study. But many others reflect the wide range of disciplines contributing to knowledge of media, and present students with an equally wide range of course choices.² In wide-choice programs, students' course selections typically stream them from an introductory, interdisciplinary gateway into areas of interest. The lists from which students may choose can grow to great length, with entries from almost every discipline in the social sciences and humanities.

The UBC Arts program configures the multi-disciplinarity of Media Studies by (1) bringing together seven units in Arts which have concentrated strengths in media studies and linking these to foundational studies in Computer Science; (2) establishing a strong spine of core, required courses – 61 credits of mandatory courses and a corePLUS of 12 credits (4 courses) from 10-12 courses which offer opportunity for further study in one or more areas from the core; (3) establishing Program Outcomes by means of consultation and consensus amongst the eight participating units; (4) articulating the core and corePLUS courses with one another in reference to Program Outcomes, mapping curriculum and co-curriculum to these outcomes.

¹ Programs at the University of Chicago and Stanford University are examples of the film-studies orientation; Ryerson's program is an example of a technical orientation; Western offers the foundational pair Journalism and Library and Information Science, which is then eligible for combination with "a wide variety of programs from the Faculty of Arts and Social Sciences." Emphasizing that it is *not* a "pre-professional program," Media Studies at Berkeley directs students to four prerequisites (Introduction to Media Studies, Post Civil War US History, US Government and Politics, Introduction to Social Science), three core courses (Visual Communication, Effects of Mass Media, Understanding Journalism), and one course from three core courses (History of Journalism, History of Information, The First Amendment and the Press) before they select four approved courses from one or more of 13 areas of study.

² For an indication of how broad the range can be, see for example the University of Toronto's (Scarborough) New Media Studies, in which, at one juncture, students select one course from a list of 21 ranging from 'Digital Studies Practice' through 'Economics of the Internet and E-Commerce' to 'Women in Cyberspace: transnational feminist networks and activism' to 'Critical Thinking About Poetry.'

The program also requires of each Media Studies student a Learning Plan, supported by specialised, program-focussed advising, for strategic choice of electives to (a) select from beyond the core 72 credits courses relevant to media studies; (b) develop subject-area strengths or interests; (c) extend specialisations in technical or disciplinary areas in preparation for work or graduate studies; (d) prepare for travel or CoOp terms, where travel or CoOp are on students' study or vocational paths; (e) undertake additional language learning. Even as most students will come to the program with a language or languages additional to their first language, advisors will guide students in developing their Learning Plan for additional language study to support their study and vocational goals.

The Arts degree often recommends itself as 'choice': the chance to explore many disciplines, and discover an area of interest. Most students entering the Faculty of Arts will take these exploratory routes to a major. Students admitted to the BMS, however, will make an early commitment to a multi-disciplinary program, one designed to provide a foundation in theory, practice, and research methods in media; a cohort experience of learning and working in a collegial, cooperative environment; staged, scheduled experience of the community and industry contexts in which their multi-disciplinary learning is put to work.

THE BACHELOR OF MEDIA STUDIES WILL ENHANCE ARTS' UNDERGRADUATE PROGRAMS—BEYOND THE BMS ITSELF

Well-prepared, highly-motivated BMS students will enroll in a range of media-related courses across Arts disciplines. The courses in the 73-credit core curriculum are designed to provide BMS students with the foundational blend of theory, practice, and research methodology. Looking beyond the core, program advising will each year scan offerings in Arts disciplines for media-related courses. In developing their Learning Plans, students will consider selecting from these media-related courses for their electives. This process will bring well-prepared, highly-motivated students to courses developed by faculty researching areas related to media – areas where media are an historical or contemporary research site, or where media figure in study of, for example, globalisation or science and technology, or gender or indigeneity, or social and political change, for other examples.

New areas of expertise join the Arts undergraduate curriculum. The BMS invites SLAIS and Journalism, now principally graduate programs, to central roles in undergraduate education in Arts. SLAIS brings to undergraduate learning leading-edge capacity in informatics and data- and learning-analytics, indispensable to understanding the roles of media in knowledge dissemination. Journalism's capacity to educate for research skills and, uniquely, in information and indigeneity will enter the undergraduate domain.

The Media Studies program will be a basis for liaison with top-tier institutions abroad. With a well-defined Media Studies program, Arts will be positioned to develop international partnerships – Dual or Joint Degrees, for example, or effectively scheduled exchanges – with universities whose media-studies strengths complement Arts' program.

Early prospects include Copenhagen University, the Free University of Berlin, and the Communication University of China.³

Growth and academic renewal. The first-phase enrolment target for the BMS is 40 students. To support this enrolment, contingent resources will flow to participating units. If and when there is potential for growth – that is, more highly-qualified students apply than can be offered admission – participating units will be, proportionately, authorized to hire in areas in their discipline related to media studies or in areas which will enable current faculty to concentrate in media-related areas of their research and teaching.

BALANCED ADMISSIONS, DOMESTIC AND INTERNATIONAL

The BMS is designed to attract high-achieving students from across Canada. It also recognises UBC's commitment to internationalisation, and is designed in addition to attract high-achieving students from around the world. The commitment to internationalisation is an active principle in media studies, for media themselves – new and traditional – define communities locally and extend them globally.

In keeping with UBC's Senate-approved principles of effective admission, admission thresholds will be set by the quantity and quality of domestic applications. International students will be admitted in reference to that threshold. The BMS seeks a balance of domestic and international enrolment. That balance will be achieved through recruitment strategies and not by differential admission standards.

In consultation with Student Recruitment and Advising, the BMS Steering Committee (below) will develop strategies for accomplishing the further recruitment goals of (a) bringing to the BMS members of populations under-represented in Arts at UBC; (b) bringing to the BMS members of Aboriginal populations world-wide; (c) supporting these initiatives through scholarships and other financial support.

INFRASTRUCTURE

The BMS will be managed by a Steering Committee supported by a Working Group and the equivalent of one staff person. The Steering Committee will be chaired by a Director (one course release) who is a faculty member in one of the participating Arts units, and composed of representatives from three other participating units. Chaired by the Director, the Working Group will comprise the members of the Steering Committee, the staff person, representatives from the four other participating units, representatives of Arts Co-Op, Arts Community Learning Initiative (CLI), Arts ISIT, and the Co-Ordinated Arts Program, and three BMS students.

³ We have also drafted an agreement with the Centre for Digital Media (Great Northern Way, Vancouver) to develop 'The #84 Speaker Series' linking the two campuses and to provide for student exchanges between the BMS and the Master of Digital Arts at the CDM.

In consultation with the Working Group, the Steering Committee will maintain effective articulation of courses in the core curriculum and will monitor curriculum mapping to program outcomes; effectively schedule E3-co-curricular opportunities; strategically design recruitment and admissions initiatives and program growth; work with the Arts Development Office to identify potential sources of external funding; schedule speaker and colloquium series and visits of distinguished scholars in media studies; oversee advising, including annual review of courses in Arts and beyond which relate to media and are eligible for BMS students' electives or corePLUS equivalence.

The staff person will manage admissions, advising, course scheduling, liaison with participating units. In consultation with Arts Co-Op and Arts CLI, the staff person will maintain and develop community partnerships.

The Steering Committee will oversee the application of the Program's Continuation Requirements. Recognising the breadth of the core curriculum, the Continuation Requirements are designed to support students in their commitment to undertake the full spectrum of media studies, from hands-on practice to media-related research methodologies to media history and theory. The Continuation Requirements provide for supportive review of progress where a student has found one area particularly challenging but has experienced success in other areas. This review will be conducted by the Steering Committee.

In cooperation with the Working Group, the Steering Committee will measure the effectiveness of the program:

- analyse the effectiveness of the BMS in recruitment: does the BMS attract high-achieving students? By the measures of GPA and Personal-Profile score, how do BMS admits compare to admits to the BA? Domestically and internationally, how do yield rates compare to BA rates?
- inquire systematically into the circumstances of students' leaving the program
- record advising episodes for insight into students' career and study plans, and the fit of these plans with the program
- institute Mid-term Evaluation of Teaching and Learning (MEoTL) to cultivate an on-going dialogue between students and instructors on curriculum and format of courses
- establish focus groups of students and instructors to monitor the articulation of core courses for gaps and redundancies and the effectiveness of the theory/practice/research blend
- maintain contact with BMS graduates to track their career and study paths
- annually review and up-date the statement of Program Outcomes with reference to core courses' Learning Objectives, Faculty of Arts statement of Educational Outcomes, and data gathered on the student experience.

FEES

Fees for the BMS will higher than fees for the BA. The differential will support direct benefits to students: (1) developing and maintaining the community partnerships which will host field placements; CBR and CSL opportunities; CoOp placements (2) providing the individual advising which will support students' design of their Learning Plan.

CONCLUSION: UBC ARTS AND ITS REGION

Extending from creative and performing arts through humanities and social sciences to professional schools, UBC Arts is a rich resource from which to configure the Bachelor of Media Studies. The articulation of the participating units demonstrates the capacity of traditional Arts disciplines, in partnership with practice-oriented disciplines, to define and address public issues in media, and demonstrates the readiness of Arts students to engage in the work of communities, taking to those contexts perspectives of Arts disciplines.

In addition, UBC Arts is situated in a region inviting to students interested in media application of Arts studies. Multi-cultural Vancouver is an internationally recognised centre of media production and innovation, and aesthetic and cultural exploration of media frontiers.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: T'ai Smith Department: AHVA / ARTH Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2013/14</p>	<p>Date: January 10, 2014 Contact Person: T'ai Smith Phone: 604-353-0226 Email: tai.smith@ubc.ca or lois.nightingale@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ARTH 480 Visual and Digital Media Theory (3)</p> <p>A thematic examination of key arguments in visual and digital media theory, focusing on developments in lens-based and digital media in relationship to twentieth-century and contemporary artistic practice.</p>	<p>URL: Present Calendar Entry: N/A Type of Action: New course</p> <p>Rationale for Proposed Change: Eight academic units – seven from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory) and one from Science (Computer Science) – are joining to offer a multi-disciplinary program in Media Studies. For its core curriculum, the program draws on existing strengths in each unit – teaching and research interests current in the department's activities – and, where possible, existing courses. In some cases, new courses are proposed, as here, to specify a media-studies approach.</p> <p>This course would systematically address major issues around new media in visual culture and modern and contemporary art history that are not directly addressed through other courses offered by the department at this time.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F:</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Arts Department: English Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2014-2015	Date: 2014 January 10 Contact Person: Lois Nightingale for Richard Cavell, Janet Giltrow Phone: 2-6700 Email: lois.nightingale@ubc.ca
Proposed Calendar Entry: ENGL 232 Approaches to Media Studies (3) Approaches to the study of media: philosophical; technological; cultural; theoretical.	Type of Action: New Course Rationale for Proposed Change: Eight academic units – seven from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory) and one from Science (Computer Science) – are joining to offer a multi-disciplinary program in Media Studies. For its core curriculum, the program draws on existing strengths in each unit – teaching and research interests current in the department’s activities – and, where possible, existing courses. In some cases, new courses are proposed, as here, to specify a media-studies approach. English 232 contributes to the theoretical component of the program’s blend of theory/practice/research methods. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: English Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2014-2015</p>	<p>Date: January 10, 2014 Contact Person: Janet Giltrow Phone: 2-3247 Email: janet.giltrow@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENGL 332 (3) Approaches to Media History History of media and technological change; literary, rhetorical, or linguistic methods of inquiry.</p>	<p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>Eight academic units – seven from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory, and School of Library, Archival and Information Studies) and one from Science (Computer Science) – are joining to offer a multi-disciplinary program in Media Studies. For its core curriculum, the program draws on existing strengths in each unit – teaching and research interests current in the department’s activities – and, where possible, existing courses. In some cases, new courses are proposed, as here, to specify a media-studies approach.</p> <p>English 332 contributes to the research-methods component of the programs theory/practice/research blend: it gives students practice in literary, theoretical, or linguistic methods of investigating medial change.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Library, Archival and Information Studies Faculty Approval Date: December 3, 2013 Effective Session (W or S): W1 Effective Academic Year: 2013-14</p>	<p>Date: November 27, 2013 Contact Person: Caroline Haythornthwaite Phone: 604-827-4790 Email: c.haythorn@ubc.ca</p>
<p>Proposed Calendar Entry: INFO – Information Studies</p>	<p>URL: (http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code)</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course code: INFO</p> <p>Rationale for Proposed Change: The School of Library, Archival and Information Studies has course codes assigned to graduate courses associated with the Master of Library and Information Studies and the Master of Archival Studies degrees.</p> <p>The new INFO course code will be used to identify new courses created for the proposed undergraduate Bachelor of Media Studies Program. These new courses will not serve the MLIS or MAS degrees.</p> <p>The INFO designation fits with the specialization of the School regarding information in general, and will avoid confusion over which courses contribute to the new undergraduate Bachelor of Media Studies Program and the existing graduate MLIS or MAS degrees.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Library, Archival and Information Studies Faculty Approval Date: Effective Session (W or S): W1 Effective Academic Year: 2014 - 15</p>	<p>Date: January 10, 2014 Contact Person: Caroline Haythornthwaite Phone: 604-827-4790 Email: c.haythorn@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>INFO 250 (3) Networks, Crowds, and Communities Introduces network concepts and methods for exploring social and organizational connectivity for work, socializing, and knowledge production. Examines impact of social media on connections that span space and place; peer production on authority structures; ubiquitous mobile connectivity on daily life.</p>	<p>URL: (http://www.calendar.ubc.ca/vancouver/course.s.cfm?page=code)</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Eight academic units – seven from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory, and School of Library, Archival and Information Studies) and one from Science (Computer Science) – are joining to offer a multi-disciplinary program in Media Studies. For its core curriculum, the program draws on existing strengths in each unit – teaching and research interests current in the department’s activities – and, where possible, existing courses. In some cases, new courses are proposed, as here, to specify a media-studies approach.</p> <p>INFO 250 contributes to the theory and research-methods components of the program’s theory/practice/research blend.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Library, Archival and Information Studies Faculty Approval Date: Effective Session (W or S): W1 Effective Academic Year: 2014 - 15</p>	<p>Date: January 10, 2014 Contact Person: Caroline Haythornthwaite Phone: 604-827-4790 Email: c.haythorn@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>INFO 419 (3) Information Visualization Basic theory and practice required to visually represent information. Introduces design principles and practical skills to create effective information visualizations. Examines effect of different visual representations on understanding and meaning. <i>Pre-requisite: INFO 250</i></p>	<p>URL: (http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code) Present Calendar Entry: n/a Type of Action: New course</p> <p>Rationale for Proposed Change: Eight academic units – seven from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory, and School of Library, Archival and Information Studies) and one from Science (Computer Science) – are joining to offer a multi-disciplinary program in Media Studies. For its core curriculum, the program draws on existing strengths in each unit – teaching and research interests current in the department’s activities – and, where possible, existing courses. In some cases, new courses are proposed, as here, to specify a media-studies approach.</p> <p>INFO 419 contributes to the practice component of the program’s theory / practice / research methods blend.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Arts</p> <p>Department: Library, Archival and Information Studies</p> <p>Faculty Approval Date:</p> <p>Effective Session (W or S): W1</p> <p>Effective Academic Year: 2014 - 15</p>	<p>Date: January 10, 2014</p> <p>Contact Person: Caroline Haythornthwaite</p> <p>Phone: 604-827-4790</p> <p>Email: c.haythorn@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>INFO 456 (3) Information Policy and Society</p> <p>Develops capabilities required to assess the need for information policies in professional contexts, evaluate relevant socio-technical dimensions and envision likely implications for specific communities and practice settings. <i>Pre-requisite: INFO 250</i></p>	<p>URL: (http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code)</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Eight academic units – seven from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory, and School of Library, Archival and Information Studies) and one from Science (Computer Science) – are joining to offer a multi-disciplinary program in Media Studies. For its core curriculum, the program draws on existing strengths in each unit – teaching and research interests current in the department’s activities – and, where possible, existing courses. In some cases, new courses are proposed, as here, to specify a media-studies approach.</p> <p>INFO 456 contributes to the professional practice component of the program’s theory /practice /research-methods blend.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



19 February 2014

To: Vancouver Senate
From: Senate Curriculum Committee
Re: February Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, revised course, new minor, and revised programs brought forward by the faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Arts, Medicine, Pharmaceutical Sciences), and Law be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE (Page 3 of 22)

New course

ENDS 281 (3)

FACULTY OF ARTS (Page 5 of 22)

New course and minor

RELG 307 (3); Minor in Asian Canadian and Asian Migration Studies

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES (Page 11 of 22)

Arts

New course

SOCI 515 (3)

Medicine

Revised program and new courses

MPT>Program Requirements; PHTH 552 (5); SPPH 521 (3)

Pharmaceutical Sciences

Revised course

PHAR 518 (4)

FACULTY OF LAW (Page 19 of 22)

Revised program

Dual degree program option: MBA/JD



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Faculty of Applied Science [APSC] Department: School of Architecture and Landscape Architecture [SALA] Faculty Approval Date: 16 December 2013 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: 13 January 2014 Contact Person: School of Architecture and Landscape Architecture Theresa Juba [Programs Coordinator, SALA] Phone: 604 822.0205 Email: tjuba@sala.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENDS 281 (3) Architecture in Context and Across Cultures: A History</p> <p>A world survey of architecture, from prehistory to postmodernity, which relates architecture to landscape and city, design principles and cultural values, formal and vernacular practices. It explores the different ways in which history has been conveyed and the purposes it serves. [2-0-1]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p><i>Architecture in Context and Across Cultures: A History</i> surveys a diversity of critical and generative principles of architecture and design and highlights the forces that have produced architectural, urban and rural patterns. No such survey of world architecture with reference to related disciplines of landscape architecture, urban design and arts history exists at UBC. This course can therefore create a platform for cross-disciplinary study. In introducing students to the built environments of major and diverse cultures equally, western and eastern, southern and north, <i>Architecture in Context</i> will contribute to global awareness and cultural diversity of knowledge.</p> <p>This course will provide the basic vocabulary of architecture and architectural history for undergraduates generally and a base for students interested in entering the undergraduate and professional design programs.</p>



Architecture in Context will also develop visual literacy and writing skills.

Significantly the course will also reference UNESCO's World Heritage Sites, which not only offer an array of examples across all scales of design but also raise questions about the active use of the past in the present and about how history is written. As a result, students can engage critically with architectural history and draw relationships with the present.

☐

**Not available for Cr/D/F grading
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for

Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐

Pass/Fail or

☐

Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

<p>Faculty: Arts Department: Classical, Near Eastern and Religious Studies Faculty Approval Date: Effective Session: Winter 2014, Term 2</p>	<p>Date: April 10, 2013 Contact Person: Sara Milstein Phone: 604 822-4058 Email: sara.milstein@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RELG 307 (3) Sex, Lies, and Violence in the Hebrew Bible</p> <p>An exploration of the Bible's "dark side," with emphasis on texts that center on sex, deceit, and murder.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: There is currently a dearth of 300-level courses in Hebrew Bible that can attract majors and non-majors alike. With its explicit connection to contemporary interests, this course would both help to refresh our Bible offerings and would boost our enrollments. In structure, this course parallels other RELG courses offered at the 300-level that focus on a particular genre or swath of primary literature (e.g., 305, 308, 335, 336) and also a number of content-based CNERS courses (e.g., 307, 308, 311, 312). Conceptually, it stands between the broad introductory courses offered at the 200-level and some of the more targeted course offerings at the 400-level (e.g., 414, 415, 485). This course could naturally follow in sequence from the proposed course, "Eden to Exile: Introduction to Hebrew Bible."</p> <p>I appreciate the concerns regarding the title of my course for RELG 307, but I assert that the title is both fitting and should pose no problems for registration. The following represents my rationale for keeping the title of RELG 307, "Sex, Lies, and Violence in the Hebrew Bible":</p> <ul style="list-style-type: none"> • The title of this course matches the content of the course as precisely as possible. The texts that we will be analyzing in the course (e.g., Genesis 34; Genesis 38; 2 Samuel 13, etc.) readily feature various combinations of these themes. In terms of an accurate representation of what will be studied, the title could not be more apt. • Beyond this, the title is, of course, meant to be provocative (and draws on the old film, "Sex, Lies, and Videotape"). It is precisely designed to draw attention to content that <i>most would not associate with the Bible</i>, but which is, of course, present in numerous biblical texts. The purpose of the title is to have the "wow" effect: to make students realize that the Bible is more

	<p>provocative, more graphic, more disturbing, than they might have realized or been taught.</p> <ul style="list-style-type: none">• Rather than deter students, I believe that the title would draw in large numbers of students. When I served as a TA at New York University for "Sex, Gender, and the Bible," the course was tremendously popular (60+). There was no indication that the course deterred students from taking it; on the contrary, it seemed to lure them in.• On a related note, a title such as this has the power to draw students to the Bible who are otherwise indifferent to it, or who feel marginalized by it (esp. LGBTQ students). In teaching "Sex, Gender, and the Bible," the students represented a rather diverse range of religiosity and sexualities for a Bible course. To have a range like this makes for a truly invigorating and powerful experience for student and instructor alike. As a progressive professor of Hebrew Bible, I believe it is important to open up the Bible to all populations, not just to those who are drawn to it for devotional reasons. Politically speaking, it can be empowering and important for students to recognize that the portrayal of the Bible in the modern media is often distorted and uninformed by actual text. The title will bring them there; the course will provide them with the tools and knowledge that is so crucial in this regard.• On a comparative note, a quick Google search turns up a number of provocatively titled courses: "Sex, Gender, and the Bible" (New York University); "Sex, Gender, and the Hebrew Bible" (Florida State University); "Lesbian, Gay, Bisexual and Transgender Jews and Christians: Sources and Interpretations" (Brandeis University); "Texts of Terror: Violence and the 'Religions of The Book'" (Colby College).• It is worth adding that the Faculty Curriculum Committee envisioned no possible problems with the title. <p>I thus propose that we should keep the title as is, and position ourselves as a progressive, cutting-edge institution when it comes to teaching Bible and Religious Studies more broadly.</p> <p>There will be no prerequisites for "Sex, Lies, and Violence in the Hebrew Bible." Initially the course will be capped at 60 students; this may expand in the future with demand.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: n/a Faculty Approval Date: December 3, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: November 21, 2013 Contact Person: Henry Yu Phone: 778-895-5088 Email: henry.yu@ubc.ca</p>
<p>Proposed Calendar Entry: BACHELOR OF ARTS MINOR IN ASIAN CANADIAN AND ASIAN MIGRATION STUDIES</p> <p>A multidisciplinary program exploring the history, culture, and contemporary development of Asian communities in Canada, and Asian migrations outside of Asia.</p> <p>The program consists of 18 credits of required coursework, including six credits in core courses, plus 12 credits of upper-level elective courses as approved by the program chair.</p> <p>Enrolment in the minor is encouraged as a means to enrich existing majors in Asian Studies, English, First Nations Studies, Geography, History, Sociology, and other Arts majors. Non-Arts degree majors should be aware of the prerequisites for 300 and 400 level courses that will count towards requirements of the minor.</p> <p>Interested students should consult with the program chair while registered in second year about fulfilling the degree requirements. Contact information of the program chair is available on the Asian Canadian and Asian Migration Studies program website. An application form may be obtained from the Arts Advising Office or from the program chair, and the form must be returned no later than May 15.</p> <p>The program consists of the following six credits in required core courses:</p> <p>HIST 483 (3) Asian Migrations to the Americas FIPR 469A (3) Special Projects</p> <p>In addition, students will complete 12 credits of upper-level elective courses selected from the list below:</p> <p>ASIA 309 (3) South Asian Beyond South Asia ASIA 369 (3) Asian Folklore</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create New Minor Program</p> <p>Rationale for Proposed Change: The Asian Canadian and Asian Migration Studies (ACAM) minor program grew out of discussions within the Faculty of Arts that began in 2007 proposing a "Pacific Canada" approach to research, student learning, and community engagement at the University of British Columbia (UBC). In November 2011, UBC Senate approved three measures to acknowledge and recognize the 76 Japanese Canadian UBC students who were forcibly removed in 1942. One of the measures approved by UBC Senate--the creation of a teaching program at UBC so that the removal of Japanese Canadians and the history of anti-Asian racism that caused it would never be forgotten--has been in development since Dean Gage Averill publicly committed in March 2012 to the creation of an Asian Canadian and Asian Migration Studies minor program. It is the first stage towards the building of a new Asian Canadian community initiative at UBC. The minor is a multidisciplinary program that provides students with the opportunity to explore the rich history, culture, and contemporary development of Asian communities in Canada, including but not limited to those of East Asian, South Asian, and Southeast Asian ancestry.</p> <p>The minor will support the building of a dynamic and sustainable Asian Canadian community initiative at UBC that aspires to build strong peer-to-peer linkages between researchers and provide mentoring and training for students, in concert with supporting collaborative partnerships in the co-creation of knowledge with Asian Canadian community-based organizations. The minor shall bring</p>



THE UNIVERSITY OF BRITISH COLUMBIA

<p>ASIA 376 (3) The Sikhs: Formations, Contexts, and Historical Development ASIA 485 (3) Inventing Asian Religions in the West/East Encounter FNSP 310 (3) Theory Seminar FNSP 320 (3) Methods Seminar GEOG 353 (3) Geographies of Migration and Settlement HIST 482 (3) Chinese Migration HIST 485 (3) Asian Migrant Communities in Vancouver PUNJ 300 (6) Advanced Punjabi SOCI 302A (3) Ethnic and Racial Inequality SOCI 303 (3) Sociology of Migration SOCI 310 (3) Canadian Society</p> <p>ENGL 464** (3) Twentieth-Century Studies ENGL 470** (3) Canadian Studies ENGL 472** (3) American Studies ENGL 474** (3) Studies in Contemporary Literature</p> <p>**Instructors and contents of particular sections vary from year to year. Only pre-approved sections taught by specific Faculty are eligible towards the minor.</p> <p>The program chair is responsible for evaluating the eligibility of courses that count toward credits in the program and providing student advising.</p>	<p>together teaching faculty from multiple departments in the Faculty of Arts, and feature innovative interdisciplinary courses that will equip students to participate in community engagement initiatives involving Asian Canadian communities.</p> <p>Trans-Pacific migration from Asia has transformed Canada in the last quarter of a century, and the new program responds to community issues and concerns by engaging students in multidisciplinary and intercultural research. Increasing numbers of students are interested in pursuing education in Asian Canadian studies that contributes to training in cultural literacy and deep inquiry into community based issues. Individual departments in the Faculty of Arts currently carry out research and teaching on the subject, as a result undergraduate students are often designing their own course of study without receiving any recognition. The proposed minor program will complement the existing wealth of available resources at UBC, and allow it to attract prospective students in favour of other universities that offer similar programs.</p> <p>This program is distinct from the Asian Studies program by focusing on people of Asian descent in Canada and the migration of Asian populations outside of Asia. The field of study for the minor program will address the historical, political, economic, social, literary, and cultural production of Asian Canadians, Asians in Canada and other Canadians in relation to Asian Canadian issues, and patterns of Asian migrations outside of Asia.</p> <p>Core courses for this minor program will provide students with foundational knowledge in Asian Canadian history and contemporary community issues, as well as field research ethics and methodology. Migration from Asia was, and remains, a formative influence on the social, economic, cultural and political life of the Americas. HIST 483 examines both the historical and contemporary contexts for migration from Asia to Canada and the Americas, as well as the Asian experience in North America. This course will explore the history of migration from Asia to, and throughout, Canada, the United States and Mexico from the late 19th to the early 21st century. It will examine the impact of migration from different parts of Asia on local, national and transnational communities through the</p>
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	<p>study of primary and secondary resources. Topics include the history of anti-Asian politics and shaping of the Canadian economy as influenced by Asian migrations since the Canadian Pacific Railway construction to the present. Within the Film Production program, the Rogers Multicultural Film Production Project has established courses, including FIPR 469A that help build student capacity in First Nations and Asian Canadian issues as well as field research methodologies using film. Both courses will expose students to the theory and methodology of community-based research, and include individual and group-oriented community engagement projects.</p> <p>Courses in Asian Studies and First Nations Studies are by nature interdisciplinary and provide opportunity for in-depth inquiry through engagement with local Asian communities. The Department of Asian Studies has longstanding strength in the study of South Asian languages and culture, in particular Punjabi Sikh literature and culture within diasporic perspectives. Courses that have been selected for listing in this minor program examine the Indo-Canadian experience through a local community history approach that potentially involves community research, including PUNJ 300 which explores the historical, political, and economic implications of the Punjabi diaspora and the Komagata Maru incident. With the increasing academic interest in historical relationships between First Nations and Asian communities, courses in First Nations studies will provide students with foundational knowledge in the ethics, methodology, and theory of community-based research from a critical indigenous perspective.</p> <p>Courses in English and Sociology foster critical thinking in the shaping of social and cultural production in Asian Canadian communities. UBC's English department offers a selection of courses that when taught by specific faculty, will include a focus on Asian Canadian and North American literature through the study of literary production. Courses in Sociology will expose students to theoretical frameworks that inform the construction of concepts such as race, racism and ethnicity in the context of Asian Canadian communities and Asian migration to Canada.</p> <p>The minor program is initially course-based, but will later on grow to include a locally based</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>community research component that gives interested students the opportunity to undertake an intensive research experience with the support of the program advisory board and other on-campus units such as the UBC Centre for Engaged Learning (formerly known as Community Learning Initiative). The placement will provide students with practical community outreach experience through addressing identified needs of local Asian Canadian communities.</p> <p>Governance: The program chair will be responsible for reviewing student applications, providing student advising, and regularly reviewing and updating the list of eligible courses that count towards credits for the program. An advisory board comprised of faculty and community members will meet with the program chair on a quarterly basis to review course requirements and identify community engagement opportunities for interested students.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: ARTS Department: Sociology Faculty Approval Date: October 15, 2013 Effective Session: Winter Term: 2 Year 2013W for Change</p>	<p>Date: 12-12-12- Contact Person: Amin Ghaziani Phone: 2-2268 Email: amin.ghaziani@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SOCI 515 (3) Qualitative Data Analysis in Sociology Prerequisite: SOCI 503</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale: This is a graduate qualitative data analysis course designed for students who have completed SOCI 503 Research Design and Techniques (Qualitative) or its equivalent. SOCI 503 covers general principles of research design whereas SOCI 515 focuses on specific techniques of qualitative data analysis. The SOCI 503 - 515 qualitative pairing is intended to parallel the SOCI 502 - 514 quantitative pairing. In each case, the first course is an overview/general design course, whereas the second is specifically about data analysis techniques.</p> <p>This course will satisfy the revised graduate program structure and its new course requirements.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Physical Therapy Faculty Approval Date: 20 Dec 2013 Effective Session (W or S): Summer Effective Academic Year: 2014	Date: December 5, 2013 Contact Person: Cailen Ogley Phone: 604-827-4958 Email: cailen.ogley@ubc.ca
Proposed Calendar Entry: Physical Therapy ... Master of Physical Therapy ... Program Requirements Students must successfully complete all academic requirements (83 credits of coursework): <ul style="list-style-type: none"> • ANAT 392 • RHSC 420 • PHTH 511, 514, 516, 518, 521, 524, 526, 528, 531, 534, 538, 544, 545, 546, 548, 552, 554, 558, 564, 565, 566, 574, and 578 • <u>Clinical Education Requirements</u> ...	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1215 Present Calendar Entry: Physical Therapy ... Master of Physical Therapy ... Program Requirements Students must successfully complete all academic requirements (83 credits of coursework): <ul style="list-style-type: none"> • ANAT 392 • RHSC 420 • PHTH 511, 514, 516, 518, 521, 524, 526, 528, 531, 532, 534, 538, 544, 545, 546, 548, 554, 558, 564, 565, 566, 572, 574, and 578 • <u>Clinical Education Requirements</u> ... Type of Action: Update program requirements Rationale: This change reflects the addition of the



course PHTH 552 to the Master of Physical Therapy program. It also reflects the closing of courses PHTH 532 and PHTH 572. The MPT program has no intention of offering courses PHTH 532 or PHTH 572 again; as a result, these courses should be removed from the Master of Physical Therapy program requirements and replaced with PHTH 552.

PHTH 552 has a value of 5 credits. The rationale for this is that PHTH 532 was worth 3 credits and PHTH 572 was worth 2 credits and the content of these two courses is being combined into the new course.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Physical Therapy Faculty Approval Date: 20 Dec 2013 Effective Session (W or S): S Effective Academic Year: 2014	Date: December 5, 2013 Contact Person: Cailen Ogley Phone: 604-827-4958 Email: cailen.ogley@ubc.ca
Proposed Calendar Entry: PHTH 552 (5) Rehabilitation Research <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: N/A Present Calendar Entry: Type of Action: Create new course Rationale for Proposed Change: As it currently stands, PHTH 532 and PHTH 572 are two courses that bookend the Master of Physical Therapy (MPT) research projects. PHTH 532 runs for two weeks, and PHTH 572 runs for two weeks: PHTH 532 in July of year-one, and PHTH 572 in August of year-two. The courses require the students to learn a range of research skills, and to complete a research project. This involves many faculty members and supervisors. The short length of each course and their complexity present challenges with respect to administration; communication between students, faculty, instructors and supervisors; and evaluation. The courses also pose challenges for students with regards to time management and research scheduling. The proposed new course, PHTH 552, will contain all of the content of PHTH 532 and PHTH 572, and will span from July of year-one to August of year-two in the MPT program. Removing PHTH 532 and PHTH 572, and creating PHTH 552 will allow course content to become integrated, streamlined and manageable. It will have the additional benefit of allowing students greater flexibility for scheduling and completing projects. This will not affect current library usage, budgets, or any other



University Departments.

We propose to assign a value of 5 credits to PHTH 552. The rationale for this is that PHTH 532 was worth 3 credits and PHTH 572 was worth 2 credits and the content of these two courses is being combined into the new course



**Not available for Cr/D/F grading
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for

Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.



Pass/Fail or



Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Faculty of Medicine Department: School of Population and Public Health Faculty Approval Date: November 28, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: November 8, 2013 Contact Person: Charlyn Black Phone: 604-822-6030 Email: charlyn.black@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 521 (3) Approaches to Enquiry in Population and Public Health</p> <p>Research approaches in the area of population and public health; focus on developing research questions and the centrality of research questions in conducting research.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SPPH</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This new course has been developed to provide foundational knowledge to students who are entering thesis-based graduate programs in the School of Population and Public Health. It is intended to support students in situating their research interests within the field of population and public health, and helping them identify courses and additional learning to advance their research and learning. It will be offered to interested students in 2014/15. Over time, it is expected to become a core course in the MSc and PhD program in the School of Population and Public Health. It is a central component in a larger set of curriculum changes that are being planned and implemented within the MSc and PhD programs.</p>

	<p>There will be no negative consequences to students to making these changes in the 2013W session. The course is scheduled in Term 2. The only student currently registered is supervised by the course instructor and is aware of the proposed change. Further registration has been blocked until the disposition of this proposal is known.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: LAW Department: LAW Faculty Approval Date: 2012-10-30 Effective Session: 2014 Summer	Date: 2013-09-25 Contact Person: Joel Bakan Phone: 604.822.5682 Email: bakan@law.ubc.ca																									
<p>Proposed Calendar Entry:</p> <p>Dual Degree Program Option: M.B.A/J.D.</p> <p>All the requirements of the J.D. and M.B.A. programs apply to students in the dual degree program option, except that 6.0 credits of Law courses are included as elective credits toward the completion of the MBA program, and 6.0 credits of MBA courses are included as elective credits towards completion of the J.D. program. Consequently, a student in the dual degree program option completes all J.D. requirements, less 6.0 credits, and all M.B.A requirements, less 6.0 credits.</p> <p>Students in the dual degree program option follow a program of study as outlined below:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year 1</td> <td>First-Year J.D. Curriculum</td> </tr> <tr> <td></td> <td>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,329</td> </tr> <tr> <td>Year 2</td> <td>First Year MBA Curriculum</td> </tr> <tr> <td></td> <td>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1267</td> </tr> <tr> <td>Years 3 and 4</td> <td>Remaining J.D. and MBA courses as required by each program (less 6.0 credits for each)</td> </tr> </table> <p>Since 12 credits are shared between the two degrees, the total minimum credits to be taken is 135.</p>	Year 1	First-Year J.D. Curriculum		http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,329	Year 2	First Year MBA Curriculum		http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1267	Years 3 and 4	Remaining J.D. and MBA courses as required by each program (less 6.0 credits for each)	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1270#5357</p> <p>Present Calendar Entry:</p> <p>Dual M.B.A/J.D.</p> <p>Except as stated below, the ordinary requirements of the J.D. and M.B.A. apply to students in the dual program. Students in the dual program are required to take 89 credits in Law and 46.5 credits in the M.B.A. program in four years as specified below:</p> <p>M.B.A./J.D. Dual Program</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year 1</td> <td style="width: 60%;">First-Year Law</td> <td style="width: 25%; text-align: right;">35</td> </tr> <tr> <td>Year 2</td> <td>First-Year M.B.A. Core (September to December); 12 M.B.A. Post-Core graduate modules (January to June); BA 501 M.B.A. Core-Capstone (May); Internship (June to August); Career Development Program as per the 15-month M.B.A. program</td> <td style="text-align: right;">40.5</td> </tr> <tr> <td>Years 3 and 4</td> <td>Law Courses</td> <td style="text-align: right;">54</td> </tr> <tr> <td></td> <td>M.B.A. credits</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Total Credits</td> <td></td> <td style="text-align: right;">135.5</td> </tr> </table>	Year 1	First-Year Law	35	Year 2	First-Year M.B.A. Core (September to December); 12 M.B.A. Post-Core graduate modules (January to June); BA 501 M.B.A. Core-Capstone (May); Internship (June to August); Career Development Program as per the 15-month M.B.A. program	40.5	Years 3 and 4	Law Courses	54		M.B.A. credits	6	Total Credits		135.5
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	M.B.A. credits	6																								
Total Credits		135.5																								

A student's program of courses must be approved by the Assistant Dean, Students, in the Faculty of Law, and by the Director, Student Experience, in the Sauder School of Business MBA program office.

Special Requirements

1. Six J.D. credits are counted as the maximum of non-M.B.A. senior undergraduate courses normally permitted under the M.B.A. course requirements. Six M.B.A. credits are counted as the maximum non-J.D. courses permitted under the J.D. course requirements. Accordingly, students will not be permitted to apply to their degrees non-M.B.A. and non-J.D. credits beyond those six J.D. and six M.B.A. credits.
2. Law **407 (Taxation)** must be taken. If the student has already received credit for Commerce 355 (Income Taxation) or its equivalent, another 3 credits of **J.D.** courses must be taken in substitution for Law **407**. Commerce 355 will be deemed equivalent to Law **407** for prerequisite purposes.
3. A minimum of 20 credits of elective law courses must be chosen from a set of courses in the corporate, commercial, or taxation areas **approved from year to year by the Assistant Dean, Students.**

Special Arrangements

Subject to the approval of the **Director, Student Experience in the Sauder School of Business MBA program office and the Assistant Dean, Students, Law**, the first years of the J.D. and M.B.A. program may be exchanged upon petition.

Promotion Requirements

Continuance in the M.B.A./J.D. **dual degree** program **option** is conditional upon achieving a

Second, Third, and Fourth Years

Program requirements are as follows:

1. ~~Commerce M.B.A. requirements. Students will be required to take the full-time core course, BA 500, and to take 24 post-core Commerce graduate credits in accordance with the normal rules applicable to the M.B.A. program, but subject in all cases to the final approval of the Dual Degrees Committee. 6 credits of upper-year law courses will count as credit toward the M.B.A. In addition, students are required to complete the M.B.A. Core Capstone Course BA 501, Internship/Project BA 510, and Career Development program BA 520.~~
2. ~~Law requirements. All the requirements of the regular J.D. program, including compulsory courses, apply to each student in the dual program with only the following changes:~~
 1. ~~A total of 54 credits of 200-, 300-, 400-, or 500-level law courses must be taken over the two upper years. The student is not eligible for the Faculty of Law non-Law option.~~
 2. Law ~~220 (Taxation I)~~ **[NOTE: parallel category 2 document proposes change to Law 407 Taxation]** must be taken. If the student has already received credit for Commerce 355 (Income Taxation) or its equivalent, another 3 credits of ~~law~~ courses must be taken in substitution for Law ~~220~~. Commerce 355 will be deemed equivalent to Law ~~220~~ for prerequisite purposes.
 3. ~~In addition, a~~ minimum of 20 credits of elective law courses must be chosen from a set of courses in the corporate, commercial, or taxation areas ~~that will be designed from year to year by the Dual Degrees Committee.~~
 4. ~~The student's program of courses must be approved by the Dual Degrees Committee.~~

~~Transitional Provisions: Students who have completed the first-year compulsory law curriculum prior to Winter Session 2006 will follow the former requirements for upper-year progression (see J.D. Degree Requirements).~~

high standard of performance as determined in an annual review by the **Director, Student Experience in the Sauder School of Business MBA program office and the Assistant Dean, Students, Law**. A student may be permitted to complete either an M.B.A. or J.D. alone.

Conferring of Degrees

The M.B.A. and J.D. will be conferred at the completion of the dual **degree** program **option** after all requirements for both degrees have been met. Students who choose to receive either the M.B.A. or the J.D. prior to completion of the dual **degree** program **option** may apply for one of the degrees provided all requirements for that degree have been satisfied. Students selecting this option must simultaneously withdraw from the dual **degree** program **option**.

Special Arrangements

Subject to the approval of the **Dual Degrees Committee**, the first years of the J.D. and M.B.A. program may be exchanged upon petition.

Promotion Requirements

Continuance in the M.B.A./J.D. program is conditional upon achieving a high standard of performance as determined in an annual review by the **Dual Degrees Committee**. A student may be permitted to complete either an M.B.A. or J.D. alone.

Conferring of Degrees

The M.B.A. and J.D. will be conferred at the completion of the dual program after all requirements for both degrees have been met. Students who choose to receive either the M.B.A. or the J.D. prior to completion of the dual program may apply for one of the degrees provided all requirements for that degree have been satisfied. Students selecting this option must simultaneously withdraw from the dual program.

Type of Action:

Streamline Calendar entry. Precise course and credit requirements are removed in favor of more general wording, except where (for law) requirements specific to the joint degree must be met.

Law 220 Taxation I is changed to Law 407 Taxation to comport with parallel category 2 proposal to change course numbers, credit, and names in J.D. curriculum.

Remove transitional provisions.

	<p>References to ‘Dual Degrees Committee’ are replaced.</p> <p>Rationale:</p> <p>For J.D. students commencing studies in September 2012, the number of credits required for Year 1 studies was changed from 35 to 32. This proposal will bring the M.B.A./J.D. Dual Program into accordance with this change.</p> <p>Because credit and course requirements may change from year to year and over time in each of the J.D. and M.B.A. programs, more general wording is used to accommodate flexibility. First and upper-year requirements for each degree can be found in the degree’s respective calendar entries. Repeating them here is redundant and potentially confusing.</p> <p>The previous credit requirements will remain for students who commenced the M.B.A./J.D. program before September 2012.</p> <p>Changes make description consistent with the absence, in actual practice, of a Dual Degrees Committee.</p>
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19 February 2014

To: Vancouver Senate

From: Senate Curriculum Committee

Re: MD Undergraduate Renewed Curriculum Framework Proposal (approval)

The Senate Curriculum Committee has reviewed the framework proposal forwarded to it by the Faculty of Medicine and deems it ready for approval-in-principle.

The following is recommended to Senate:

Motion: *“That Senate approve the MD Undergraduate Renewed Curriculum Framework Proposal in principal, with the proviso that all new and changed courses specified and any needed program changes be forthcoming to Senate for approval prior to implementation.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

UBC Faculty of Medicine
MD Undergraduate Program

MD Undergraduate Renewed Curriculum Framework Proposal
for
UBC Senate Approval

Version: Draft 4e

Date: January 17, 2014

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1 Introduction

1.1 Document Purpose

The purpose of this document is to present the proposed overarching framework for the renewed UBC Faculty of Medicine (FOM) Medical Doctor Undergraduate Program (MDUP) curriculum to the UBC Senate for consideration. As a framework proposal, it does not include details such as syllabi and course change forms.

If approved, the next step will be to develop a second proposal to UBC Senate that contains additional details for all four years of the renewed curriculum. The FOM plans to submit this more detailed proposal to UBC Senate in the fall of 2014. If the detailed proposal is approved as planned, we intend to launch the renewed program starting in August, 2015.

We are pursuing this two part submission, with the framework proposal first and the detailed proposal second, following consultations with the Senate Secretariat and the Provost Office to confirm the overall structure of the renewed curriculum while the Faculty continues to develop the details. We are taking this approach to support the momentum of curriculum renewal within the Faculty and to ensure timely implementation of the renewed program in 2015.

1.2 Goal of Renewal

The goal of renewing the MDUP curriculum is to develop and implement ***a transformative curriculum that will produce Doctor of Medicine graduates who will meet not only the current health care needs of British Columbians, but also those of the future.*** Graduates will also be well placed to practice and contribute in national and international arenas in socially responsible and collaborative ways.

1.3 Rationale for Change

In 2008, the Liaison Committee on Medical Education and the Committee on Accreditation of Canadian Medical Schools (LCME / CACMS) released their accreditation report on the UBC MDUP. In 2009, an external review was also conducted. The findings from these reports, along with the release of other influential national reports, such as the Association of Faculties of Medicine of Canada's *The Future of Medical Education in Canada* report and the Lancet Commission's *Health professionals for a new century: transforming education to strengthen health systems in an interdependent world*, prompted the need for renewal of the UBC FOM's MDUP curriculum.

1.4 Curriculum Renewal Foundation

The renewal process began with the FOM Dean's Task Force on Curriculum Renewal (DTFCR) which reviewed the current MDUP curriculum and made foundational recommendations that have guided the renewal process. These recommendations emphasized the need for:

1. A renewal of the FOM's social responsibility and accountability framework;
2. A competency-based curriculum;

3. An integrated, programmatic student assessment system;
4. Increased flexibility in achievement of core competencies;
5. Increased opportunities to pursue scholarship;
6. Integration of foundational and clinical learning throughout the program;
7. Continuity of patients, faculty interaction, and curriculum; and
8. Preparation of students for their current and future roles in the health care system.

For more information on these founding recommendations, please find the DTFCR final report here:
<http://cr.med.ubc.ca/files/2011/01/dtfcfinalrprt201016902.pdf>.

2 Renewed Curriculum Framework

2.1 Pedagogical Principles and Curricular Features

The purpose of the MDUP is still to educate and train Medical Doctors. Therefore, we are not proposing to create a completely new program. Through this process, we are proposing to renew the way in which content and training are provided to students in order to enable them to achieve the required competencies and best prepare them for their role in the current and future health care system.

The renewed MDUP will remain a four-year program. Educational activities will still be distributed across the province via the existing Southern, Northern, Island, and Vancouver-Fraser Medical Programs, as well as the existing Clinical Academic Campuses and Affiliated Regional Centres throughout BC.

While much of the core content of the current curriculum will remain, the most significant changes involve reorganizing the structure in a way that addresses the foundational recommendations.

The renewed curriculum framework addresses the foundational recommendations through the following principles and features:

- The renewed curriculum will be based on competencies required to be a UBC MD graduate. Please see Section 2.2 for more information and find the renewed curriculum Exit Competencies in Appendix A.
- Content within the renewed curriculum framework will be delivered through clinical topics that spiral from basic through complicated to complex as the curriculum progresses. Please see Appendix B for the list of weekly topics that will be covered in the renewed curriculum. We have a draft order for these topics, but will include the finalized order in the next, more detailed Senate proposal.
- The renewed curriculum will eliminate unintentional repetition through logical topic sequencing and integration of learning activities around each clinical topic. Courses will integrate a variety of learning activities including small group learning, case-based presentations, tutor-facilitated and peer-facilitated sessions, self-directed learning, lectures, and laboratory experiences.
- Themes will be matched with appropriate week topics and build longitudinally across the four-year curriculum. The major themes areas include: Medical Sciences; Diagnostic Sciences;

Treatment; Populations, Diversity, and Equity; Care of Patients; and Scholarship. Please see Appendix C for examples of sub-themes within these theme categories.

- The renewed curriculum will maintain a focus on transitions that provide students an opportunity to consolidate prior learning and clarify expectations for the next stage of training. For more information on the transition courses, see Section 2.4.
- The renewed curriculum will increase flexibility to provide a variety of learning opportunities and scholarly activities that foster innovation, creativity, critical thought, and life-long learning. For more information on the FLEX course, see Section 2.4.3.
- An integrated, programmatic assessment system will underpin the renewed curriculum. It will leverage a suite of assessment types to determine whether students have achieved, or are on target to achieve, Exit Competencies. For more information on assessments, see Section 2.5.

These pedagogical principles and curricular features are realized through the renewed curriculum map shown and described in the next section.

2.2 Exit Competencies

The MDUP Exit Competencies represent the foundation of the renewed curriculum. The *raison d'être* of the renewed curriculum is to educate and train students so that they will meet these competencies (see Appendix A).

The Exit Competencies of the renewed curriculum are organized according to the Royal College of Physicians and Surgeons of Canada's CanMEDS Framework¹ which describes seven physician roles: Medical Expert, Collaborator, Communicator, Health Advocate, Manager, Professional, and Scholar.

2.3 Renewed Curriculum Map

Building upon the foundational recommendations, principles, and features described above, the following describes the proposed renewed curriculum in a graphical format that illustrates the renewed approach to courses and assessments, designed to enable students to achieve the Exit Competencies.

The renewed curriculum map (see Figure 1 below) shows:

- The transition courses: Transition into Medical Education (TIME), Transition into Clinical Education (TICE), and Transition into Postgraduate Education and Medical Practice (TIPP);
- The three Foundations of Medical Practice (FOMP) courses that spiral core content from basic to complicated and complex;
- The four-year, longitudinal Flexible Enhanced Learning and Foundations of Scholarship (FLEX) course which will be delivered during the FOMP courses as well as during dedicated FLEX blocks;
- An integrated, programmatic assessment approach to assess student progress towards competencies.
- The Junior Clerkship divided into three rotational blocks integrating a variety of clinical experiences;

¹ <http://www.royalcollege.ca/portal/page/portal/rc/canmeds/framework>

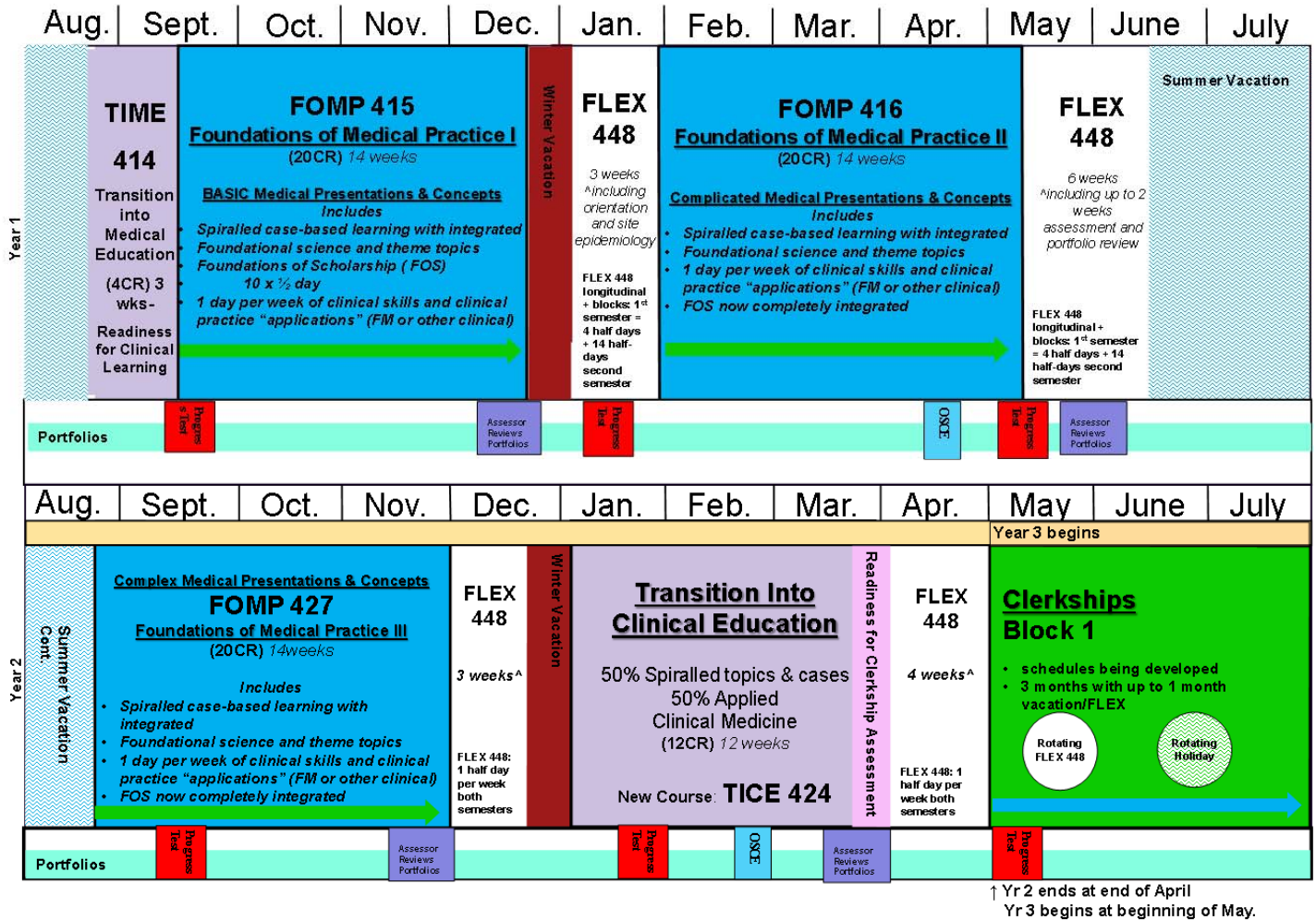
MD Undergraduate Renewed Curriculum Framework Proposal

Version Draft 4e

- The Senior Clerkship during which students will have some flexibility to choose among elective and selective clinical experiences prior to indicating postgraduate preferences for the Canadian Resident Matching Service (CaRMS).

Please see sections 2.4 and 2.5 for additional details regarding the courses and assessment types.

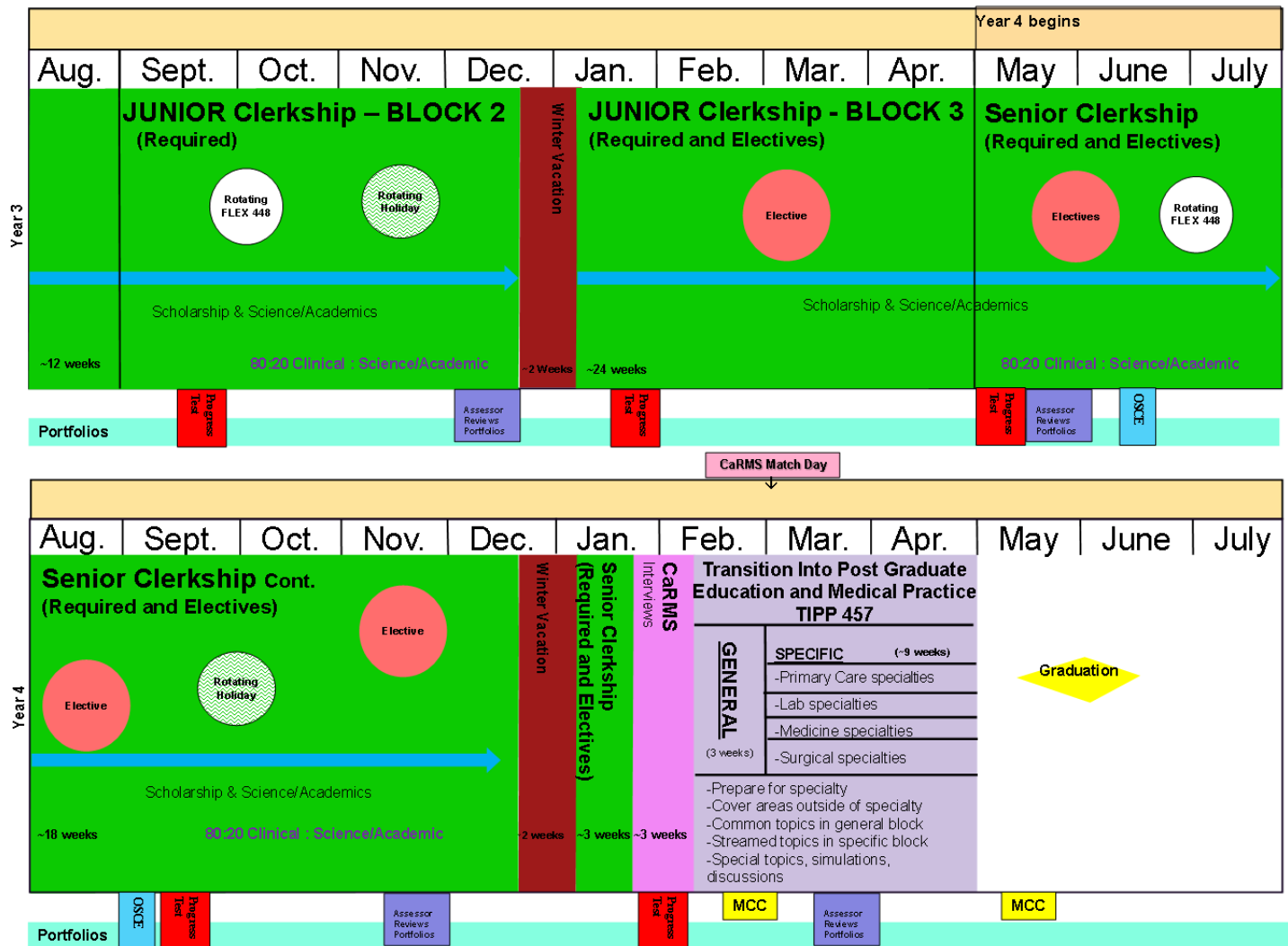
Figure 1: Proposed renewed curriculum map (part 1)



Part 2 of Figure 1 is on the next page.

MD Undergraduate Renewed Curriculum Framework Proposal

Figure 1: Proposed renewed curriculum map (part 2)



2.4 Courses

The following sections describe the courses within the renewed curriculum. In addition, Appendix B outlines additional details regarding weekly topics that will be addressed across the four-year curriculum. Appendix D shows approximately how content from the current curriculum will be integrated into the renewed curriculum structure.

2.4.1 Transition into Medical Education (TIME)

TIME occurs in the last week of August and the first two weeks of September. It is a course which will orient students to the medical program, set expectations of the medical profession, and review principles of human biology, as well as psychosocial and behavioural aspects of medical education. In addition, the TIME course will introduce clinical skills, and initiate the first clinical topics of study. TIME incorporates content from the current Orientation course (ORNT 400), but is more comprehensive and is intended to assist students in navigating the renewed curriculum content and structure.

2.4.2 Foundations of Medical Practice (FOMP)

The three, semester-long FOMP courses will move through a series of topics, spiralling content from basic to more complex curricula. FOMP I, II, and III will incorporate content from the current Principles of Human Biology (PRIN) course, the 12 Foundations of Medicine (FMED) courses, and three longitudinal courses: Doctor Patient and Society (DPaS), Family Practice (FMPP), and Clinical Skills (INDE).

The FOMP courses will be designed to simulate real life disease and problem presentation and response, with each week focusing on a new clinical topic or case. Students will examine each topic through the lenses of foundational sciences, clinical skills, anatomy and radiology, histology and pathology, and family practice. Foundational science learning will be driven and contextualized by clinical presentations. Themes, such as professionalism, medical ethics, and patient safety (see Appendix C), will be interwoven into a learning matrix so that they build longitudinally throughout the four-year curriculum.

2.4.3 Flexible Enhanced Learning and Foundations of Scholarship (FLEX)

The introduction of a four-year FLEX course within the renewed curriculum will offer a unique opportunity for medical undergraduate students to pursue a variety of learning opportunities and scholarly activities. Guided by the recommendations of the Scholarship and Flexibility reports, the FLEX course framework creates an environment for students to gain an understanding and participate in scholarly inquiry and scholarship. The goals of FLEX are to foster innovation, creativity, and critical thought, and prepare graduates for roles as scholars, life-long learners, and leaders across the full trajectory of their medical careers.

2.4.4 Transition into Clinical Education (TICE)

The semester-long TICE course will occur at the end of Year 2, before students move into the primarily clinical component of their education. The aim of this course is to consolidate the learning of the first two years and build the foundation for learning and providing care during the clinical years. This course will integrate current clinical skills components where appropriate in week topics. Examples of learning activities for a given week include introduction to patient logs, skills sessions, student case presentations, case-based clinical pharmacology, abdominal imaging, chest imaging, etc.

Consolidation of learning and introduction to the clinical block is designed to assist the student in retention of knowledge and familiarisation of procedures which allows for a more confident student entering the clinical rotations. Students will develop the ability to perform an independent history and physical exam; to perform basic procedures; to present patients in written and oral formats; and to function safely with supervision.

2.4.5 Clerkship, Selectives, and Electives

The Clerkship, Selectives, and Electives clinical experiences (referred to as Junior and Senior Clerkship in Figure 1) will occur starting in May following TICE and end before the CaRMS interview period in mid-January, 21 months later. The current discipline-specific rotations² will be integrated into fewer, more

² In the current clerkship, students do 11 rotations: Family Medicine, Pediatrics, Internal Medicine, Obstetrics and Gynaecology, Emergency Medicine, Psychiatry, Surgery, Ophthalmology, Orthopaedics, Anaesthesia, and Dermatology.

integrated rotational clerkship blocks. “Must see” and “must do” experiences will be similar to the current expectations for Year 3, while maintaining a focus on integrating the approach. Academic sessions each week will focus on specific topics relevant to the clinical experiences students are encountering.

The renewed curriculum framework may include rotating holidays of more than two weeks within the clinical experience years. We are in the process of obtaining confirmation from Student Aid BC via the Ministry of Advanced Education that this will not have an impact on loan eligibility for MD students.

In addition to rotational clerkship periods, other clinical experiences will include elective and selective rotations. As in the current program, students will be able to choose elective and selective rotations intended to help with career decisions, consolidate their knowledge and skills related to specific disciplines, and become more comfortable with increased responsibility.

2.4.6 Transition into Postgraduate Education and Medical Practice (TIPP)

The final course in the renewed curriculum is Transition into Postgraduate Education and Medical Practice (TIPP). It occurs in the last semester of the program, following the CaRMS interview period. The goal of the TIPP course is to consolidate learning from the previous years and prepare students for postgraduate residency learning and practice. Additionally, broader topics that cover their roles and responsibilities in the community and society at large, as residents and beyond, will be offered. Learning activities will include sections on core clinical experience, discipline-specific clinical experience for broad groups of residencies, and discipline-specific clinical experience for individual students after they have been matched to their postgraduate residency specialties.

2.5 Assessments

The renewed assessment framework is a system of integrated components that builds upon the collective strength of each assessment modality. When these modalities are combined within each course, a programmatic assessment framework is achieved that ensures learners are developing and meeting the competencies for graduation.

Within the renewed assessment framework the four assessment modalities are: portfolios, progress and criterion-referenced testing, workplace-based assessments, and objective structured clinical examinations (OSCE). Portfolios and progress testing are being introduced as new assessment modalities for the MDUP. OSCEs, workplace-based assessments, and criterion-referenced testing modalities are currently used in the MDUP, but will be enhanced and effectively integrated into the overall renewed assessment framework.

The overall assessment framework, including its governance, is intended to:

- Support effective summative decision-making by aggregating assessments over time.
- Optimize the capabilities of all learners by providing the opportunity for assessment to foster learning.
- Provide regular, appropriate, and, timely formative feedback.

- Foster a culture that encourages learners to seek continuous improvements in their own, their colleagues', and their group's performance toward achieving better health outcomes for patients and populations.
- Ensure that all graduates have achieved the required competencies.
- Function as part of a continuous quality improvement process that reflects the reality of the learning process and leads to better student performance, a more effective curriculum and improvements in the assessment system itself.

The following sections describe the four assessment modalities.

2.5.1 Portfolios

The Portfolio will be a tool that provides evidence of student learning and achievement by enabling collection, analysis, and judgement of assessment material by students, advisors, and the MDUP. The portfolio will support interactions between students and advisors, including provision of structured formal feedback to students and coaching (e.g.: development of student-advisor relationships, identification of challenges and opportunities for support).

The Portfolio will be used for summative assessment; for critical judgements such as whether a student achieved the requirements to pass an individual course, is eligible for promotion to the next academic level, and/or may be conferred the MD degree. It will also be used formatively, at prescribed intervals, by both students and advisors to judge or infer competency, developmental levels, remedial needs, and goals for educational planning. Ultimately, the portfolio will enable students to take ownership of their own learning, which will encourage them to establish routines in using the Portfolio for learning, not only during the MDUP, but also into postgraduate training and continuing professional development.

2.5.2 Progress and Criterion-referenced Testing

Progress Testing is a graduation-level multiple choice question (MCQ) examination periodically administered to all students in the MD undergraduate program throughout the four-year program. It will be used primarily for early detection of students lagging behind (or excelling beyond) classmates in cognitive competencies. The test is also intended to motivate student learning, give students insight into current progress and provide practice for the Medical Council of Canada Qualifying Examination Part 1. The formative aspect provides student feedback and enables repeated longitudinal low-stakes Progress Tests to trigger a student review. The Progress Test's summative results will also contribute to evidence of achievement for promotion and graduation.

The renewed curriculum will continue to also use and enhance traditional criterion-referenced testing (e.g.: lab exams, MCQ tests, etc.) to assess learning where appropriate.

2.5.3 Workplace-based Assessments

In the renewed curriculum students will participate in workplace activities throughout the four years. These activities will provide opportunities for preceptors to observe students, summatively assess their development, and give formative feedback on performance.

In the renewed assessment system, a primary goal will be to track student development over time. Workplace-based assessment tools will be strategically selected to measure particular competencies. When used throughout the length of the curriculum they will provide valuable point-in-time feedback, and also longitudinal developmental feedback. Selecting effective tools and coordinating their use across courses, clerkships, and years will be important in achieving this goal.

2.5.4 Objective Structured Clinical Examinations (OSCEs)

OSCEs allow summative assessment of students' clinical competence through standardized simulated clinical scenarios. Students perform specific tasks, such as history-taking or physical examination, and the OSCE is blue-printed to include different specialties.

In keeping with the new assessment principles, OSCEs will be competency-based and anchored with developmental milestones. Thus, in the renewed curriculum, students will sit OSCEs at specific times over the four years to assess their development. In the early years, students' basic clinical skills, primarily history-taking and physical examination, will be assessed by OSCEs. In the later years, in addition to the basic clinical skills, other competencies, such as patient education/counselling, communication skills, and professionalism, will be also assessed by OSCEs.

3 Relationship with the Faculty of Dentistry

Currently, the UBC Faculty of Dentistry's Doctor of Dental Medicine (DMD) students are enrolled in the following Faculty of Medicine courses:

- Year 1: ORNT 400, PRIN 401, FMED401, FMED 402, FMED 403, and FMED 404;
- Year 2: FMED 421, FMED 422, FMED 423, FMED 424, FMED 425, FMED 426, and FMED 428.

With the changes to the MDUP curriculum, as well as other impetuses, the Faculty of Dentistry is proposing that dental students not enroll in the Faculty of Medicine's newly proposed Year 1 and 2 curricula. Instead, Dentistry will move relevant biomedical content from the Medicine courses into the Dentistry courses and this will entail a separate submission to Senate from Dentistry.

There is a confirmed commitment from the Provost Office to implement a plan that will allow both renewed programs to be appropriately resourced as this change is implemented. This plan will involve Faculty of Medicine continuing to offer in-kind support to Faculty of Dentistry, equivalent to the existing provisions and based on the existing enrollment numbers, for the duration of the next two years. During this transition period, and once all the renewed programs' costs are fully understood, UBC Budget Office, in collaboration with the Faculties and the Provost Office, will conduct a comprehensive review to determine the necessary adjustments to the Faculties' budgets. At the end of the second year, the flow of student tuition will be aligned with the UBC budget model and any other needed re-allocations, as identified through the review process, will be made to ensure appropriate resourcing of both programs.

Specifically, over the next two years, the following arrangements will be in place:

1. In general, the Faculty of Medicine (FOM) will continue its current support for the Faculty of Dentistry (FOD) at its current enrollment levels at no cost to the Faculty of Dentistry, but also at no additional cost to the Faculty of Medicine.
2. Over this transition period, Dentistry will continue to have access, on an ongoing basis, to the Faculty of Medicine's dentally-relevant resources as listed below:
 - Details on the new medical curriculum (objectives, typical week template, assessment, etc.), continued access to FOM scheduled sessions and to archived, current and renewed FOM curriculum documents, all educational materials, and pool of exam questions, with the appropriate permissions, and with the understanding that archived curriculum does not include offering an archived Medicine course for dental students that is no longer offered for medical students;
 - Continued consultative support for the DMD program allowing FOD faculty members to contact FOM authors of cases, lectures and any online supportive materials that relates to that particular medical faculty member's shared resource; Both the FOM and FOD will follow a process where dental student questions that cannot be answered by dental faculty could be forwarded to medical faculty by the dental faculty (as opposed to, by the students directly);
 - Approval for FOD to modify and utilize any medical cases/lectures/handouts, with the appropriate consent and cited recognition of the author(s);
 - Permission to download learning materials to the FOD website to ensure access to learning materials by FOD faculty, staff and students;
 - Continued support to have same access to rooms in the Life Sciences Centre (LSC) as is currently enjoyed by the FOD (Multi-purpose Lab, Gross Anatomy Lab, Problem-based Learning rooms, Lecture Theatre with video-conference access) and if additional access to spaces is required by the FOD, the FOM will support the FOD's request for access to the aforementioned rooms through the appropriate UBC/Life Sciences Institute room booking procedures;
 - Continued access to shared lectures with medical students where appropriate for the dental students;
 - Continued access to the current level of FOM gross anatomy lab equipment, cadavers, pro-sections and faculty members determined by the FOD as needed;
 - 1 FOM faculty member to teach gross anatomy to dental students to the current level of resource (the FOD requests the continuity of the same faculty member who currently teaches this course) – the FOM will provide this support and faculty position to the FOD. If FOD increases student enrollment, any additional faculty needed for the additional students will be provided by the FOD;
 - Continued access to educational equipment/aids for histology and pathology labs;
 - Access to MedIT services up to the current levels of resources;
 - Support from the FOM Evaluation Studies Unit and Educational Assessment Unit faculty and staff for establishing or building capacity in the FOD (e.g. establishing FOD examinations, evaluations, and statistical analysis of exam results; working together to share exams when appropriate).

This arrangement will remain in place until the end of the 2015/16 academic year when, subsequent to the budgets review, a revised model for resource allocations for the programs will be confirmed and implemented by the university.

We wish to reiterate that we will continue to seek ways within our renewed curriculum where medical and dental students are able to learn together, and are also committed to expanding opportunities for medical student to learn with students from other health professional programs.

4 Renewed Program Budget

The proposed budget for the renewed program has been reviewed and approved by the UBC Strategy and Decision Support Division. The program costs include the following analyses:

1. Comparison of current curriculum costs and how these costs are realigned into the renewed MDUP curriculum when the program reaches steady state.
2. A 5-year projection of costs as the renewed MDUP curriculum reaches steady state.
3. Comparison and realignment of current budget to renewed MDUP budget.
4. Realignment of the current budget must fit with the planning taking place for the renewed curriculum.
5. The program costs in the budget are comprised of direct costs related to the delivery of the MDUP curriculum: course leadership, administrative salaries (including benefits), teaching payments, laboratory costs, and general operating expenses.
6. The budget does not reflect changes in revenue which will remain at the current level during the two year transition period mentioned above. The budget will be revisited and allocations to the program adjusted, as required, through the budget review process referred to in Point 3 above, before the end of the transition period, to ensure continuing sustainability of the renewed Medical and Dental programs.
7. The Faculty of Medicine will create necessary efficiencies and work within resources as the renewed MDUP curriculum reaches steady state, including providing the funding for one time start-up costs for the renewed curriculum.

5 Conclusion

The Faculty of Medicine respectfully requests that the UBC Senate consider this proposed renewed curriculum framework for the Medical Doctor Undergraduate Program. We hope that the contents of this framework proposal are sufficiently acceptable to approve so that we can continue developing the additional details required for the second proposal, approval of which is required in order for the Faculty of Medicine to admit students into the renewed program.

Appendix A: Exit Competencies

Exit Competencies are presented by CanMEDS role below. Each group of Competencies will be broken down further into Enabling Competencies, which will be used developmentally throughout the program.

Medical Expert

As Medical Expert, the UBC MD graduate is able to:

1. Collect a complete or focused medical history and perform a complete or focused physical examination, as appropriate;
2. Use a patient's clinical findings to generate a differential diagnosis, problem list (other issues for which assistance could be sought or provided), an appropriate investigation plan and management plan
3. Implement the clinical investigation and management plan with a degree of independence consistent with the new graduate's trainee status.
4. Explain effective health promotion strategies and their underlying biological bases to patients, families, community members, and/ or colleagues;
5. Use clinically relevant knowledge from the foundational medical sciences and the social sciences, including recent scientific advances, to make appropriate scientifically grounded and evidence-based clinical decisions for patient diagnosis and management.

Collaborator

As Collaborator, the UBC MD graduate is able to:

1. Diagnose and manage a patient's illness or other health-related needs in the context of a health care team, by respecting his/her own professional boundaries as well as the expertise of physician colleagues (generalist and specialist) and non-physician health care professionals. (Role Clarification);
2. Work effectively as part of a health care team. (Team Functioning, Collaborative Leadership);
3. Seek the input of all team members, including the patient, family, other health care professionals, and, where appropriate, members of the community, in designing and implementing health care delivery (Patient/Family-Centred Care);
4. Communicate with physicians and other health care professionals in a collaborative, responsive and responsible manner (Interprofessional Communication);
5. Prevent, negotiate and resolve conflict by working respectfully and diplomatically with the patient, family, and other health care professionals (Conflict Resolution).

Communicator

As Communicator, the UBC MD graduate is able to:

1. Appropriately develop and maintain ethical supportive relationships, rapport and trust with patients and their families;

2. Accurately elicit relevant information and perspectives from patients and their families, colleagues, and other professionals;
3. Accurately convey relevant information and explanations to patients and their families;
4. Develop a shared plan of care with patients, their families, and other professionals;
5. Effectively convey oral and written information associated with a medical encounter;
6. Communicate effectively with third parties other than health professionals directly caring for the patient.

Health Advocate

As Health Advocate, the UBC MD graduate is able to:

1. Help a patient access the most appropriate and best available health care resources according to the unique physical and psychosocial needs of the patient, and paying particular attention to the needs of vulnerable and marginalized populations, specifically including Canadian First Nations;
2. Participate in activities that improve the health of a community or vulnerable populations including Canadian First Nations, with due consideration to social and other determinants of health;
3. Educate individual patients and their families about their illnesses, and strategies for disease management, health promotion and disease prevention;
4. Maintain personal health and well-being such that the health care that one provides is sustainable.

Manager

As Manager, the UBC MD graduate is able to:

1. Assist patients, their families and communities in accessing and utilizing different parts of the Canadian health care system as needed for the types of health care delivery required, consistent with the principles of the Canada Health Act;
2. Make decisions considering the efficient, effective, and equitable allocation of finite health care resources;
3. Contribute to system quality process evaluation and improvement, including patient safety initiatives;
4. Manage time effectively in a clinical setting;
5. Employ information and communication technologies to acquire, organize and apply information for the purposes of patient and population care, scholarly inquiry, self-directed learning and collaborative knowledge exchange;
6. Maintain a healthy work-life balance.

Professional

As Professionals in training, the UBC MD graduate will demonstrate:

1. Accountability to patients;

MD Undergraduate Renewed Curriculum Framework Proposal

2. Accountability to the medical profession and other health professionals;
3. Accountability to society;
4. Commitment to altruistic principles.

Scholar

As Scholar, the UBC MD graduate is able to:

1. Apply a scholarly inquiry approach to learning and patient care;
2. Employ the ethical principles of clinical and translational research in the conduct of research, evaluation of research, explanations to patients, and application to patient care;
3. Develop and implement a plan for continual personal learning;
4. Facilitate the learning of others as part of professional responsibility (patients, health professionals, society).

Appendix B: Week Topics

The following topics will be the centrepieces of each week. Learning activities during a given week will relate to that week's topic. We have developed draft topic orders for the full four years. We will include the finalized topic order in the second, more detailed Senate proposal. Each topic will be formally covered in at least one required course using a core learning method, and each will be assessed as part of required assessments.

- Fetal development: normal/abnormal
- Breast mass
- Heart murmur (congenital heart disease)
- Hypertension
- Pneumonia / cough
- Heart failure / pleural effusion (Cardiac Valve disease with heart failure)
- Allergic reaction/anaphylaxis
- Abdominal pain
- Hematemesis/ melenia
- Weight loss / malabsorption / eating disorder
- Renal failure (acute)(adult and/or child)
- Renal failure (chronic)(adult and/or child)
- Infertility
- Pregnancy: normal
- Meningitis
- Hypothalamic, pituitary and end organ axis
- Multiple sclerosis (including abnormal eye movements)
- Headache & pain
- Anemia
- Bleeding/ bruising / malignancy
- Ataxia / movement disorder / tremor
- Psychosis (e.g. w/ hallucinations)
- Stroke incl. dysarthria / aphasia
- Adrenal dysfunction
- Thyroid abnormalities incl. thyroid mass
- Depression (may include anxiety features, must consider suicidality)
- Adverse drug reaction/interaction
- Dementia
- Congenital dysmorphism
- Inherited chromosomal (genetic) abnormalities
- Normal and abnormal growth and development, development delay
- Behaviour problem (child)
- Peripheral neuropathy with abnormal sensation/numb/tingling
- Rash
- Arthritis: inflammatory monoarthritis and polyarthritis
- Fracture: pathological (osteoporosis)
- Diabetes mellitus
- Acid-base/electrolyte disturbance
- Ligamentous & meniscal knee injuries
- Noninflammatory joint pain
- Head injury (loss of consciousness, brain death)
- DVT/PE
- COPD / haemoptysis
- Nausea / vomiting / diarrhea
- Child abuse (fracture on x-Ray)
- Chest pain / angina / MI
- Menstrual abnormalities & menopause
- Jaundice (DDx incl. pancreatic cancer)
- Hypotension / shock
- Pregnancy: normal delivery, normal newborn
- Prostate cancer (& BPH) & other GU tumours
- Sepsis
- Arrhythmia
- Spinal cord injury (acute trauma) with abnormal C-spine film, paralysis
- Abdominal/pelvic mass
- Abnormal finding on CBC (not anemia)
- Abnormal findings on abdo. plain film
- Abnormal findings on CXR
- Abnormal mass (inguinal)
- Acid-base/electrolyte disturbance
- Acute dyspnea (adult), may have cyanosis/hypoxemia
- Acutely ill child - respiratory emergency
- Agitation, aggression, & abuse
- Alcohol use/abuse/withdrawal
- Ascites and liver failure, w/ abnormal findings on LFTs
- Back/neck pain (not trauma) with spinal cord compromise
- Bipolar/manic
- Burn/electrocution
- Cancer: complication of disease or Rx
- Cellulitis
- Cervical Cancer / dysplasia / Pap test screening / preventive health
- Chest trauma
- Chronic wound management
- Compartment syndrome
- Constipation
- Contraception
- Cutaneous manifestation of systemic disease
- Dehydration: child
- Delirium/confusion
- Dental abscess
- Diabetic complications
- Dizziness/vertigo
- Dyslipidemia
- Dysphagia/dyspepsia
- Dysuria/UTI
- Ear infection/URTI (sinus, tonsil)
- Eating disorder
- Electrolyte abnormality (Na, K, Ca, PO4)
- Epigastric pain
- Eye: red/injured
- Facial nerve palsy
- Failure to thrive, child
- Falls in the elderly
- Fatigue
- Fracture: trauma, with abnormal findings on extremity plain film
- Hearing loss / deafness / tinnitus
- Hematologic malignancy: leukemia/lymphoma
- Hematuria
- Hemoptysis
- Hypothermia
- Hypotonia / floppy infant / child
- Immunisation
- Impaired visual acuity, or other important eye abnormalities
- Incontinence (urine)
- Infectious disease: special circumstances (infection in immunocompromised patient, resistant organism, etc.)
- Jaundice, neonatal
- Laceration: wound management
- Limping: child
- Loss of consciousness
- Medication request/review
- Movement disorder/tremor
- Neonatal vomiting
- Obesity
- Pain: chronic pain disorder
- Pelvic pain
- Perianal disorder
- Peripheral vascular disease
- Personality disorder
- Pneumonia/cough: child
- Polyuria
- Pregnancy loss
- Pregnancy: complicated
- Pregnancy: complicated delivery
- Pregnancy: postpartum complications
- Pregnancy: systemic disease during
- Pregnancy: vaginal bleeding & preterm labour
- Respiratory emergency
- Respiratory emergency, neonatal
- Scrotal mass
- Seizure (DDx incl. febrile seizure)
- Sexual assault, intimate partner violence
- Sexual dysfunction
- SIDS
- Skin lesion incl. cancer
- Sleep disorder
- Smoking: diseases, cessation
- Spiral: febrile neonate/child/adult
- STD (STI)
- Substance use/abuse/withdrawal, overdose/poisoning
- Sudden death: cardiac arrest
- Transfusion: product ordering, transfusion reaction
- Trauma diagnosis and management
- Urinary retention/obstruction
- Vaginal bleeding, postmenopausal
- Weakness
- Wheezing / short of breath child

Appendix C: Themes

These types of themes will be woven throughout the four-year curriculum, intersecting with appropriate week topics. The high-level theme clusters break down into themes. These all take place within the overarching framework of Social Responsibility and Accountability.

Medical Sciences

- Includes themes such as anatomy and embryology, physiology, microbiology and parasitology, genetics, molecular medicine, pathology, and histology.

Diagnostic Sciences

- Includes themes such as diagnostic imaging, clinical laboratory techniques, and laboratory diagnosis.

Treatment

- Includes themes such as pharmacology, therapeutics, complementary/alternative therapies; non-pharmacotherapy disease management including counselling, complimentary alternative therapy, rehabilitation, and surgery.

Populations, Diversity, and Equity

- Includes themes such as public health, prevention and control; special populations such as geriatrics, First Peoples, addictions, palliative care; global health; health advocacy; and social medicine including socioeconomic factors.

Care of Patients

- Includes themes such as communication, professionalism, medical ethics, collaboration and inter-professional care, health care system, medical informatics, leadership, quality improvement, and patient safety.

Scholarship

- Includes themes such as scholarship and evidence-based medicine.

Appendix D: Translation of Current to Renewed Curriculum

This appendix portrays our current thinking on how the existing curriculum content will fit into the proposed new structure this will be finalised with all the appropriate course forms in our comprehensive proposal to be submitted in fall 2014.

Maps of the current curriculum structure are shown below. The translation of current to renewed courses follows in the tables.

Figure 2: Current curriculum map – First Year

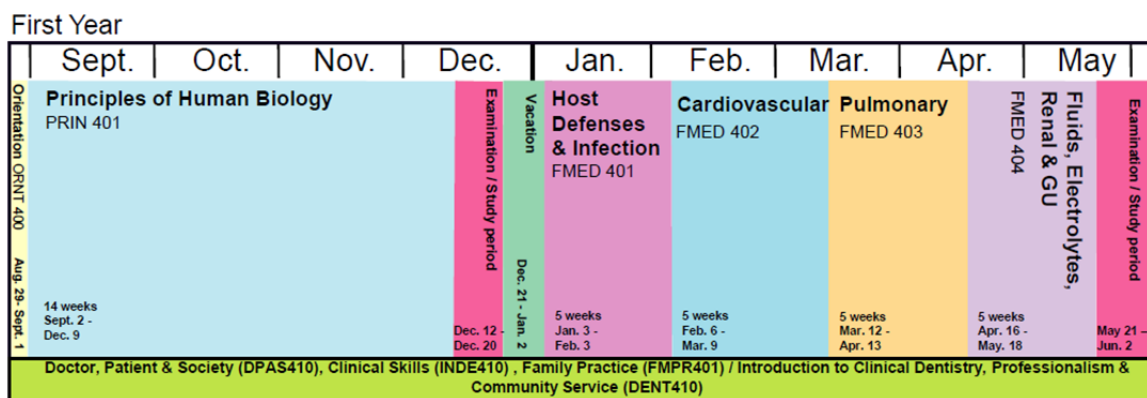
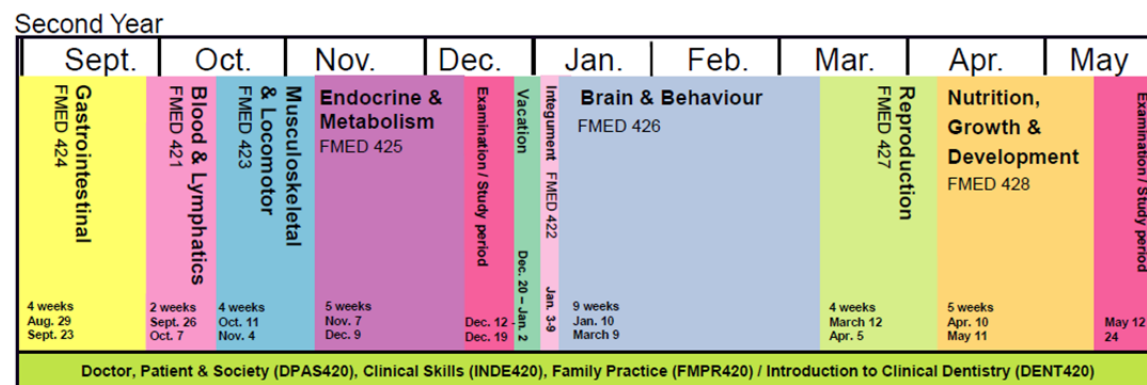


Figure 3: Current curriculum map – Second Year



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Figure 4: Current curriculum map – Third Year

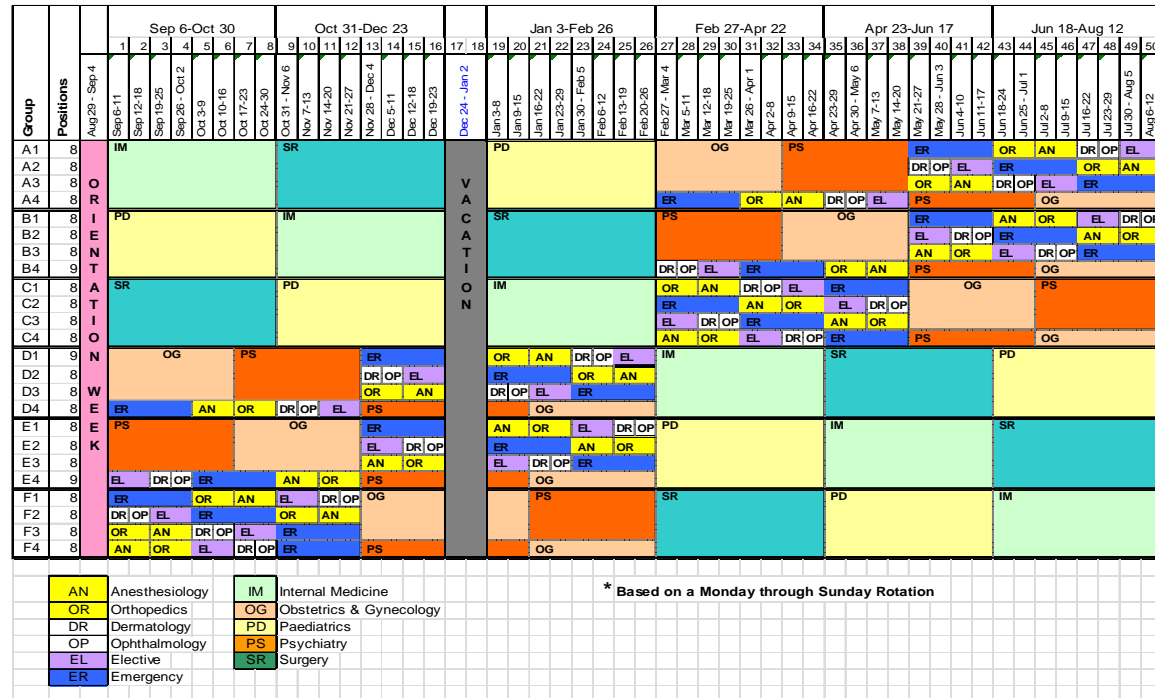


Figure 5: Current curriculum map – Fourth Year

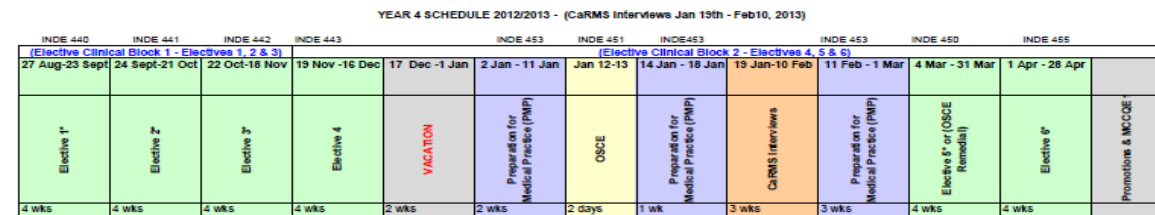


Table 1: Year 1 curriculum translation

Year 1 - Current Courses		Courses in the Renewed Curriculum	
ORNT 400	Orientation to Medical/Dental School	TIME 414	Transition into Medical Education
PRIN 401	Principles of Human Biology	FOMP 415	Foundations of Medical Practice I (basic)
DPAS 410	*Doctor Patient and Society	FOMP 416	Foundations of Medical Practice II (basic)
INDE 410	*Introductory Clinical Skills & System I		
FMPR 401	*Family Practice Continuum		
FMED 401	Host Defenses & Infection		
FMED 402	Cardiovascular		
FMED 403	Pulmonary		
FMED 404	Fluids, Electrolytes & Renal GU		
		FLEX 448	Flexible Enhanced Learning

*DPaS 410, INDE 410 and FMPR 401 are longitudinal courses which span the entire Year 1

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Table 2: Year 2 curriculum translation

Year 2 - Current Courses		Courses in the Renewed Curriculum	
FMED 424	Gastrointestinal	FOMP 427	Foundations of Medical Practice III (complicated/complex)
DPAS 420	*Doctor Patient and Society		
INDE 420	*Clinical Skills		
FMED 421	Blood & Lymphatics		
FMPR 420	*Family Practice Continuum		
FMED 423	Musculoskeletal & Locomotor		
FMED 425	Endocrine & Metabolism		
FMED 422	Integument		
FMED 426	Brain and Behaviour		
FMED 427	Reproduction		
FMED 428	Nutrition Growth & Development		
		FLEX 448	Flexible Enhanced Learning
		TICE 424	Transition to Clinical Education

*DPaS 420, INDE 420 and FMPR 420 are longitudinal courses which span the entire Year 2

Table 3: Year 3 curriculum translation

Current Courses – Clinical Clerkships		Courses in the Renewed Curriculum	
ANAE 430	Introduction to Anaesthesia	Junior Clerkship	Junior Clerkship
DERM 430	Clinical Dermatology		
EMER 430	Emergency Medicine		
INDE 430	Professional Dimensions in Medicine		
INDE 452	Clinical Elective		
MEDI 430	Medicine		
OBST 430	Obstetrics and Gynaecology		
OPHT 450	Ophthalmology		
ORPA 430	Orthopaedics		
PAED 430	Paediatrics		
PSYT 430	Psychiatry		
SURG 430	Surgery		
FMPR 428	Rural Family Practice		
		FLEX 448	Flexible Enhanced Learning

Table 4: Year 4 curriculum translation

Current Courses – Clinical Clerkships		Courses in the Renewed Curriculum	
INDE 440	Senior Clerkship	Senior Clerkship	Senior Clerkship
INDE 441	Senior Clerkship		
INDE 442	Senior Clerkship		
INDE 443	Senior Clerkship		
INDE 450	Senior Clerkship		
INDE 451	Clinical Skills IV		
INDE 453	Preparation for Medical Practice	TIPP 457	Transition into Postgraduate Education and Medical Practice
INDE 455	Senior Clerkship		
		FLEX 448	Flexible Enhanced Learning



07 February 2014

To: Vancouver Senate
From: Senate Academic Policy Committee
Re: Medical Doctor Program Rolling Graduation

The Faculty of Medicine has requested that the students of its undergraduate Medical Doctor Program be able to benefit from rolling graduation. In February 2012, Senate approved rolling graduation for graduate students. As in that case, rolling graduation would allow for the degree to be granted and appear on the student transcript after approval by Senate at any of its regularly scheduled meetings.

The following is recommended to Senate:

Motion: *“That Senate approve the rolling graduation proposal put forward by the Faculty of Medicine as set out in the attached document.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee

**Faculty of Medicine
MD Undergraduate Program**

Request for Rolling Graduation for MD Degree

Background

MD students at UBC generally graduate at the Spring Congregation in May, and few occasionally graduate at the Fall Congregation in November. Medical graduates usually begin their postgraduate "residency" training on July 1 across Canada, although in the past few years, graduates are sometimes able to enter their residency programs at different times of the year.

Problem

Every year, a few final year students (<5) require remedial work, generally in 4-week blocks; hence, their academic requirements might need to extend beyond the end of April, the usual application deadline for the conferring of degrees at the UBC Congregation in May. The Faculty of Medicine MD Undergraduate Years 3 & 4 Student Promotions Committee faces a difficult dilemma with students whom they believe should undertake additional work before graduation. If they vote to require additional remedial work, even of a short duration, the students then have their degree granted at the Fall Congregation.

Delays in the granting of degrees mean that medical graduates (in a workforce shortage environment and in a complex postgraduate system that depends on residents to provide patient care) may:

- be unable to start residency in July, potentially adding to the reduced person-power that exists;
- potentially lose skills and knowledge while waiting to start their residency; and,
- not be able to begin to repay their student loans, since they are unemployed.

Furthermore, assessment is increasingly being shifted to a competency-based framework. As a result, few students might require additional time to satisfy the requirements of the program. This creates a further challenge for the Student Promotions Committee. On one hand, they may feel some responsibility to the student who is "almost there", but may be inclined to downplay additional remedial work in an effort to move the student along into residency.

Possible Solution

We would like to consider a rolling graduation for medical students with the possibility of granting of their MD degree at other times throughout the year. Such a system will provide us with added flexibility while ensuring that our graduates fulfill all the requirements of the MD program.

This solution is possible because the UBC Vancouver Senate has recently agreed to grant degrees to graduate students at any of its regularly scheduled monthly meetings between September and May. Once Senate has granted the degree, this will be noted in the student's transcript. Students will not actually receive their degree certificate or parchment at that time and these will continue to be given out at the two convocation ceremonies (one in Spring and one in Fall).

The College of Physicians and Surgeons of BC, which grants educational licenses to medical students, has indicated their willingness to extend the educational licenses, as appropriate, for students who have an extended period of study.

At present, the Faculty of Medicine approves MD graduates at its Full Faculty Meetings which occur twice yearly. In order to facilitate rolling graduation, this responsibility will be delegated to Faculty Executive, which meets every two months, when graduation falls out of the usual cycle.

Approvals

MD Undergraduate Education Committee, April 15, 2013

MD Undergraduate Program (MDUP) Year 4 Committee, June 4, 2013

MDUP Curriculum Committee, June 25, 2013

MD Undergraduate Regional Executive Committee, September 24, 2013

Faculty Executive, Faculty of Medicine, November 19, 2013

Faculty of Medicine, November 26, 2013

*Prepared by Amil Shah, MDCM, of behalf of the MD Undergraduate Program
January 7, 2014*



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: MD Undergraduate Program Faculty Approval Date: November 26, 2013 Effective Session (W or S): W Effective Academic Year: 2015</p>	<p>Date: January 7, 2014 Contact Person: Amil Shah Phone: 604 875 4111/67112 Email: amil.shah@ubc.ca</p>
<p>Proposed Calendar Entry: Graduation</p> <p>Every candidate for a degree must make a formal application for graduation. Students can make a formal application for graduation via the Student Service Centre (SSC).</p> <p>The application deadline for May Congregation is February 28. The earliest date to make an application for May Congregation is December 15 of the previous year. The application deadline for November Congregation is August 31. The earliest date to make an application for November Congregation is June 15.</p> <p>If a student plans to graduate, they must submit an application regardless of whether or not they intend to participate in the scheduled ceremonies. If the request to graduate is not approved by the candidate's faculty, a reapplication for the next congregation will be required.</p> <p>Applications for May are not acknowledged until the end of March when Graduation Ceremony information is emailed. Acknowledgment for November applications will be emailed at the end of September. The receipt of graduation information does not confirm the satisfactory completion of the degree program. The faculty completes this approval process and Senate then confers successful candidates. Students can access</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,44,0,0</p> <p>Present Calendar Entry: Graduation</p> <p>Every candidate for a degree must make a formal application for graduation. Students can make a formal application for graduation via the Student Service Centre (SSC).</p> <p>The application deadline for May Congregation is February 28. The earliest date to make an application for May Congregation is December 15 of the previous year. The application deadline for November Congregation is August 31. The earliest date to make an application for November Congregation is June 15.</p> <p>If a student plans to graduate, they must submit an application regardless of whether or not they intend to participate in the scheduled ceremonies. If the request to graduate is not approved by the candidate's faculty, a reapplication for the next congregation will be required.</p> <p>Applications for May are not acknowledged until the end of March when Graduation Ceremony information is emailed. Acknowledgment for November applications will be emailed at the end of September. The receipt of graduation information does not confirm the satisfactory completion of the degree</p>



the SSC one week prior to the ceremonies to confirm conferral of the degree.

No student will receive a graduation diploma until all academic fees have been fully paid (see [Financial Hold](#)).

Please see [Current Students](#) and [Graduation at UBC](#) for the latest information on graduation

MD Degree, Faculty of Medicine – Rolling Graduation

The general regulation for graduation notwithstanding, MD degrees may be approved at any regular meeting of the Senate during the Winter Session; however, graduation ceremonies (Congregation) are only held in May and November of each year. Although the granting of a degree will be noted on the student's transcript once approved by the Senate, degree certificates will normally only be issued once the degree is conferred at or after the Congregation following approval.

For application deadlines and expected approval dates, please see the Faculty of Medicine Website (<http://med.ubc.ca>)

Students Completing Degree requirements at other Institutions

Students completing degree requirements at other institution are also reminded that, because of the delay in obtaining official transcripts, all applications for degrees for such students will be treated by Enrolment Services as applications for fall graduation.

Please see [Current Students](#) and [Graduation at UBC](#) for the latest information on graduation.

program. The faculty completes this approval process and Senate then confers successful candidates. Students can access the SSC one week prior to the ceremonies to confirm conferral of the degree.

No student will receive a graduation diploma until all academic fees have been fully paid (see [Financial Hold](#)).

Please see [Current Students](#) and [Graduation at UBC](#) for the latest information on graduation.

Type of Action:

Change to academic regulations to allow for rolling graduation for the Faculty of Medicine's MD degree.

Rationale for Proposed Change:

At present, medical students graduate in the Spring (May) and Fall (November) each year. The list of graduates is approved by the Full Faculty which meets twice/year. Rolling graduation is a mechanism by which students can be formally awarded a degree more than twice a year.

For students graduating out of cycle, approving list of graduates would be done by the Faculty Executive of the Faculty of Medicine, which meets every two months each year. This would potentially provide an additional 4 exit points for graduates.

Benefits:

Following graduation, medical students begin their postgraduate residency training, usually on July 1, across Canada, although in the past few years, graduates are sometimes able to enter their residency programs at different times of the year.

Every year a few students (<5) require remedial work, generally in 4-week blocks; hence, their academic requirements might need to extend beyond the end of April, the



	<p>usual end of the final year of study in the MD program.</p> <p>The FOM MD Undergraduate Years 3&4 Student Promotions Committee faces a difficult dilemma with students whom they believe should undertake additional work before graduation. If they vote to require additional remedial work, even of a short duration, the student then has their degree granted at the November congregation.</p> <p>A delay in the granting of degrees means that medical graduates (in a workforce shortage environment and in a complex post-graduate system that depends on residents to provide patient care) are:</p> <ul style="list-style-type: none"> • unable to start residency in July, potentially adding to the reduced person-power that already exists • potentially lose skills and knowledge while waiting to start their residency • not able to begin repaying their student loans, since they are unemployed. <p>Also, medical schools are operating increasingly in a “competency-based” system. This creates an additional challenge for the Student Promotions Committee. On one hand, they feel some responsibility to a student, who is “almost there”, but they may be inclined to downplay additional remedial work in an effort to move the student along into residency.</p> <p>With rolling graduation, students will need to wait a relatively short time before their name goes forward for the granting of the MD degree.</p> <p>Students will also not need to wait up to six months before the degree will show up on their transcript or begin their residency.</p>
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	<p>The idea of Rolling Conferral of Degrees has been well received by members of the Faculty of Medicine. Also, the College of Physicians and Surgeons of BC has indicated their willingness to extend educational licenses, as appropriate, for students who have an extended period of study.</p> <p>Students would not actually receive their degree parchments at this time. Parchments would continue to be given out at the two convocation ceremonies (one in Spring, one in Fall). If students require their degree parchment before the next convocation ceremony, they would need to make a request to have an early release of the parchment at a cost to be set by Enrollment Services.</p>
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07 February 2014

To: Vancouver Senate

From: Senate Student Awards Committee

Re: New Awards and Changes to Existing Awards (January 2014)

In addition to the over \$60,000 in new awards supported by donors in the following list, the Student Awards Committee is also pleased to present a number of awards and bursaries that are supported by student tuition and funded by the University.

Among these are four new awards proposed to support the diversity mandate and recruitment efforts of Vantage College. These awards are largely modeled after the suite of awards offered through the International Student Initiative. They are designed to ensure that outstanding students from various socio-economic backgrounds may access Vantage and its program. Furthermore, those students who enter Vantage with a record of academic excellence will have the ability to benefit from scholarship funding well after they transfer into the second year of an undergraduate program.

The Student Awards Committee is currently undertaking a review of the Senate regulations governing awards, in part, to ensure that the regulations accommodate the awards proposed by Vantage. The Committee supports the awards proposed by Vantage, and does not wish to have its regulatory review delay the implementation of these awards.

The Student Awards Committee recommends:

Motion: *“That Senate approve the new awards and changes to existing awards as listed below and forward these to the Board of Governors for approval; and that letters of thanks be sent to the donors of new awards.”*

Respectfully submitted,

Dr. Sue Grayston, Chair
Senate Student Awards Committee



UBC Vantage College Excellence Award – UBC Vantage College offers up to four renewable awards ranging in value up to \$45,000 in the first year to outstanding UBC Vantage College students enrolled in the first year of the International Program. Awards can be renewed for up to \$40,000 per year for years 2-4 of a UBC four year degree program. The award is made primarily on the basis of academic excellence but financial need will also be taken into account. The recipient must hold a valid Canadian Study Permit (student visa). The award is made on the recommendation of UBC Vantage College. (First Award in the 2014/2015 academic session)

UBC Vantage College Entrance Award – UBC Vantage College offers up to four renewable award of \$7,000 per year to entering UBC Vantage College students enrolled in the International Program. Awards can be renewed for \$7,000 per year for up to four years of a UBC four year degree program. The award is made primarily on the basis of academic excellence but financial need will also be taken into account. The recipient must hold a valid Canadian Study Permit (student visa). The award is made on the recommendation of UBC Vantage College. (First Award in the 2014/2015 academic session)

UBC Vantage College Outstanding Student Award – UBC Vantage College offers up to sixty one-time awards up to \$6,000 to outstanding UBC Vantage College students enrolled in the International Program. The award is made primarily on the basis of academic excellence but financial need will also be taken into account. The award is made on the recommendation of UBC Vantage College. (First Award in the 2014/2015 academic session)

UBC Vantage College Emergency Bursary - The UBC Vantage College Emergency bursary has been established to assist students in the College, who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. All requests are determined on a case-by-case basis. The bursary will be adjudicated by UBC Vantage College. (First Award Available in the 2014/2015 academic session)

Helen and Robert COLEMAN Entrance Bursary – A \$1,000 bursary has been endowed by Helen and Robert Coleman to assist a student in financial need entering any discipline or Faculty. Helen E. Coleman (BA 1949) and Robert S. Coleman (BASc '46) are UBC graduates who wish to provide opportunities for deserving students to pursue their education. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)



CURREY Family Bursary – Bursaries totalling \$12,500 are offered to graduate or undergraduate students who are Canadian citizens in honour of H. David Currey, BAsC (Agricultural Engineering) 1950, C. Marvin Currey, BSc (Physics, Mathematics) 1973, MBA 1989 and Ingrid A. Currey, BA (Sociology) 1978, MEd (Adult Education) 1996. Preference will be given to students demonstrating qualities such as leadership skills, involvement in student affairs, extracurricular activities or community service. No individual bursary shall exceed \$4,000. Bursaries are adjudicated by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Dave CURREY Award in Forestry – Awards totalling \$12,500 are offered by H. David Currey, BAsC (Agricultural Engineering) 1950, for students in their second, third, or fourth year pursuing an undergraduate degree in the Faculty of Forestry. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs, extracurricular activities or community service. Preference will be given to students demonstrating financial need. No individual award shall exceed \$4,000. Awards are made on the recommendation of the Faculty of Forestry. (First Award Available in the 2014/2015 Winter Session)

Dr Ted DANNER Memorial Entrance Bursary in Geology – Bursaries totaling \$700 have been endowed by the Estate of Dr Ted Danner. Dr Danner was a long time Professor and Professor Emeritus of Geology at UBC who passed away in 2012. He began teaching at UBC in 1954 and taught an introductory geology course for many years. Dr Danner's introductory geology classes sparked an initial interest in Geology among many new students. The bursaries are to be awarded to students entering the University of British Columbia from high school who are enrolled in at least one Geology course, with preference to students who have enrolled in two or more Geology courses. Awards are adjudicated by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Bruno D. DI SPIRITO Bursary in Environmental Sciences – A \$1,000 bursary is offered by Bruno D. Di Spirito for a student in financial need in the Bachelor of Science in Environmental Sciences program. Bruno Di Spirito was born and raised in East Vancouver and currently resides in Burnaby with his family. He graduated with a Bachelor of Commerce from UBC in 1989 and obtained his Chartered Accountant designation in 1992. He has had a very successful career with PriceWaterhouse, Gibralt Capital Corporation and Larco Investments Inc. He has extensive international experience completing financings, corporate dispositions and property company acquisitions in Canada, the US and the UK. He is actively involved in community leadership and volunteerism. He is Past President of Cliff Avenue United FC, past Chair of the St. Helens School Building Committee, and a Commissioner for Burnaby Parks and Recreation. In addition, he shares expertise as a mentor in UBC Commerce's



Developing Leadership Program and NAIOP Vancouver. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Anne DUMOULIN Memorial Graduate Award in Social Work – A \$1,000 award has been endowed by Florence and Robert Brownridge in memory of their good friend, Anne DuMoulin (BA Social Work 1944, MA Social Work 1947, UBC), and is offered to an outstanding graduate student in the MSW or PhD program at the UBC School of Social Work (Vancouver Campus). Professor DuMoulin made pioneering contributions to the field of Social Work. As Executive Director of The Welfare Council of Greater Winnipeg (1952-1970), she skilfully guided the social planning program and process, launched Indian-Métis consultative mechanisms, set up neighbourhood houses and led a comprehensive study of problems and opportunities for the aging population of Winnipeg. A study report titled “Age and Opportunity” was published in 1956 with far-reaching recommendations. As President of the Canadian Association of Social Workers, Professor DuMoulin worked to change national social policies. This award is made to a graduate student who has a strong record of academic achievement and evidence of significant contribution to the community. Preference is given to students with Aboriginal heritage. Demonstrated financial need may also be taken into consideration. Recommendation is made by the School of Social Work, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

FACULTY of Law LL.M. in Taxation Award – The Faculty of Law will offer one or more awards of up to \$7,500 to graduate students enrolled full-time in the LL.M. in Taxation Program. Taking into account previous academic, professional and personal achievements, the award recognizes promising candidates with demonstrated potential to succeed in the LL.M. in Taxation Program. No application is necessary; all graduate students enrolled full-time in the LL.M. in Taxation Program are automatically considered. The award is made on the recommendation of the Faculty of Law, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

J. Wesley FOSTER Memorial Scholarship in Music – A \$1,000 scholarship is offered in loving memory of J. Wesley Foster by his family, friends and colleagues to a graduate or undergraduate student in the School of Music whose main focus of study is the clarinet. Wes had a long and distinguished career as one of Canada’s and North America’s top woodwind players. He held principal clarinet positions with the Indianapolis Symphony, the Hamilton Philharmonic, and the National Ballet Orchestra, along with teaching positions at Northwestern and McMaster Universities. Following his return home to Vancouver in 1981, he was the Principal Clarinet of the Vancouver Symphony Orchestra and an Instructor at UBC for over two decades. He was known for



his musical refinement and artistry, and as a man of great kindness and intelligence. He inspired others with his integrity, warmth, generosity and humour. Preference will be given to a student who demonstrates outstanding performing ability. The award is made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Christopher GAZE Award in Theatre – Awards totalling \$1,600 are offered by Christopher Gaze, O.B.C. (DLitt 1908), with support from the community, for undergraduate students to complete the Theatre Internship Program at UBC's Department of Theatre and Film. The Program offers professional work-study opportunities in the form of internship placements with local theatre companies. Best known as Founder and Artistic Director of Vancouver's Bard on the Beach Shakespeare Festival, Christopher Gaze has been instrumental in elevating the performing arts in Vancouver and British Columbia, mentoring emerging talent in the theatre community and fostering young actors and audiences through outreach and education. Recommendation is made by the Department of Theatre and Film. (First Award Available in the 2013/2014 Winter Session)

Michael A. GOLDBERG Award in Finance and Real Estate – An award of \$5,000 is offered by the Y. P. Heung Foundation in honour of Michael Goldberg, an expert in urban land economics and finance who applied his knowledge and skills to a broad range of public policies. The award is for an outstanding student with demonstrated leadership potential, academic achievement and community involvement. The award is made to an MBA or MSc student specializing in Finance or Real Estate on the recommendation of the Sauder School of Business in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015)

Faculty of Law INTERNATIONAL Tuition Award - Awards in the amount of \$2,000 each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the Faculty of Law JD program. The awards are made on the recommendation of the Faculty. (First Award Available in the 2013/2014 Winter Session)

Faculty of Education INTERNATIONAL Tuition Award - Awards in the amount of \$7,400 each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the 12-Month Option of the Bachelor of Education Program. The awards are made on the recommendation of the Faculty. (First Award Available in the 2013/2014 Winter Session)



Zhan JIANBIN and Family Forestry Scholarship – A \$1,000 scholarship has been endowed by Mr. Zhan Jianbin and his family for a Chinese national with demonstrated academic excellence. Preference will be given first to undergraduate students from the province of Fujian who are continuing their studies in the Faculty of Forestry. If no suitable undergraduate students are identified then graduate students from Fujian Province will be considered next. If there are no eligible students from that province a Chinese national from another province may receive the award. The scholarship is made on the recommendation of the Faculty of Forestry and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Kenneth Douglas LANDELS Memorial Award in Law – A \$1,000 award has been endowed in honour of Kenneth Douglas Landels, a graduate of the UBC Law Class of 1973. This award will be offered to a student entering the second year of the JD program who has demonstrated outstanding academic achievement and a commitment to community service. Students must apply for this award. The recommendation will be made by the Faculty of Law. (First Award Available in the 2013/2014 Winter Session)

Kathy LEAVENS and Peter Noble Graduate Student Research Award in Women's Leadership – A \$10,000 award is offered to an outstanding doctoral student entering or currently enrolled in the Sauder School of Business, undertaking studies in the area of women's leadership. The award is made on the recommendation of the Sauder School of Business in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

William MARTIN Island Medical Program Student Emergency Bursary – Bursaries totaling \$10,000 are offered to assist MD students in the Island Medical Program who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. Bursaries are awarded on the recommendation of the Faculty of Medicine, in consultation with the Associate Dean of the Island Medical Program. (First Award Available in the 2013/2014 Winter Session)

Rebecca (MYERS) and Scott Labby Entrance Award in Social Work – A \$2,000 award has been established in celebration of the wedding of Rebecca Myers and Scott Labby to honor Rebecca's sister, Carla Myers, who is a member of the greater UBC community. The award is offered to a student entering the Bachelor or Master of Social Work Programs with demonstrated interest in advocacy, community service, volunteerism and/or professional practice related to mental health initiatives. Recommendation is made by the School of Social Work and, in the case of graduate



students, in consultation with the Faculty of Graduate and Postdoctoral studies. (First Award Available in the 2014/2015 Winter Session)

Fred PENNANCE Award in Urban Land Economics and Real Estate – An award of \$5,000 is offered by the Y. P. Heung Foundation in honour of Professor Fred Pennance, an engaging professor who shared his passion for real estate and public policy with a generation of students. The award is for an outstanding undergraduate student enrolled in the Real Estate option in the Bachelor of Commerce Program at the Sauder School of Business, who demonstrates scholarship, leadership, and involvement in student and community activities. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2014/2015 Winter Session)

Kristin SIVERTZ Memorial Prize in Medicine – A prize of \$1,000 has been endowed by the colleagues, friends and family of Dr. Kristin Sivertz in recognition of her many accomplishments as a psychiatrist, medical educator, and senior administrator with the UBC Faculty of Medicine for over 25 years. Kris was a strong, confident, poised, and highly principled individual who was universally admired and beloved for her wisdom, warmth and commitment to the practice of medicine. A consummate professional, Kris called upon all of us to be better and do better by our patients, colleagues and students. This prestigious prize is offered to a third or fourth year MD student who embodies Kris' many extraordinary personal qualities by demonstrating development of the core competencies of an exceptional physician early in their medical training. The prize is made upon the recommendation of the Faculty of Medicine. (First Award Available in the 2013/2014 Winter Session)

SOCIETY of Trust and Estate Practitioners (Canada) Prize in Succession – A \$1,000 prize is offered by the Society of Trust and Estate Practitioners (Canada) for a student who has achieved high academic standing in the course on Succession in the Faculty of Law. The prize is made on the recommendation of the Faculty. (First Award Available in the 2014/2015 Winter Session)

Previously-Approved Awards with Changes in Terms or Funding Source:

#388 BC Foundation for Non-Animal Research Evelyn Martin Memorial Fellowship
- A \$10,000 fellowship is offered by the B.C. Foundation for Non-Animal Research to support a student pursuing non-animal research. The award is made on the recommendation of the Faculty of Medicine.

How amended: Change in the award criteria to specifically exclude animal research.



#945 PFS Studio Entrance Award – A \$2,000 award is offered by PFS Studio to a student entering the Master of Landscape Architecture Program who has demonstrated leadership in advocacy for landscape architecture and related service to the community. Due consideration will be given to the financial need of the student selected. The award is made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Change in award name and description to reflect new name of donor organization.

#1815 Colgate-Palmolive Dental Admission Scholarship – A \$1000 scholarship is offered by Colgate-Palmolive to a student entering the D.M.D. program in the Faculty of Dentistry, who achieves high academic standing. The award is made on the recommendation of the Faculty of Dentistry.

How amended: Change in award name and financial need component removed from criteria.

#1837 Tamara Edinger Memorial Award in Dental Hygiene – A \$1,000 award is offered by family, friends, and fellow students to honour the memory of Tamara Edinger. Tamara was an intelligent and inspirational UBC dental hygiene student who possessed an innate sense of compassion. She was an exceptional student, an outstanding student leader, and a passionate advocate for UBC Dentistry's community outreach programs. She was respected and admired by all who were privileged to know her, and she left a lasting and positive impression. The Tamara Edinger Memorial Award in Dental Hygiene is given to a 3rd year student in the Dental Hygiene Degree Program, who has demonstrated outstanding leadership, volunteerism, and service to the community while maintaining a strong academic standing. The award recommendation is made by the Faculty of Dentistry.

How amended: Change in award title and name of the program.

#3280 David F Hardwick Prize in Pathology – A \$850 prize has been established to honour Professor David F. Hardwick, who served as Head of the Department of Pathology from 1976 to 1990. The prize is awarded to an MD student at the end of second year who demonstrates excellence in the overall field in pathology on the recommendation of the Department of Pathology and Laboratory Medicine.

How amended: Change in the selection criteria as a result of the curriculum changes in the MD program.



#4454 Shirley Snelgrove and John Yule Scholarship – Scholarships totaling \$2,100 have been endowed by Shirley Snelgrove and John Yule for undergraduate or graduate student(s) in the Faculty of Science who are Canadian Citizens. Shirley Snelgrove and John Yule met at UBC where they were part of the first graduating class in Computer Science in 1971. The recommendation is made by the Faculty of Science and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Removed reference to Science in the title.

4633 Harry L. KOSTMAN Memorial Entrance Scholarship in Commerce – Two scholarships totalling \$7000 have been endowed by Mrs. Henrietta Kostman and her daughter, Judith Kostman, in honour of the 75th anniversary of Harry L. Kostman's (B.A.1930) graduation from UBC. Born and educated in Vancouver, Mr. Kostman was the first in his family to receive a university degree. He opened his first retail store in Vancouver in 1935 and was the founding president of Sally Shops, a ladies' retail clothing store, which later expanded into a national company. The scholarship is awarded to an outstanding students who is a Canadian citizen entering first year in the Sauder School of Business. The scholarships are renewable for a further three years, subject to the student maintaining scholarship standing in a full-time B.Com. program. Only two students can be in receipt of the scholarship at one time.

How amended: Change from one scholarship to two scholarships as per donors' request.



7 February 2014

To: Vancouver Senate
Okanagan Senate

Subject: Consolidated Financial Statements 2012/13

Pursuant to Section 32 (2) of the *University Act*, the Vice-President, Finance, Resources and Operations annually submits the University's financial statements for each fiscal year and provides a copy of those financial statements to the Board of Governors and to each of the UBC Senates.

The statements for the fiscal year ending 31 March 2013 are available in electronic format and in hard copy upon request. The URL is:

http://finance.ubc.ca/sites/finance.ubc.ca/files/uploads/financial/documents/FS%20March%202013_final%20signed.pdf

Questions about the financial statements should be directed to Mr. Ian Burgess, Comptroller, at ian.burgess@ubc.ca or 604.822.3031.



3 February 2014

To: Senate

From: Dr Kate Ross
Associate Vice-President Enrolment Services & Registrar

Re: 2014/15 Academic Year (information)

The *draft* 2014/15 Academic Year is available for your review at:
<http://www.calendar.ubc.ca/vancouver/proof/edit/academicyear.cfm?page=2014&view=all>

Key dates for the 2014/15 Winter Session are as follows:

Term 1

Tuesday 2 September 2014	Term 1 begins
Friday 28 November 2014	Last day of Term 1 classes for most faculties
Tuesday 2 December 2014	First day of exams for Term 1
Wednesday 17 December 2014	Last day of exams for Term 1
Number of Teaching Days	61

Term 2

Monday 5 January 2015	Term 2 begins
16-20 February 2015	Midterm Break*
Friday 10 April 2015	Last day of Term 2 classes for most faculties
Tuesday 12 April 2015	First day of exams for Term 2
Wednesday 18 April 2015	Last day of exams for Term 2
Number of Teaching Days	62

* Please note that a request has been made for the Senate Academic Policy Committee to consider moving the standard week for the Midterm Break ahead by one week so that its start corresponds with the BC Family Day Statutory Holiday. Should the Senate approve that request, the Midterm Break will be from 10 to 13 February 2015, with 9 February being a holiday. This decision was recently made by the Okanagan campus for their Academic Year.

Draft term and examination dates for academic years up to and including 2017/18 may be viewed here: <http://senate.ubc.ca/vancouver/termdates>